



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda – Revised

Wednesday, June 1, 2022, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93520754825>

Or iPhone one-tap (US Toll): +16699006833,93520754825# or +13462487799,93520754825#

Or Telephone:

+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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Meeting ID: 935 2075 4825

International numbers available: <https://cccconfer.zoom.us/u/at7P4XBs>

Or Skype for Business (Lync): <SIP:93520754825@lync.zoom.us>

Members:

Sheila Cordova, <i>Chair</i>	Walker Griffy	Jacqueline Monge	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Hafedh Herichi	Maria Muñoz	Lydia Strong
Bren Antrim	Alex Ibaraki	Estela Narrie	Esau Tovar
Fariba Bolandhemat	Sharlene Joachim	Patricia Ramos	Audra Wells
Susan Caggiano	Bradley Lane	Brandon Reilly	Dominic Prendergast (A.S.)
Lisa Collins	Emin Menachekanian	Redelia Shaw	Denise White-Odimo (A.S.)

Interested Parties:

Joelle Adams	Rachel Demski	Tracie Hunter	Estela Ruezga
Stephanie Amerian	Nathaniel Donahue	Maral Hyeler	Scott Silverman
Maria Bonin	Joshua Elizondo (A.S.)	Laura Manson	Tammara Whitaker
Dione Carter	Kiersten Elliott	Stacy Neal	

Ex-Officio Members:

Jamar London

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

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

(Non-Substantial Changes)

1. AD JUS 5 Criminal Investigation
2. ART 52B Ceramics: Hand Building
3. COUNS 22H Adapted Computer Technology, Internet Skills for Academic Success
4. CS 8 Systems Analysis and Design
5. DANCE 12 Intermediate Hip Hop Dance
6. DANCE 20 World Dance Survey
7. DANCE 22 Mexican Dance
8. DANCE 23 Intermediate Mexican Dance
9. DANCE 24 Flamenco Dance
10. DANCE 25 African Dance
11. DANCE 25B Intermediate African Dance
12. DANCE 31 Ballet I
13. DANCE 32 Ballet 2
14. DANCE 42 Contemporary Modern Dance 2
15. HIST 62 Asian-American History

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online)

- a. COUNS 21H Adapted Computer Technology
- b. COUNS 22H Adapted Computer Technology, Internet Skills for Academic Success
- c. COUNS 26 Technology Literacy for Academic Success
- d. DANCE 12 Intermediate Hip Hop Dance
- e. DANCE 20 World Dance Survey
- f. DANCE 22 Mexican Dance
- g. DANCE 23 Intermediate Mexican Dance
- h. DANCE 24 Flamenco Dance
- i. DANCE 25 African Dance
- j. DANCE 25B Intermediate African Dance
- k. DANCE 31 Ballet I
- l. DANCE 32 Ballet 2
- m. DANCE 42 Contemporary Modern Dance 2
- n. DANCE 62 Fundamentals of Choreography: Composition 2
- o. DANCE 63 Fundamentals of Choreography: Special Topics
- p. EMERITUS HEALTH E63 Body Conditioning After a Stroke

(Consent Agenda: Program Maps)

- | | |
|---------------------------------------------------------------------------------------|-----|
| q. Blockchain Developer Certificate of Achievement Program Map..... | 8 |
| r. Revised Cosmetology AS/Certificate of Achievement Program Map..... | 9 |
| s. Revised Website Software Specialist AS/Certificate of Achievement Program Map..... | 138 |

(Courses: New)

- | | |
|------------------------------------------------------------------------|---------------|
| t. ART 53B Wheel Throwing Processes and Techniques | 11 |
| u. ART 53C Advanced Wheel Throwing | 13 |
| v. BUS 15B Introduction to Life and Health Insurance | 15 |
| w. BUS 56B Entertainment Law | 19 |
| x. BUS 76B Compensation and Benefits | 23 |
| y. EMERITUS POL SC E10 Music, Politics, and Social Change..... | 27 |
| z. EMERITUS TH ART E22 Principles of Illusion: Close-up and Stage..... | 30 |
| aa. ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies..... | 33 |
| bb. ETH ST 7 Introduction to African American and Black Studies | 39 |
| cc. PSYCH 33 Introduction to Stress, Trauma, and Mental Health | 44 |
| dd. SPAN 1A Elementary Spanish 1A | 48 |
| ee. SPAN 1B Elementary Spanish 1B (Advisory: SPAN 1A)..... | 51 |

(Courses: Substantial Changes)

ff.	BUS 20 Principles of Marketing (Changed: course description, SLOs, course content, course objectives, textbooks, methods of presentation, methods of evaluation, sample assignments)	56
gg.	BUS 64 Business Protocol and Professionalism (Changed: SAM code (B to C), course description, hours/units (1 lecture hour/1 unit to 2 lecture hours/2 units, SLOs, course objectives, course content, methods of evaluation, methods of presentation, textbooks, sample assignments).....	58
hh.	COSM 42 Men's Hair Styling (Removed: Advisory COSM 31A, Added: Prerequisite COSM 11A).....	61
ii.	COSM 50A Written Preparation for Cosmetology State Board Exam (Changed: Course Name from "Related Science 5" to "Written Preparation for Cosmetology State Board Exam"; Added: Prerequisites: COSM 10A and COSM 10B; Changed: Advisory: "Completion of at least 800 hours in Cosmetology".to "Completion of at least 650 hours in Cosmetology"	64
jj.	COUNS 21H Adapted Computer Technology (Changed: hours, no change to units (3 lab hours to 1 lecture hour), course description, SLOs, course content, methods of presentation, methods of evaluation, textbook update).....	69
kk.	COUNS 25H Adapted Computer Technology, Technology Tools for Academic Success (Changed: hours and units (1.5 lab hours/0.5 units to 1 lecture hour/1 unit), textbook update)	71
ll.	COUNS 26 Technology Literacy for Academic Success Changed: hours, no change to units (3 lab hours to 1 lecture hour), SLOs, course content, methods of presentation, textbook update).....	74
mm.	GR DES 75 Mobile Design 1 (Changed: Skills Advisory from: GR DES 61 and GR DES 66, to DESIGN 13).....	76

(Courses: Distance Education)

nn.	BUS 15B Introduction to Life and Health Insurance	16
oo.	BUS 56B Entertainment Law	21
pp.	BUS 76B Compensation and Benefits	24
qq.	EMERITUS POL SC E10 Music, Politics, and Social Change.....	28
rr.	EMERITUS TH ART E22 Principles of Illusion: Close-up and Stage.....	31
ss.	ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies	37
tt.	ETH ST 7 Introduction to African American and Black Studies	41
uu.	PSYCH 33 Introduction to Stress, Trauma, and Mental Health	46

(Courses: Global Citizenship)

vv.	ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies	36
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(Programs: New)

ww.	Commercial Dance Certificate of Achievement.....	79
xx.	Esports Management, Production and Performance AS/Certificate of Achievement	97
yy.	Geology AS-T	113

(Programs: Revisions)

zz.	Website Software Specialist AS/Certificate of Achievement.....	117
	• Total Units reduced from 31 to 27; removed CIS 55, CIS 57, CIS 88A; added CIS 87A	
aaa.	Changes to degrees, certificates, and program maps as a result of courses considered on this agenda	

VIII. New Business

IX. Old Business

- Updating AR 5110

X. Adjournment

Please notify Sheila Cordova or Jason Beardsley by email if you are unable to attend this meeting.

Agenda revised 5/26/22 (removed ART 53C from action items) and 5/31/22 (added Revised Program Map for Website Software Specialist). ART 53C will be reviewed/voted on at a future Curriculum Committee meeting. Revised Program Map added to ensure map will be changed with the program for the 22-23 catalog, as this is the last Curriculum Committee meeting until Fall 2022.



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, May 18, 2022, 3:00 p.m.

Zoom Meeting

Members Present:

Sheila Cordova, <i>Chair</i>	Walker Griffy	Maria Muñoz	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Hafedh Herichi	Estela Narrie	Lydia Strong
Bren Antrim	Alex Ibaraki	Patricia Ramos	Esau Tovar
Fariba Bolandhemat	Sharlene Joachim	Brandon Reilly	Audra Wells
Susan Caggiano	Bradley Lane	Redelia Shaw	Dominic Prendergast (A.S.)
Lisa Collins	Jacqueline Monge		

Members Absent:

Emin Menachekanian Denise White-Odimio (A.S.)

Others Present:

Lourdes Arévalo	Walter Meyer	Scott Silverman	Odemaris Valdivia
Rachel Demski	Emily Silver	Howard Stahl	Sal Veas

(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 3:02 pm. Motion to approve the agenda with no revisions.

Motion made by: Audra Wells; **Seconded by:** Lisa Collins

The motion passed unanimously. *(Walker Griffy, Bradley Lane, and Lydia Strong not present for vote.)*

II. Public Comments

None

III. Announcements

Reminder to volunteer for the Grad Walk! Esau Tovar sent out an email earlier today for volunteers. Saturday's Open House was a huge success!

IV. Approval of Minutes

Motion to approve the minutes of May 4, 2022 with no revisions.

Motion made by: Audra Wells; **Seconded by:** Susan Caggiano

The motion passed unanimously. *(Bradley Lane and Lydia Strong not present for vote.)*

V. Chair's Report

Thank you to everyone who signed up to be part of an SLO Focus Group this coming Friday!

A reminder that Simon Balm will be hosting a DE Workshop this Friday also (Registration link below)

Using Canvas to Collect SLO Data - Simon Balm - Friday, May 20, 2022 noon - 1 PM

Tired of manually recording SLO data every semester? Learn how you can save time by using Canvas to automate the collection of SLO data and produce reports ready for input into ISIS.

Register for "[Using Canvas to Collect SLO Data](#)"

VI. Information Items

(Non-Substantial Changes)

1. ART 30A Beginning Watercolor Painting I
2. ART 30B Watercolor Painting II
3. CS 30 MATLAB Programming
4. CS 34A Game Programming 1
5. CS 52 C++ Programming
6. ECE 19 Teaching in a Diverse Society
7. ECE 21 Observation and Assessment
8. ECE 22 Practicum in Early Childhood Education
9. ECE 64 Health, Safety, and Nutrition for Young Children

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online and/or Hybrid)

- a. EMERITUS ART E00 Survey of Art
- b. EMERITUS ART E06 Artistic Expression through Gardening
- c. EMERITUS ART E15 Drawing
- d. EMERITUS ART E16 Life Drawing Studio
- e. EMERITUS ART E19 Painting
- f. EMERITUS ART E20 Drawing and Painting
- g. EMERITUS ART E21 Painting/Drawing, Oil and Acrylic
- h. EMERITUS ART E22 Watercolor
- i. EMERITUS ART E24 Calligraphy II
- j. EMERITUS ART E30 Watercolor Studio
- k. EMERITUS ART E55 Sculpture
- l. EMERITUS ART E80 Jewelry Making
- m. EMERITUS BILING E01 Literature in Spanish
- n. EMERITUS BILING E02 French Literature
- o. EMERITUS BILING E03 Literature from Around the World
- p. EMERITUS CT E00 The Fix-It Class Repair Almost Anything
- q. EMERITUS ENGL E20 Literature: The Novel
- r. EMERITUS ENGL E22 Short Story
- s. EMERITUS ENGL E23 Shakespeare
- t. EMERITUS ENGL E24 Bible as Literature
- u. EMERITUS ENGL E25 Literature: The American Novel
- v. EMERITUS ENGL E27 Poetry and Fiction
- w. EMERITUS ENGL E29 Greek Literature
- x. EMERITUS ENGL E30 Creative Writing
- y. EMERITUS ENGL E33 Autobiography
- z. EMERITUS ENGL E34 Writing for Publication
- aa. EMERITUS ENGL E37 Writing Seminar
- bb. EMERITUS HEALTH E21 Yoga Health and Safety Principles and Practices for Older Adults
- cc. EMERITUS HEALTH E22 Chi Gong Principles and Practices for Older Adults
- dd. EMERITUS HEALTH E23 T'ai Chi Principles and Practices for Older Adults
- ee. EMERITUS HEALTH E24 Physical Fitness Principles and Practices for Older Adults
- ff. EMERITUS HEALTH E25 Strength and Stamina Training Principles and Practices for Older Adults
- gg. EMERITUS HEALTH E30 Personal Safety Fall Prevention
- hh. EMERITUS HEALTH E34 Stress Reduction for Older Adults
- ii. EMERITUS HEALTH E38 Joint Health and Mobility For Older Adults
- jj. EMERITUS HEALTH E80 Introduction to SMC Fitness Center
- kk. EMERITUS HME EC E01 Sewing Lab
- ll. EMERITUS HME EC E52 Restaurant Critic Dining Wisely: Healthy Eating Choices for Older Adults
- mm. EMERITUS HME EC E71 Needlecrafts II
- nn. EMERITUS HUMDEV E06 Enjoy Life Understanding Our Mind, Body, and Brain for Senior Adults

- oo. EMERITUS HUMDEV E15 Theater History of Comedy
 - pp. EMERITUS HUMDEV E17 Senior Seminar Luisa R.G. Kot Concert Series
 - qq. EMERITUS HUMDEV E22 Senior Seminar: Through a Jewish Lens Art, Culture & Entertainment
 - rr. EMERITUS HUMDEV E24 Bereavement Support
 - ss. EMERITUS HUMDEV E25 Dealing with Hearing Impairment
 - tt. EMERITUS HUMDEV E27 Exercising the Brain
 - uu. EMERITUS HUMDEV E28 Communication After a Stroke (Computer Based)
 - vv. EMERITUS HUMDEV E50 Communication After a Stroke
 - ww. EMERITUS MUSIC E00 Concert Band
 - xx. EMERITUS MUSIC E02 Guitar for Older Adults
 - yy. EMERITUS MUSIC E03 "The Merits" Vocal Ensemble
 - zz. EMERITUS MUSIC E04 Voice Training
 - aaa. EMERITUS MUSIC E06 Gospel Community Chorus
 - bbb. EMERITUS MUSIC E10 Spanish Folk Singing
 - ccc. EMERITUS MUSIC E30 Opera Appreciation
 - ddd. EMERITUS MUSIC E32 Music Appreciation
 - eee. EMERITUS MUSIC E34 Lyric Chorus
 - fff. EMERITUS MUSIC E51 Piano and Music Theory for Older Adults
 - ggg. EMERITUS OCC E00 Basic Computer Training
 - hhh. EMERITUS OCC E01 Word Processing
 - iii. EMERITUS OCC E10 Using Data Files
 - jjj. EMERITUS OCC E20 Using the Internet Safely
 - kkk. EMERITUS PHOTO E00 Digital Photography I
 - lll. EMERITUS PHOTO E10 Digital Photography II
 - mmm. EMERITUS POL SC E00 Current Events
 - nnn. EMERITUS PSYCH E33 Living as a Single Person
 - ooo. EMERITUS TH ART E01 Principles of Acting
 - ppp. EMERITUS TH ART E02 Theater Arts Appreciation
 - qqq. EMERITUS TH ART E05 Reader's Theater
 - rrr. EMERITUS TH ART E30 Dramatic Interpretation Through Movies
 - sss. KIN PE 14A Beginning Distance Running/Cross Country
 - ttt. KIN PE 14B Intermediate Distance Running/Cross Country
 - uuu. KIN PE 14C Advanced Distance Running/Cross Country
 - vvv. PSYCH 320 Cognitive Psychology (Hybrid Only)
- Motion to approve Consent Agenda: Emergency DE to Fully Online and/or Hybrid (VII. a. to VII. vvv.) with revision to remove "training" language from 4. Instructor's Qualifications, and change any instances of Canvas to "LMS software", and Zoom to "video conferencing software" throughout DE applications, as needed.

Motion made by: Susan Caggiano; **Seconded by:** Lisa Collins

The motion passed unanimously. (*Bradley Lane and Lydia Strong not present for vote.*)

(Consent Agenda: Program Maps)

- www. QuickBooks Virtual Enterprise Certificate of Achievement Program Map
 - xxx. System Administrator Certificate of Achievement Program Map
 - yyy. User Design Essentials Certificate of Achievement Program Map
 - zzz. Web Design Essentials Certificate of Achievement Program Map
- Motion to approve Consent Agenda: Program Maps (VII. www. to VII. zzz.)

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

The motion passed unanimously. (*Bradley Lane and Lydia Strong not present for vote.*)

(Courses: Substantial Changes)

- aaaa. ART 40A Sculpture Fundamentals (Changed: course name – was "Sculpture I"; course description; course objectives; course content; methods of presentation and evaluation)
- Motion to approve changes to ART 40A with no additional revisions.

Motion made by: Briana Simmons; **Seconded by:** Redelia Shaw

The motion passed unanimously. (*Bradley Lane and Lydia Strong not present for vote.*)

- bbbb. ART 40B Sculpture Explorations (Changed: course name – was “Sculpture II”; course description; SLOs; course objectives; course and lab content; methods of presentation and evaluation)
Motion to approve changes to ART 40B with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Briana Simmons
The motion passed unanimously. (*Bradley Lane and Lydia Strong not present for vote.*)
- cccc. ART 40C Advanced Sculpture (Changed: course name – was “Sculpture III”; course description; SLOs; course objectives; course and lab content; methods of presentation and evaluation)
Motion to approve changes to ART 40C with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously. (*Lydia Strong not present for vote.*)
- dddd. ART 74 Introduction to Creative Coding and Generative Art (Changed: course name – was “Introduction to Programming in the Arts”)
Motion to approve changes to ART 74 with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Courses: Global Citizenship)

- eeee. CHNESE 9 Chinese Culture and Tradition
Motion to approve Global Citizenship for CHNESE 9 with no revisions.
Motion made by: Lisa Collins; **Seconded by:** Estela Narrie
The motion passed unanimously.

(Programs: Revisions)

- ffff. Liberal Arts – Arts and Humanities AA
- Add History courses to Humanities group (new group 8) to reflect SMCGE Area III. Humanities
- Motion to approve changes to Liberal Arts – Arts and Humanities AA with no additional revisions.
Motion made by: Audra Wells; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- gggg. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.
Motion made by: Walker Griffy; **Seconded by:** Audra Wells
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

- Updating AR 5110
The Academic Senate and Senate Executive Committee have approved first and second read of the representation changes to the committee. Special elections will be held for the two newly created representative seats for Business and Design Technology, to start in Fall 2022.

X. Adjournment

Motion to adjourn the meeting at 3:47 pm.

Motion made by: Lisa Collins; **Seconded by:** Estela Narrie

The motion passed unanimously.

Blockchain Developer CoA						N/A				
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	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)	Interession 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	CS 3	1	PREREQ			3	9		YES	Recommended interession prior to 1st semester
	CS 70	2	ADVISORY			3	9	Any programming course		
	CS 80	3	ADVISORY		YES	3	9	CS 3	YES	
	CS 87A	4	ADVISORY		YES	3	9	CS 3	YES	
	TOTAL Semester 1					12	36			
SEMESTER 2	CS 52 or CS 56	1	PREREQ			3	9	CS 50 (52) / CS 55 (56)	YES	
	CS 79A	2	PR			3	9		CS 3 (P)	YES
	CS 76A	3	PR			3	9			
	TOTAL Semester 2					9	27			
SEMESTER 3	CS 73A	1	PR			3	9	CS 3 and CS 70		
	CS 76B	2	PR			3	9			
	RE	3	RE			3	9	CS 80(81) / CS 87A(87B)	CS 52(20A) - CS 56(20B)	CS 20A or 20B or 81 or 87B
	TOTAL Semester 3					9	27			

Cosmetology AS / CoA					SMC GE					Revised May 2022	
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	COSM 10A	1	PR		YES	1	3		YES	1st 8 weeks	
	COSM 10B	2	PR		YES	1	3		YES	1st 8 weeks	
	COSM 11A	3	PR		YES	0.5	1.5		YES	1st 8 weeks	
	COSM 11B	4	PR		YES	0.5	1.5		YES	1st 8 weeks	
	COSM 11C	5	PR		YES	0.5	1.5		YES	1st 8 weeks	
	COSM 11D	6	PR		YES	0.5	1.5		YES	1st 8 weeks	
	COSM 16	7	PR		YES	0.5	1.5		YES	1st 8 weeks	
	COSM 18	8	PR		YES	0.5	1.5		YES	1st 8 weeks	
	COSM 20	16	PR			1	3		YES	2nd 8 weeks	
	COSM 21A	9	PR			0.5	1.5	COSM 11A		2nd 8 weeks	
	COSM 21B	10	PR			0.5	1.5	COSM 11B		2nd 8 weeks	
	COSM 21C	11	PR			0.5	1.5	COSM 11C		2nd 8 weeks	
	COSM 21E	12	PR			0.5	1.5			2nd 8 weeks	
	COSM 26	13	PR			0.5	1.5	COSM 16		2nd 8 weeks	
	COSM 28A	14	PR			0.5	1.5	COSM 18	YES	2nd 8 weeks	
COSM 28B	15	PR			0.5	1.5	COSM 18	YES	2nd 8 weeks		
COUNS 20		EL			3	9					
TOTAL Semester 1						12.5	37.5				
	COSM 30	3	PR			1	3		YES	1st 8 weeks	
	COSM 42	1	PR			0.5	1.5	COSM 11A		1st 8 weeks	
	RE (Salon Experience)	6	RE			2	6		YES	1st and 2nd 8 weeks / Choose from (2 units min) and 200 hours in: COSM 95A or 95B or 95C	
	COSM 36	2	PR			0.5	1.5	COSM 26	Completion of all beginning level courses and 300 hours in Cosmetology	1st or 2nd 8 weeks	
	COSM 64	4	PR			2	6		YES	2nd 8 weeks	
	COSM 50A	7	PR			2	6	Completion of 650 hours	YES	2nd 8 weeks	
	COSM 48B	5	PR			0.5	1.5	COSM 28A	YES	1st or 2nd 8 weeks	
	EL		EL			2.5	7.5			Dept recommends COSM 31A, 31B, 31C, 31E, 41B	
	EL		EL			2	6				
	EL		EL			3	9				
TOTAL Semester 2						14	42				
	COUNS 12		EL			1	3		YES		
	ENGL 1 or BUS 31		GE	IV A		3	9				
	GE		GE	II B / GC		3	9		YES		
	GE		GE	I / GC		3	9				
	EL		EL			2.5	7.5			Dept recommends COSM 38, 38B, 38C, 46, 48	
	EL		EL			3	9				
TOTAL Semester 3						15.5	46.5				
GE		GE	IV B			3	9				
GE		GE	II A / GC			3	9		YES		

GE		GE	III		3	9				Recommend ENGL 2 for transfer options
EL		EL			3	9			YES	
EL		EL			3	9				
EL		EL			1	3				
TOTAL Semester 4					16	48				

New Course: ART 53B, Wheel Throwing Processes and Techniques

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 (pending review)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2023
TOP/SAM Code:	100200 - Art / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Art
Program Impact:	Art AA, Art History AA-T, Studio Arts AA-T

Rationale

We separate hand building from wheel and are developing our wheel curriculum.

I. Catalog Description

This course in ceramics focuses on surface treatment and enhancement. Student will learn extensive use of decorative slips, engobes and oxide washes. This course develops use of the potter's wheel with lessons on plates, bottles, lidded vessels, and goblets. Student will gain extensive knowledge on glaze composition and materials.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Complete Pottery Techniques: Design, Form, Throw, Decorate and More, with Workshops from Professional Makers, DK, DK © 2019, ISBN: 1465484752;

III. Course Objectives

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

1. Explore various ceramic forms utilizing wheel throwing techniques;
2. Utilize different clay varieties and ceramic processes for aesthetic exploration
3. Explore and experiment with surface treatments and enhancements.
4. Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating them throughout history;
5. Utilize historical and contemporary developments, trends, materials, and approaches in ceramics;
6. Safely handle and use all studio equipment, tools, and materials.
7. Demonstrate efficiency of managing and maintaining work and exhibition space

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
25.000%	Examining ceramic Theory and framework for individual exploration
25.000%	Exploration of Ceramics Technical Knowledge including: Clay types and their relative advantages and limitations. The elements of art and ceramic terminology. Surface and firing techniques appropriate to an introductory study in ceramics, which may include but are not limited to slips, engobe, terra sigilata, glaze, burnishing, in various firing atmospheres and temperatures. Studio, equipment, and material use and safety.

25.000%	Overview of Historical and contemporary Ceramic Wheel processes and artworks
25.000%	Various Wheel Throwing vessels and visual problem solving exercises. Critical evaluation and critique of class projects using correct terminology in oral or written formats
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
40%	Projects
20%	Class Participation
10%	Exams/Tests
10%	Written assignments
20%	Final Project
100%	Total

VII. Sample Assignments:

Set of Cups: Students will learn how to create multiple objects that relate to each other and belong together. You will need to decide what makes a set, what design technique is best to create your set, what can be the same and what can be different, and make critical choices about surface, form, and function. All 6 objects must be decorated with one of the techniques discussed in class (faceting, fluting, sgraffito, slip trailer, newspaper resist, stamping, stenciling.) You will create a set of 6 cups on the potters wheel at least 4" high (at the leather-hard stage) with a trimmed foot that incorporates at least one decoration technique listed on the back of this paper. At least 4 of the cups must have handles. The cups must relate to each other in some way through size, decoration, pattern, etc. You can create a whole set of 6, or 2 sets of 3 cups or 3 sets of 2 cups. It is up to you.

Surface and Sketches: Surface: Slips will be used as a surface decoration. Class demos will explore methods of slip use such as Stencil, Mishima, Sgraffito, Brush Application. Slip must be incorporated into your cups. If you choose to use glaze primarily as your surface decoration, you can incorporate slip into the decoration on your underside and feet of your cups. Project Requirements: 2 Cups without Handles that exemplify your ideal cup 2 Cups with Handles that exemplify your ideal cup 1 Set of (2) Cups without handles that exemplify your ideal cup. These cups must relate as a set. Sets can be created through physical similarities, concepts that create familiarity through theme, or contrast by design choices that enable other to read them as a set. Project Goals: Continued develop wedging and throwing skills Explore forms that are suitable for cups and drinking vessels Learn to make and attach handles as well as dry pieces with attachments. Experience varied slip decoration techniques. Develop personal expression and aesthetic through research and development of ceramic vessels.

VIII. Student Learning Outcomes:

1. Use critical thinking and problem-solving skills to navigate from preparatory sketches through completed ceramics objects
2. Apply the history of ceramics into the work that they create, seeing how the work they create is reflective of and in relation to historical and contemporary ceramic art and design

New Course: ART 53C, Advanced Wheel Throwing

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 (pending review)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2023
TOP/SAM Code:	100200 – Art / E – Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Art
Program Impact:	Art AA, Art History AA-T, Studio Arts AA-T

Rationale

New course as our program grows

I. Catalog Description

This advanced course in ceramics emphasizes aesthetic development and refinement on the potter's wheel. Students will gain proficiency in generating both functional forms as well as art objects. This course introduces advanced throwing techniques and methods such as altering forms, coil and throw, and stacking. Student will gain increased knowledge of kiln loading, glaze making and ceramic studio maintenance.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Shaping the World: Sculpture from Prehistory to Now, Antony Gormley, Thames and Hudson © 2020

III. Course Objectives

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

1. Create ceramic forms utilizing wheel throwing techniques;
2. Gain proficiency in generating both functional forms as well as art objects
3. Differentiate clay varieties and ceramic processes;
4. Examine and describe historical and contemporary developments, trends, materials, and approaches in ceramics;
5. Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology;
6. Understand the connection of personal work with historical and contemporary references
7. Safely handle and use all studio equipment, tools, and materials.
8. Demonstrate efficiency of managing and maintaining work and exhibition space

IV. Methods of Presentation:

Distance Education, Other (Specify), Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Individualized Instruction, Group Work, Online instructor provided resources

V. Course Content

% of Course	Topic
25.000%	Advanced overview of ceramics as a major medium of artistic expression with an emphasis on wheel thrown forms, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft.
25.000%	Proficiency in maintaining/running a ceramic studio. Loading and unloading kilns, glaze mixing, studio management

25.000%	Articulate and present work in an historical or contemporary context
25.000%	Creating individual work that emphasizes aesthetic development and refinement on the potter's wheel
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
40%	Projects
20%	Class Participation
40%	Exams/Tests
40%	Written assignments
20%	Final Project
100%	Total

VII. **Sample Assignments:**

Altered Form : Create and build 3-5 vessels on the wheel. Once these are leatherhard employ different alterations to each form. Below are a list of ways to manipulate your work, you can combine any of these on each vessel or demonstrate them individually. Please document your work before and after alteration 1. Create a form must no longer look like it's original state 2. Create a form that exhibits negative space 3. Use 3 different surface treatments 4. Use color that is not glaze 5. Break the vessel and reassemble in a new way 6. Make one vessel relate to another Please feel free to develop your own methods of alteration and share with your peers. All pieces will be displayed along side their photo documentation of before and after. Please remember to take clear images with a solid background

Individual Body of work: Create a body of work on the wheel that all relates to itself. This is an advanced assignment for you to develop a theme or style within the work. Consider: Clay body choice Glaze choice color and application Objects in relationship to one another. Write a proposal for the body of work that includes drawings and historical/contemporary references for inspiration.

VIII. **Student Learning Outcomes:**

1. Use critical thinking and problem solving skills to navigate skillful forms and surface treatment
2. Create work that is reflective of and in relation to historical and contemporary ceramic art and design
3. Develop a clear understanding of the student's process and conceptual intentions in the work

New Course: BUSINESS 15B, Introduction to Life and Health Insurance

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2023
TOP/SAM Code:	050500 - Business Administration / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Banking and Finance, Business, Insurance, Law
Program Impact:	Business AS, Insurance Professional AS/Certificate of Achievement, Insurance Specialist Certificate of Achievement

Rationale

The course addresses insurance products that we currently do not address in our course offerings. This fills a critical area of our insurance program.

I. Catalog Description

This course introduces students to the principles of Life and Health Insurance. It is designed for students that have little or limited knowledge of insurance. In addition to providing a basis for students who wish to pursue a career in life/health insurance or employee benefits, it will provide insights useful to individuals as they make choices in these essential products.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Insurance Planning, 6th, Dalton, James F.; Dalton, Michael A.; Langdon, Thomas P.; Gillice, Joseph M., Money Education © 2018, ISBN: 978-1-946711-53-3
2. Flavelle, Christopher; Plumer, Brad. California Bans Insurers from Dropping Policies Made Riskier by Climate Change, New York Times Volume 2019
3. Office Suite. Microsoft, 2013 ed.
Microsoft for students provides the suite at a discounted price.
4. Acrobat Reader. Adobe, Current ed.
Software is available for free download, so the most current version will be used.

III. Course Objectives

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

1. Explain the history of Life and Health insurance. Describe how policies, both individual and group, are underwritten. Explain the significance of the Affordable Care Act.
2. Develop familiarity with important terms and concepts such as adverse selection, moral hazard, and insurable interest.
3. Describe the significance to term and whole life insurance of the incontestable clause, nonforfeiture provisions, and life insurance taxation.
4. Explain the role of health and life insurance in the development of an individual or family risk management plan.
5. Demonstrate how agents can help their clients understand insurance needs for Life Insurance and annuities.
6. Summarize the most important choices individuals must make in purchasing disability insurance, health insurance and managed care plans.
7. Explain the ethical obligations of a life and health insurance agent.
8. Describe how Life and Health insurers are regulated.

IV. Methods of Presentation:

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
9.000%	Managed Care Plans
15.000%	Health Insurance
10.000%	Disability Income
15.000%	Annuities
10.000%	Life Insurance Taxation
14.000%	Life Insurance Products
12.000%	Legal Aspects of Life Insurance
15.000%	Introduction of Life Insurance
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Exams/Tests
25%	Group Projects: Some projects involve individual students, while others are conducted in groups.
15%	Final exam
30%	Homework
100%	Total

VII. **Sample Assignments:**

Homework: Describe the significance to life insurance of the following terms: Adverse selection, Insurable interest, Moral hazard, Incontestable clause, Nonforfeiture provisions,

Case Study: Using a needs-based approach develop a plan of life and health insurance for you as either an individual or household (whichever is appropriate) or use a hypothetical family risk that includes two adult males in their mid-30s with each adult having a salary of \$50,000 per year. They work at employers without retirement plans. They have collective savings of \$50,000. They also have two preschool age children – a daughter aged 4 and a son aged 1.

VIII **Student Learning Outcomes:**

1. Using an individual or household profile, estimate the insurance needs for life, disability, and health insurance for the next year. Consider scenarios where group options are available through company offered plans along with a scenario where only individually issued policies are available.
2. Given a business profile, estimate life insurance needs for a key employee.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

BUS 15B Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

The course is a mix of discussions, collaboration, videos, and hands-on exercises with some brief video lectures. The class is organized by modules. Where each module includes a variety of pages with different topics. A variety of materials are offered for students to learn about Life and Health Insurance concepts. Examples include the following: Videos, podcasts, case studies. Each topic includes: specific learning objectives for each topic, discussion boards that help students to check their understanding of the concepts. Students will submit a written assignment each week along with a quiz addressing the week's learning content exams and during the term will solve two projects or case studies. The course has period quizzes/exams and a final exam.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Discussion Board Assignments - Students will share ideas in critical thinking discussions about different Life and Health Insurance topics. They are graded based upon their responsiveness to the question and support provided.	25.00%
Exams	Exams/Tests - Exams will consist of multiple choice and essay questions. Feedback will be given on exams in addition to numerical scores.	20.00%
Online Lecture	Students will watch a video lecture on a pertinent course topic. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	35.00%
Written assignments	Students will write at least two essay, report, or similar assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	20.00%
Peer Feedback	In discussion boards, students share ideas for where to find credible resources for their essays on a current issue of Life or Health Insurance. They will also share case studies they find in news articles. Students will be asked to provide input on these scenarios.	10.00%

2. Organization of Content: Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas:

The course is organized according to the major content headings in the syllabus. The first module provides an introduction to Life Insurance. The remaining modules are organized by week and include key topic areas of the course. To provide consistency and ensure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. Discussion boards are posted weekly. Each week has a quiz. Students sit for a midterm exam and a final exam. In addition to a board and quiz, each week has a written assignment that addresses that week's key learning points.

3. Assessments:

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

4. Instructor's Technical Qualifications:

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:

Links to the following services will be provided: online tutoring and tutorials for online classes. Students will be informed of the technical support options and other related student support services, including counseling, financial aid, bookstore, library, etc.

6. Accessibility Requirements:

The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:

Learning objective: 1. History of Life and Health Insurance.

After reviewing the textbook's discussion of the History of Life and Health Insurance, students will view some videos on the subject. Following the video viewing, students will participate in a discussion where they provide examples of the key events in the history of these forms of insurance.

New Course: BUSINESS 56B, Entertainment Law

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	050100 - Business and Commerce, General / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Law
Program Impact:	Business AS

Rationale

Housed in Los Angeles, SMC is home to many students who have one or both feet in the entertainment industry. These individuals work in various roles in the industry, including in the following capacities: writers, filmmakers, producers, actors, stunt people, and crew. The entertainment industry is legally complex and rife with risk for the entertainment hopeful or professional. This course equips these students with tools to reduce that risk.

I. Catalog Description

This course provides a broad overview of key legal issues that arise in the business of entertainment, namely in television, film, music, and new media. Topics covered include dealmaking, protections for entertainment professionals, acquisition of property rights and portrayal rights, distribution, copyrights, trademarks, defamation, and the right to privacy. The course also explores the legal relationships among talent, agents, managers, and attorneys. Sample contracts and standard agreements are reviewed. Emphasis is placed on identifying strategies that entertainment professionals can employ to minimize the risk of legal conflict.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Dealmaking in the Film and Television Industry, 4th, Mark Litwak, Silman-James Press © 2016, ISBN: ISBN-13 : 978-1935247166
2. Sherri L. Burr. 2. Entertainment Law, Cases and Materials on Established and Emerging Media, West Academic Publishing

III. Course Objectives

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

1. Understand how content is protected by various entertainment-property rights, including those arising from contract law and intellectual-property law.
2. Analyze various types of rights-acquisition agreements, including permissions to portray people and places.
3. Demonstrate an understanding of how distribution deals operate.
4. Describe literary acquisition agreements.
5. Explain ways in which various entertainment professionals can protect their respective legal interests.
6. Navigate music rights, including those relating to film soundtracks.
7. Identify strategies by which authors can protect themselves against story theft.
8. Recognize standard employment agreements and provisions for various entertainment professionals.
9. Identify protections that guilds and unions provide for their membership.
10. Distinguish between speech protected by the first amendment and that which violates individuals' right to privacy and protections against defamation.
11. Identify situations in which additional legal assistance may be needed.

IV. Methods of Presentation:

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

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
10.000%	Overview and Structure of the Business of Entertainment
5.000%	Permission to Portray Persons, Places, and Things
5.000%	Contracts
10.000%	Copyright and Trademark Basics
10.000%	Rights and Obligations of Respective Entertainment Professionals
20.000%	Film and Television: Creation, Acquisition, and Distribution
15.000%	Music Business
5.000%	Internet
10.000%	Issues For Agents and Managers
5.000%	First Amendment, Defamation, and Right to Privacy
5.000%	Conflict-Resolution Mechanisms
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Exams/Tests
20%	Group Projects
20%	Homework
20%	Final exam
100%	Total

VII. **Sample Assignments:**

Assignment #1 – Essay for Hypothetical Filmmaking Project:

Background: You are an established film producer-director. While relaxing on vacation, you read a novel that you love and that you think would make for a fantastic film. To make your film, you need to, among other things: acquire the rights to adapt the novel; hire a cast and crew for the making of the film; hire a composer to score the film in postproduction; and distribute the film. For this assignment, please do the following, in your role as the film's sole producer: A. Discuss how you will approach the author/publisher of the novel to acquire the rights and what terms will be included in your agreement with the writer. B. Discuss the union/guild requirements that you need to observe and comply with when hiring the cast and crew. C. Note what key provisions you would include in your agreement with the music composer that you hire. D. Discuss how you would approach major theater chains and/or online streaming services (such as Netflix and Amazon Prime) to form contracts to air the film. Discuss particular terms that you would address in these agreements.

Assignment #2 – Group Presentation :

10-minute oral presentation in groups of 2-3 students. For this assignment, find a recent case (decided within the last 5 years) in which an entertainment dispute was litigated and decided upon by the court. Courts explain the case facts and their legal rulings in the opinions that they publish. For your presentation: A. Share with the class the primary facts giving rise to the dispute between the parties; B. Relay the court's explanation of how it applied the law to decide the case; C. Discuss lessons that the entertainment professional can take from the case.

Highlight concrete steps that either or both parties could have taken to prevent the dispute from arising to begin with.

VIII. Student Learning Outcomes:

1. Identify the various property rights at play in a given entertainment undertaking, such as a film.
2. Recognize some of the primary legal landmines to be avoided when making decisions about content, adaptation, publication, and employment.
3. Discuss key strategies for effective dealmaking and contract formation to help ensure smooth professional collaborations and relationships.

BUS 56B Distance Education Application

- Fully Online
- Hybrid

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the course, they will discuss various entertainment law concepts, for example in addressing hypothetical scenarios. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:

The class is organized through weekly course modules. A wealth of material is offered for students to learn the entertainment law concepts. The textbook for the course is well established. The content includes the following: learning objectives, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials such as sample contracts, and current articles to help the students relate the entertainment law concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various entertainment law issues.	40.00%
Exams	Exams and feedback.	10.00%
Written assignments	Two essays in which students are prompted to discuss practical steps they would take to address a hypothetical, realistic real-world undertaking in the entertainment world. Students will receive substantial in-text feedback on each essay.	30.00%
Peer Feedback	In discussion boards, students will be asked reply to classmates' primary posts so that students are prompted to share new ideas, express agreement or disagreement, share relevant experiences, view concepts through various lenses, and also to support one another. These posts will be reviewed by the professor who will provide feedback on the discussions.	20.00%

2. Organization of Content:

The course is organized according to the major content headings in the syllabus. The first module provides an overview of the structure of the business of entertainment to contextualize the study of entertainment law. The remaining modules

are organized by categories of entertainment law, e.g., permissions to portray persons/places/things, contracts, copyright and trademark law, rights and obligations of entertainment professionals, creation/acquisition/distribution for film and television, music business, internet, issues for agents and managers, first amendment, defamation, right to privacy, and conflict-resolution mechanisms. To provide consistency and insure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assessments:

% of grade	Activity	Assessment Method
50.00%	Examinations	Exams will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Exam feedback is provided to the students.
30.00%	Discussion Boards	After reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via circulations and the comments section in the grade book.
20.00%	Essays	Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

4. Instructor's Technical Qualifications:

Instructors should be familiar with the college's learning management system. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:

Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number.

6. Accessibility Requirements:

The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:

"Identify strategies by which authors can protect themselves against story theft."

After reviewing the above learning objective, students will read the relevant content in the textbook and any supplemental discussion or references from their professor. Students will then participate in a discussion in which they discuss how writers can take steps to protect their scripts. Students will be asked specifically to reference contract law and copyright law.

New Course: BUSINESS 76B, Compensation and Benefits

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2023
TOP/SAM Code:	050500 - Business Administration / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business, Management
Program Impact:	Business AS

Rationale

This course is essential for our proposed Human Resource Management program.

I. Catalog Description

This course reviews procedures and strategies for determining benefits and compensation in contemporary organizations. Considering both traditional and modern methods, the need for strategically focused benefits and compensation processes is addressed. The course examines the related variables that impact employee motivation and performance in a variety of organizations. Special attention is given to benefit planning & negotiation, health & welfare, retirement plans, compensation surveys, non-economic rewards, and legal issues including ERISA impact. Students will learn how to make sound compensation and benefit decisions and how to administer benefit programs.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Compensation, 13, Barry Gerhart and Jerry M. Newman, McGraw-Hill © 2020, ISBN: 9781260043723

III. Course Objectives

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

1. Advise both management and employees regarding aspects of a company's employee benefits & compensation plan.
2. Discuss benefit planning with providers and other parties.
3. Apply compensation principles and concepts to reward based systems in contemporary organizations.
4. Evaluate and diagnose an organization's total rewards approach and make decisions to better align it to the mission, vision, culture and strategy.
5. Explain different components of a competitive benefits program.
6. Explain the criteria used and how to select benefits.
7. Site the regulatory requirements surrounding employee benefits.
8. Develop a benefit communication program for all levels of employees.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	The Pay Model and Strategy In HR
10.000%	Internal Alignment in Jobs Analysis and Compensation

10.000%	Job and Person Based Structures and Evaluation
10.000%	Competitiveness in Compensation and Benefits
10.000%	Designing Pay Levels, Mix and Pay for Performance Types of Plans
10.000%	Performance Appraisals & the Balanced Scorecard
10.000%	Benefit Options and Determination Process
10.000%	Compensation of Special Groups, Executives, Unions and Others
10.000%	Government and Legal Issues in Compensation
10.000%	The Management of Making It All Work
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Exams/Tests
10%	Class Participation
30%	Homework
15%	Group Projects
15%	Final exam
100%	Total

VII. Sample Assignments:

Case Study: Case Study #1 – Merrill Lynch In this case study, you will be asked to examine the relationship between pay and performance for brokers and why it's different than other industries. Determine if subjective assessments of performance are necessary in this reward-based structure. Describe the incentive and sorting effects at Merrill Lynch and how changes to the compensation strategy might affect them. Evaluate the most recent changes to Merrill Lynch's compensation plan for its financial advisors and explain why the changes were made and share your thoughts on whether they will work or not.

Homework: Using a job portal select three positions and review their compensation structure. Identify and describe forms of pay and incentives.

VIII. Student Learning Outcomes:

1. Analyze an organization's compensation and benefits alignment with it's mission and strategy.
2. Illustrate varied designs in competitive pay surveys and pay for performance plans.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

BUS 76B Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss different topics and concepts of compensation and benefits in human resources. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:

The class is organized through weekly course modules. A wealth of material is offered for students to learn concepts of compensation and benefits. The content includes the following: specific learning objectives for each module, comprehensive video lectures, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various compensation and benefits concepts, issues and activities.	25.00%
Online Lecture	Students will watch a video lecture on a pertinent course topic. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	35.00%
Study and/or Review Sessions	Prior to a quiz or an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board.	10.00%
Written assignments	Students will write at least two essay, report, or similar assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	20.00%
Peer Feedback	In discussion boards, students share ideas for where to find credible resources for their essays on a current issue related to compensation and benefits. They will also share case studies they find in news articles. Students will be asked to provide input on these scenarios.	10.00%

2. Organization of Content:

The course is organized according to the major content headings in the syllabus. The first module provides an overview of salient points of compensation and benefits. The remaining modules are organized by week and include key topic areas of the course. To provide consistency and ensure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Exam and Quizzes	Exams/Quizzes will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.

35.00%	Homework Assignments	Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.
35.00%	Discussion Boards & Similar Activities	After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.

4. Instructor's Technical Qualifications:

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:

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

6. Accessibility Requirements:

The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:

Insert learning objective: Explain different components of a competitive benefits program.

After reviewing the above learning objective, students will view the lecture video that describes the range of benefits offered at various types of companies. Following the video viewing, students will participate in a discussion where they provide examples of benefit packages and will highlight what drives those selections including: competitive influences, cultural changes, legal requirements, etc.

New Course: EMERITUS – POL SC E10, Music, Politics and Social Change

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.00
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.00
Transferability:	N/A
Degree Applicability:	Noncredit
Proposed Start:	Winter 2023
TOP/SAM Code:	220700 - Political Science / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit
Program Impact:	None

Rationale

Pol Sc E00 is one of the most popular courses at Emeritus and the music department offers many classes to a large number of students. The student body has shown an interest in learning more about how music influences and is influenced by political movements. In particular, students who take music classes have shown great interest in a course that would examine the confluence of music and politics. The target population is all Emeritus students, though there will be the most interest initially from students who take music and Pol Sc courses.

I. Catalog Description

This course helps Emeritus students understand how music and culture influences and is influenced by political movements. Emphasis will be placed on listening to the music of various eras in American history and discussing how the music shaped and was shaped by those historical events, and what the impacts of those events are on current American life and politics.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

III. Course Objectives

1. Identify several key examples of how music and culture have influenced politics and vice versa.
2. Understand the relationship between music and culture and politics.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Other

V. Course Content

<u>% of Course</u>	<u>Topic</u>
100.000%	This course helps Emeritus students understand how music and culture influences and is influenced by political movements. Emphasis will be placed on listening to the music of various eras in American history and discussing how the music shaped and was shaped by those historical events, and what the impacts of those events are on current American life and politics.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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100%	In Class Assessment (noncredit) There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.
100%	Total

VII. Sample Assignments:

Discussion: Listen to the curated music play list, and discuss the state of America and its politics at that time in history.

Reflection : Instructor will ask students to share what song, music or musician awakened them to a topic that they then wanted to learn more about, or take a stand on?

VIII. Student Learning Outcomes:

1. Students will increase their knowledge of the effects of music and culture on political movements and vice versa.
2. Students will develop the confidence and tools to engage in discourse on the interactions between political movements, social change, music and culture.

E POL SC E10 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course materials. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:

Student-to-student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student-to-student interactions outside this class are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:

Since Emeritus is a noncredit program for older adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion to instructor provided music, text, links, videos, or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Course content will include short lectures on the politics of the era using powerpoint slides, written handouts, and video supplementation (e.g. TED talk, Youtube video, etc) to aid in group discussion about the role of music during the appropriate era.	30.00%

Other (describe)	Course will include listening to curated music of the eras that will be taught about and discussed.	30.00%
Discussion	Through their recollections of the music of their parents and grandparent's generation, Emeritus students have been witness to the musical journey of the 20th and 21st century and its parallel historical events and this course seeks to engage the students to explore how they experienced the music and politics of their youth and adulthood.	35.00%
Other (describe)	Self-reflection outside class. The 5% is cumulative over the course of the full semester. For those who play music, a possibility may include working on learning a new song that was inspired by the class or discussion. For non musical student, a possibility might include attending the genre of music that was discussed or influenced by the class.	5.00%

2. Organization of Content:

Course content will be the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	NO GRADES in Noncredit	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:

There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:

Most Emeritus classes will be fully synchronous and on videoconferencing software (ex: Zoom). The format of the traditional instructional activities that take place during regular in-person instruction will be essentially the same during the DE modality. When a class is asynchronous, the instructor can select from available learning management systems, and there will be space for students to comment in response to each other's posts on the threaded discussion board. A typical activity in this class would be listening to a curated musical selection, receiving a short lecture, watching a short video or reading a brief article and then discussing the music and the politics of the era.

New Course: EMERITUS – TH ART E22, Principles of Illusion: Close-up and Stage

Units:	0.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	N/A
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	100700 - Dramatic Arts / E - Non-Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit
Program Impact:	None

Rationale

Principles of Illusion: Close-up and Stage at its core, is a course designed to bring people together through the power of magic. The art of magic can transcend all ages and now more than ever do we need a reason to believe in the mystical. Aside from the escapism it provides, a magic course is perfect for older adults. With a target population being parents or grandparents, this course provides a way for students to directly share their practice in class with their little ones outside of the classroom.

I. Catalog Description

In this performance-based class, students will be expected to learn and perform Close-up and Stage Magic. From card tricks to dinner table gags, the illusions covered in this class are practical, easy, and fun to do. Students will focus on entertaining friends and family while mastering the physical and mental concentration needed to create a successful trick. We will also discuss performance skills and presence on stage.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

III. Course Objectives

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

1. Understand the principles of a successful illusion on stage.
2. Gain familiarity with a variety of magic elements: cards, coins, balls, and other objects.
3. Perform fully realized tricks in front of classmates.
4. Develop confidence and stage presence to perform tricks.
5. Understand the history of performance-based magic and where tricks originated from.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Performance Skills
25.000%	Magic History
25.000%	Execution of Illusion in front of an audience.
25.000%	Practicing Illusion in class.
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
100%	Class Participation: No grades are given in class.
100%	Total

VII. Sample Assignments:

Final Performance : Not graded - For our summative assignment, students will perform a magic show in front of their classmates. Pulling from the tricks we covered during the semester, students will create their own performance by practicing and mastering three illusions. These illusions will showcase the effort and practice it takes to become a successful magician.

Class Participation : Observation of effort put into class activities.

VIII Student Learning Outcomes:

1. Students will rehearse and demonstrate how to perform a basic sleight-of-hand card trick.
2. Create a personalized magic performance in front of a live audience.
3. Students will demonstrate their presentation skills by creating on-stage characters and practices to entertain audiences.

E TH ART E22 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

The instructor will be present every class to answer questions and to discuss progress. Communication via the LMS (ex: Canvas) announcements at least 2x/month for college or department updates and through emails if the student is not attending class. Virtual office meetings can be made as student needs assistance and/or accommodations for regular academic classes.

1b. Student - Student Interaction:

Students will analyze and evaluate their classmate's progress through discussion. Students interact during synchronous class meetings through discussions and break-out rooms. This happens on a weekly basis.

1c. Student - Content Interaction:

Students will watch videos, instructor and classmates' performances. Students will also interact with props and objects needed to build an illusion. Lecture slides are posted on the LMS (ex: Canvas) as well as any supplemental material that can be used as a reference. There are no graded assignments so students interact with content for personal development.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion	Break-out-rooms	25.00%
Videos	Youtube and Vimeo	25.00%
Project Presentation	In class rehearsal	50.00%

2. Organization of Content:

Methods of instruction include lecture, PowerPoint slides, written handouts, video supplementation (e.g. TED talks), and group discussion. Content will be listed on the LMS (ex: Canvas) in module formats weekly.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	N/A	Non credit class

4. Instructor's Technical Qualifications:

LMS (ex: Canvas) knowledge, CCCConfer, PowerPoint, and relevant material for educating students on Magic performance as it relates to integrating into the academic setting

5. Student Support Services:

Links to SMC Theatre Arts, DSPS, Wellness Center, and Tutoring Services would be beneficial

6. Accessibility Requirements:

Captions for video content, audio transcript available upon request as well as the recording of lectures, PowerPoint slides to be presented and posted in pdf format, greater font size for handouts

7. Representative Online Lesson or Activity:

Student Learning Objective: Students will rehearse and demonstrate how to perform a basic sleight-of-hand card trick.

Students will be able to identify beneficial performance techniques while watching online videos. Afterward, they will practice in class with the aid of the video.

New Course: ETHNIC STUDIES 6, Introduction to Chicana/o/x and Latina/o/x Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
IGETC:	Area 3B: Humanities (pending review) Area 4C: Ethnic Studies (pending review)
CSU GE:	Area F - Ethnic Studies (pending review)
SMC GE:	Area II-B: Social Science (Group B)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2023
TOP/SAM Code:	220300 - Ethnic Studies / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Chicano Studies
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • A.A. in Ethnic Studies and/or associated fields

Rationale

This course will be joining the already existing general introduction the discipline of Ethnic Studies, ETH ST 1. Many students entering the discipline will likely end up in a four-year program that will be focused on one of the four core groups of Ethnic Studies. The Chicana/o/x and Latina/o/x Studies will allow these students to better prepare for that line of study at their transfer institution. For the general SMC population, students will have the option to further specify their focus if desired in the process of meeting Area F and other graduation requirements in Ethnic Studies. This course will also give students a unique framework to employ in other Chicana/o/x and Latina/o/x-focused courses in History, English, Art History, and other disciplines.

I. Catalog Description

This introductory-level course provides an interdisciplinary exploration of historical and contemporary Chicana/o/x and Latina/o/x political, social, and cultural practices and experiences in the United States. This course examines the foundations and theories of Chicana/o/x and Latina/o/x Studies and contemporary approaches to the study of Chicana/o/x and Latina/o/x communities. Course topics include history, social movements, politics, community, art, spirituality, cultural production, intersectional identity formation, gender, sexuality, class, family, and social justice, and agency and self-affirmation. Moreover, the course critically analyzes race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Chicanos, Latinos AND Cultural Diversity: An Anthology, Dionne Espinoza, Lionel Maldonado, Ester Hernandez, Richard Rodriguez, Kendall Hunt Publishing © 2004, ISBN: 978-0757511288
2. Bridging Cultures: An Introduction to Chicano/Latino Studies, Mario T. Garcia, Kendall Hunt Publishing © 2000, ISBN: 978-0787270773
3. Introduction to Chicana and Chicano Studies, Msu Denver Chicana/O Studies Department , Kendall Hunt Publishing © 2018, ISBN: 978-1524984793
4. The New Latino Studies Reader: A Twenty-First Century Perspective, Ramon Gutierrez and Tomás Almaguer, Univ. of California © 2016, ISBN: 978-0520284845
5. Inventing Latinos: A New Story of American Racism, Laura E. Gómez, The New Press © 2020, ISBN: 978-1595589170
6. Major Problems in Latina/o History, Omar S. Valerio-Jimenez and Carmen Teresa Whalen, Cengage Learning © 2014, ISBN: 978-1111353773
7. Borderlands/La Frontera: The New Mestiza, 4th, Gloria Anzaldúa, Aunte Lute © 2012, ISBN: 978-1879960855

8. Harvest of Empire: A History of Latinos in America, 2nd, Juan Gonzalez, Penguin Random House © 2022, ISBN: 9780143137436
9. Voices from the Ancestors: Xicanx and Latinx Spiritual Expressions and Healing Practices, Lara Medina and Martha R. Gonzalez, Univ. of Arizona © 2019, ISBN: 978-0816539567
10. The Norton Anthology of Latino Literature (College Edition), Ilan Stavans, Edna Acosta-Belén, Harold Augenbraum, María Herrera-Sobek, Rolando Hinojosa and Gustavo Pérez Firma, W. W. Norton © 2011, ISBN: 978-0393975321
11. Intersectional Chicana Feminisms: Sitios y Lenguas, Aída Hurtado, Univ. of Arizona © 2020, ISBN: 978-0816537617;
12. Hombres Y Machos: Masculinity and Latino Culture, Alfredo Mirande, Routledge © 2019, ISBN: 978-0367316099
13. Chicana and Chicano Art: ProtestArte, Carlos Francisco Jackson, Univ. of Arizona © 2009, ISBN: 978-0816526475
14. U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance, Karina Oliva Alvarado, Alicia Ivonne Estrada and Ester E. Hernández, Univ. of Arizona © 2017, ISBN: 978-0816534067
15. Latino Politics, 3rd, Lisa Garcia Bedolla and Christian Hosam, Polity © 2021, ISBN: 978-1509537747
16. Queer Brown Voices: Personal Narratives of Latina/o LGBT Activism, Uriel Quesada, Leticia Gomez, and Salvador Vidal-Ortiz, Univ. of Texas © 2015, ISBN: 978-1477307304
17. South Central Dreams: Finding Home and Building Community in South L.A., Pierrette Hondagneu-Sotelo, NYU Press © 2021, ISBN: 978-1479807970
18. We Are Not Dreamers: Undocumented Scholars Theorize Undocumented Life in the United States, Leisy J. Abrego and Genevieve Negrón-Gonzales, Duke UP © 2020, ISBN: 978-1478010838
19. The Latino Threat: Constructing Immigrants, Citizens, and the Nation, 2nd, Leo Chavez, Stanford UP © 2013, ISBN: 978-0804783521
20. City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965, Kelly Lytle Hernández, Univ. of North Carolina Press © 2020, ISBN: 978-1469659190
21. Articles, periodicals, scholarly, online publications, and OER materials, Various, Various © 2022

III. Course Objectives

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

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism in relationship to Chicana/o/x and Latina/o/x peoples.
2. Apply theory and knowledge produced by Chicana/o/x/e and Latina/o/x communities to describe the critical events, histories, cultures, cultural production, intellectual traditions, contributions, lived -experiences and social struggles of those groups with a particular emphasis on agency and self-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age in Chicana/o/x and Latina/o/x communities.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Chicana/o/x/s and Latina/o/x/s, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, settler colonialism, multiculturalism, and language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Chicana/o/x and Latina/o/x communities to build a just and equitable society.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion, Critique, Projects, Visiting Lecturers, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Contemporary, Socio-Economic Profiles and Agency 1. Immigration, Education, Language, and Other Socio-Economic Demographic Patterns. 2. Self-Determination: Identification and analysis of power structures where significant inequities exist based on prior analysis of intersectionality such as structures within housing, healthcare, education, labor, media, civil rights, criminal justice, and government. 3. Chicana/o/x- & Latina/o/x Futurism: Student-guided research aimed at possible reimaginations of more equitable futures within and without these power dynamics and structures.

20.000%	<p>Chicana/o/x-and Latina/o/x Cultural Expressions and Productions (Discuss works of fiction, poetry, theater, film, memoir, painting, performance art, music, and cultural criticism by artists and thinkers of varied backgrounds and time periods with an emphasis on the twentieth and twenty-first century)</p> <ol style="list-style-type: none"> 1. Expressions in literature. 2. Expressions in theater, performance, and dance. 3. Musical expressions. 4. Expressions in Visual Art (murals, paintings, sculpture) 5. Media, Film, and Popular Culture (print media, social media, television, novelas, Latina/o/x representations in small/big screens & Hollywood, commercials, advertisement, etc.)
20.000%	<p>Chicana/o/x and Latina/o/x Ethnic, Racial, and Intersectional Identity Development</p> <ol style="list-style-type: none"> 1. The “borderlands” and transnationalism. 2. Heteropatriarchy and “la familia” 3. Religiosity and spirituality. 4. Gender and sexuality 5. Intra-racial and inter-racial relations
20.000%	<p>Historical Background</p> <ol style="list-style-type: none"> 1. Indigeneity and precolonial roots 2. Legacies of manifest destiny, conquest, colonization, industrialization, and imperialism. 3. U.S.-Latin American relations. 4. Migration, immigration, and nativism. 5. Diasporas and community formation 6. Labor movements, feminisms, and social justice struggles
20.000%	<ol style="list-style-type: none"> 1. Introduction to Chicana/o/x and Latina/o/x Studies <ol style="list-style-type: none"> a. History of the discipline and specific terminology 2. Key framework and concepts such as <i>Latinidades</i>, Race and Racialization, Ethnicity, Intersectionality, Settler Colonialism, Hegemony, Imperialism, White Supremacy, Racial Capitalism, Assimilation/Acculturation, - Modes of Oppression and Resistance, Decolonization, Sovereignty,- 3. Heterogeneity of the Latina/o/x population in the U.S. <ol style="list-style-type: none"> a. Mexicans/Chicana/o/x/es. b. Cubans. c. Puerto Ricans/Boriquas. d. Dominicans. e. Central Americans. f. South Americans. 4. Comparative U.S. and Latin American racial categories and hierarchies
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Written assignments
15%	Research Projects
15%	Other: Journals
15%	Group Projects
20%	Exams/Tests
10%	Class Work: Discussions, Peer Reviews, Interactive Assignments
100%	Total

VII. Sample Assignments:

Research/Group Project: In small groups, engage in group-led research and application of major concepts and frameworks to identify a particular area where significant racial/intersectional inequities exist in a contemporary setting (i.e. healthcare, criminal justice, education, etc.). After narrowing down the general area of focus to a specific element within it (i.e. childbirth/infant mortality, cash bail system, equity/success rates), the group will be responsible for creating a project and presentation that engages in a reimagining of the structures and power dynamics that have led to the inequities, forming an informative and solution-based plan or proposal. Along with the presentation, final products might be interactive/mixed media, digital, and/or formal essay to bring together the research and analysis.

Short Writing Exercise: Reflect on the experiences of Chicana/o/x and Latina/o/x communities and discuss how race and racism intersect class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age. Students should also explain how these intersections influence the group's resistance efforts.

Short Writing Exercise: You will be assigned a concept from the assigned reading and they will apply the concept to the experiences of Chicana/o/x and Latina/o/x peoples. Analyze and explain the ways in which the concept does and does not apply to Chicana/o/xs and Latina/o/xs. Determine the ways the concept might both help and hinder the understanding of the Chicana/o/xs and Latina/o/xs from both inside and outside the ethnic/racial group.

Small Group and Class Discussion: You will review and practice analyzing the concept (1) race and (2) ethnicity in relation to Chicana/o/xs and Latina/o/xs with the goal of clarifying the difference between the two concepts. In a small group discussion, apply both concepts to Chicana/o/x and Latina/o/x populations to distinguish five characteristics of race and five characteristics of ethnicity. Share the characteristics for each concept with the class for additional input and analysis.

VIII. Student Learning Outcomes:

1. Analyze and articulate core concepts of Chicana/o/x and Latina/o/x studies, including but not limited to race and ethnicity, racialization, intersectionality, colonialism, hegemony, imperialism, white supremacy, feminisms, modes of oppression and resistance
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Chicana/o and Latina/o/peoples with a particular emphasis on agency and self-affirmation
3. Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age
4. Describe how resistance, social justice, and liberation as experienced by Chicana/o and Latina/o peoples are relevant to current issues (communal, national, and international)
5. Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom

Global Citizenship Application

Global Citizenship Category

- Global Studies

Course meets all of the following three criteria: (Please Check)

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

Outcomes that pertain to this Global Citizenship Category

- Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Chicana/o and Latina/o/peoples with a particular emphasis on agency and self-affirmation
- Describe how resistance, social justice, and liberation as experienced by Chicana/o and Latina/o peoples are relevant to current issues (communal, national, and international)

Narrative

The experiences of Mexican Americans and Latinx explored in the course content and SLOs are intertwined with the historical and contemporary processes related to the impact of international wars and empire building (i.e., Mexican American War, Spanish American War, Cold War, Drug War) on immigration and migration patterns, the (re)racialization of Chicanx/Latinx racial/ethnic groups, and the creation of diasporic and transnational labor and artistic communities and social movements from and between U.S. and Latin America and Caribbean countries.

Departmental or Area Vote on Fulfillment of Global Citizenship Degree Requirement:
 Yes 6; No 0; Abstain 0; Not Voting 0

ETH ST 6 Distance Education Application

- Fully Online
- Hybrid

1a. Instructor - Student Interaction:

The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide ongoing feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and facetime option.)

1b. Student - Student Interaction:

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly, Student Lounge discussion board non-course topics.

1c. Student - Content Interaction:

Students will interact with course content on a weekly basis through readings, videos, discussions and/or reflective assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students provide feedback for different topics and other peers' commentaries	10.00%
Online Lecture	Weekly or biweekly lectures presented asynchronously	20.00%
Videos	Embedded videos in weekly or biweekly lectures	10.00%
Discussion	Discussions happen in virtual asynchronous class and group meetings	15.00%
Project Presentation	Students virtually present group presentations virtually	10.00%
Exams	Students take at least 2 exams virtually	10.00%
Written assignments	Students submit virtual short essays and research reports online	15.00%
Other (describe)	Students write online journals to reflect on class material	10.00%

2. Organization of Content:

The course will be divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Homework/Quizzes/Written Assignments	These will use a combination of assignments based on objective questions, short answers/identifications, and brief essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given.
50.00%	Exams/Tests	Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.
25.00%	Participation	Threaded discussion, peer feedback, chat room, discussion, or group presentation, collaborative learning activities

4. Instructor's Technical Qualifications:

Instructors should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with Canvas tools and willingness to stay current as technology changes every day.

5. Student Support Services:

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

6. Accessibility Requirements:

Instructors will consult with the Disabled Student Serviced High-Tech Training Center. Testing accommodations will be provided to students who qualify. Videos will be properly captioned. Audio-only files will provide transcripts. Images will have alt text. Pages will use Rich Text Editor and best practices for accessibility for page design. When possible, PDFs will be converted to Canvas Pages. PDFs will otherwise be made accessible to screen-readers, in consultation with DSPS.

7. Representative Online Lesson or Activity:

Sample Threaded Discussion #1

In a discussion post, briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time? Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

Sample Threaded Discussion #2

In a discussion post, write a brief analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

New Course: ETHNIC STUDIES 7, Introduction to African American and Black Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
IGETC:	Area 3B: Humanities (pending review) Area 4C: Ethnic Studies (pending review)
CSU GE:	Area F - Ethnic Studies (pending review)
SMC GE:	Area II-B: Social Science (Group B)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2023
TOP/SAM Code:	220300 - Ethnic Studies / E - Non-Occupational
Grading:	Letter Grade or P/NP
Minimum Qualification:	African American Studies, Ethnic Studies, Other American Studies - Master's Required
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Ethnic Studies ADT

Rationale

This course will be joining the already existing general introduction the discipline of Ethnic Studies, ETH ST 1. Many students entering the discipline will likely end up in a four-year program that will be focused on one of the four core groups of Ethnic Studies. The Introduction to African American studies will allow these students to better prepare for that line of study at their transfer institution. For the general SMC population, students will have the option to further specify their focus if desired in the process of meeting Area F and other graduation requirements in Ethnic Studies. This course will also give students a unique framework to employ in other African American focused courses in History, English, Art History, and other disciplines.

I. Catalog Description

This course introduces students to the field of African American and Black studies. As a survey course, it traces the historical and current social conditions and contributions of Black and African-descended people in the U.S. and provides broad and interdisciplinary perspectives examining and exploring major figures, ideas, issues, and methodologies central to understanding the African American experience. Course topics include history, social movements, politics, community, art, spirituality, cultural production, intersectional identity formation, gender, sexuality, class, family, social justice, and agency and self-affirmation. Moreover, the course critically analyzes race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy. Students will develop critical tools, frameworks, and vocabulary for further study in the field.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Alexander, Michelle, The New Press, Inc. © 2010
2. Black in White Space: The Enduring Impact of Color in Everyday Life, Anderson, Elijah, Chicago Press © 2021
3. Between the World and Me, Coates, Ta-Nehisi, Spiegel and Grau © 2015
4. The Souls of Black Folk, Du Bois, W.E.B., Oxford University Press © 2008
5. Black Skin, White Masks, Fanon, Franz, Grove © 1996
6. Bobo et. al. . The Black Studies Reader, Routledge
7. Norment, N.. The African American Studies Reader, Carolina Academic Press
8. OER Texts and Materials Scholarly Articles

III. Course Objectives

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

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism in relationship to African Americans.
2. Apply theory and knowledge produced by African American and Black communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of these communities with a particular emphasis on agency and self-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, and/or age in African American and Black communities.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler colonialism, multiculturalism, and language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in African American and Black communities to build a just and equitable society.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Service Learning, Distance Education, Discussion, Projects, Other (Specify), Visiting Lecturers, Online instructor-provided resources
 Other Methods: Collaborative Learning Activities; Multi-Media

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Areas for Additional Intensive Focus: Perspectives on Racial Integration and Interracial Intimacies: Relationships, Families, and Identities • Sports and Race • Racial Integration and the Military • Spirituality and Religion
10.000%	(The Myth of) a Post-racial Society?: Perspectives on the Future of race • Racial Inequality in the Political Sphere • Immigrants and the Racialization of Anti-immigration Sentiment • Hate Crimes and Hate Groups • Reparations • Art as Resistance in the 21st Century
15.000%	African American and Black Struggles: Ghettos and culture of poverty: redlining, food deserts • Education access • Labor and labor movements • Criminal justice and police brutality • Stereotypes: race, class, gender • Healthcare disparities
10.000%	Migrations, Communities, and Family Structure: Family and kinship • Language and communication • Gender, sexuality • Code switching
15.000%	African American Cultural Production: Music (e.g., enslaved working songs to jazz and rap, etc.) • Literature (e.g., Langston Hughes, James Baldwin, Ralph Ellison, Toni Morrison, Zora Neale Hurston, etc.) • Religion (e.g., Muslim, Yoruba, Baptist, Methodist, etc.) • Film and TV (e.g., Hattie McDaniel, Sydney Poitier, Spike Lee, Oprah Winfrey, etc.) • Art (e.g., Gordon Parks, Jacob Lawrence, Betye Saar, Basquiat, Kara Walker, etc.) • Sports (e.g., Jackie Robinson, Arthur Ashe, Magic Johnson, Simone Biles, Serena Williams, Colin Kaepernick, etc.) • Politicians (e.g., Robert Smalls, Shirley Chisholm, Barack Obama, etc.)
15.000%	African American and Black Political Movements: Pan Africanism and Black Nationalists • Civil Rights Movement 1900-1950 • Civil Rights Movement 1950-1980 • Black Women's Movements • Black Power • Black Lives Matter
15.000%	The Making of an African American and Black Identity: African cultures • Slave trade • Diaspora • Enslaved communities: Central and South America, Caribbean, and United States • Free Black communities • Abolition, Civil War and Jim Crow
10.000%	Introduction to the concept of African American Studies: Racial formations • The Social Construction of Race • Africana Critical Theory • Intersectionality
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
15%	Group Projects
15%	Research Projects
15%	Other: Journals
20%	Exams/Tests
10%	Class Work
25%	Written assignments
100%	Total

VII. **Sample Assignments:**

Group Discussion: You will review and practice analyzing the concept (1) race and (2) ethnicity in relation to African American and Black communities with the goal of clarifying the difference between the two concepts. In a small group discussion, apply both concepts to African American and Black populations to distinguish five characteristics of race and five characteristics of ethnicity. Share the characteristics for each concept with the class for additional input and analysis.

Short Writing Exercise: You will be assigned a concept from the assigned reading and they will apply the concept to the experiences of African American and Black people. Analyze and explain the ways in which the concept does and does not apply to African American and Black communities. Determine the ways the concept might both help and hinder the understanding of African American and Black communities from both inside and outside the ethnic/racial group.

Research Group Project: In small groups, engage in group-led research and application of major concepts and frameworks to identify a particular area where significant racial/intersectional inequities exist in a contemporary setting (i.e. healthcare, criminal justice, education, etc.). After narrowing down the general area of focus to a specific element within it (i.e. childbirth/infant mortality, cash bail system, equity/success rates), the group will be responsible for creating a project and presentation that engages in a reimagination of the structures and power dynamics that have led to the inequities, forming an informative and solution-based plan or proposal. Along with the presentation, final products might be interactive/mixed media, digital, and/or formal essay to bring together the research and analysis.

VIII. **Student Learning Outcomes:**

1. Apply theories to describe critical events in the histories, cultures, and intellectual traditions, with a focus on the lived experiences and social struggles of African American and Black communities that emphasizes agency and self-affirmation.
2. Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
3. Describe how resistance, social justice, and liberation as experienced by African American and Black communities are relevant to contemporary issues (communal, national, and international).
4. Demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

ETH ST 7 Distance Education Application

- Fully Online
- Hybrid

1a. Instructor - Student Interaction:

Providing online or telephone office hours; Regular announcements; videoconferencing software (ex: zoom) Sessions; Feedback on written assignments, group projects, and class discussion boards; Participation in regular threaded discussion boards; Mentoring individual learners; Working with small groups of students assigned to help teach portions of the course or to prepare their presentations; Utilizing electronic/online software or other appropriate mediums for communication and group work

1b. Student - Student Interaction:

Asynchronous discussion activities where students will communicate with their classmates throughout the course regarding course content and everyday life; Online discussions with feedback comments to 2 classmates; Small group activities/discussions - 3-4 times during the course; Asynchronous Threaded Discussion - 1-2 weekly; Student Lounge discussion board to discuss non-course topics; Utilizing electronic/online software or other appropriate mediums for communication and group work; Preparing virtual group presentations utilizing appropriate software (electronic/online software)

1c. Student - Content Interaction:

Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc.; Page content is chunked in manageable segments using headings that facilitate online reading; Course makes use of multiple Course Management System (CMS) tools for weekly content delivery; Pages, discussions, chat, collaboration, virtual conference tools, groups, etc.; Course design includes instructions for learners to work with content in meaningful and reflexive ways; Individualized learning opportunities, such as self-check quizzes, resource pages, supplemental materials, reflective writing, etc.; Reading/video discussions or reflections

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students provide feedback for different topics and other peers' commentaries	10.00%
Online Lecture	Weekly or biweekly lectures presented asynchronously	20.00%
Videos	Embedded videos in weekly or biweekly lectures	10.00%
Discussion	Discussions happen in virtual asynchronous class and group meetings	15.00%
Project Presentation	Students virtually present group presentations virtually	10.00%
Exams	Students take at least 2 exams virtually	10.00%
Written assignments	Students submit virtual short essays and research reports online	15.00%
Other (describe)	Students write online journals to reflect on class material	10.00%

2. Organization of Content:

The course will be divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. The modules will follow the arrangement and percentage of "Course Content" areas from the COR.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Written Assignments	These will use a combination of assignments based on objective questions, short answers/identifications, and brief essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given.
20.00%	Exams/Tests	Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.
15.00%	Group Projects	Group Projects
15.00%	Research Projects	Research Projects
15.00%	Other	Journals
10.00%	Online Class Work	Online class work, including discussions, peer reviews, and interactive assignments.

4. Instructor's Technical Qualifications:

The instructor should be knowledgeable of the learning management system in place and accessibility resources on and off-campus and be familiar with the LMS tools and willingness to stay current as technology changes every day. Instructors should have access to technology and further professional development.

5. Student Support Services:

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium,

6. Accessibility Requirements:

Instructors will consult with the Disabled Student Serviced High-Tech Training Center. Testing accommodations will be provided to students who qualify. Videos will be properly captioned. Audio-only files will provide transcripts. Images will have alt text. Pages will use Rich Text Editor and best practices for accessibility for page design. When possible, PDFs will be converted to LMS Pages. PDFs will otherwise be made accessible to screen-readers, in consultation with DSPS.

7. Representative Online Lesson or Activity:

Sample Threaded Discussion #1

In a discussion post, briefly explain a core concept such as racialization, equity, or white supremacy. Then provide two examples to illustrate its usage. Where possible, indicate its link to other core concepts. Once this has been completed, reply to two students and either affirm or argue against their analysis, and cite evidence as you do so.

Sample Threaded Discussion #2

In a discussion post, apply how the specific nature of African American/Black struggles or acts of resistance are more largely applicable to issues at the community, city, national, or international level. Once this has been completed, reply to two students and either affirm or argue against their analysis, and cite evidence as you do so.

New Course: PSYCHOLOGY 33, Introduction to Stress, Trauma, and Mental Health

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
IGETC:	4I: Psychology (pending review)
CSU GE:	D9 - Psychology (pending review)
SMC GE:	Area II-B: Social Science (Group B)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2023
TOP/SAM Code:	200100 - Psychology, General / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Psychology
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Psychology Department Certificate Program in Community Mental Health

Rationale

Mental health is a critical component of overall health and well-being. During the COVID-19 pandemic, depression and anxiety have risen alarmingly, particularly among the poor and disenfranchised. Among adolescents and young adults, a "mental health crisis" has ensued, according to U.S. Surgeon General Vivek Murthy. As well, racial trauma has been endemic in our communities, highlighted by attacks on unarmed citizens by the police and others, along with other traumatic experiences such as domestic violence and abuse. Accordingly, mental health resources in the community need to be bolstered to address this critical need, starting with the training of college students as mental health professionals who have the background and skills to serve diverse sociocultural groups in the community. This proposed new course is intended to be an integral part of the new two-year certificate program to be proposed by the SMC Psychology Department in Community Mental Health and Trauma. The target populations for the course are students who wish to explore their interest in the mental health field, including those who are pursuing careers in counseling, social work, marriage and family therapy, community safety, or the administration of social services. Currently, the psychology department lacks a course in stress and trauma, clinical psychology, or mental health services. It is anticipated that a large number of students majoring in psychology will take this course, as well as those in related disciplines such as social services administration and sociology. This meets part of the requirements for the Department of Psychology Achievement Certificate in Community Mental Health (currently in proposal stage).

I. Catalog Description

This course covers the field of mental health, emphasizing the theories, goals, and methods in providing therapeutic interventions for assessing, treating, and maintaining an individual's mental wellness, with emphasis on the mental health effects of stress and trauma. Stress and trauma are primary causes of psychological distress, and any discussion of pathways to mental wellness must encompass knowledge of these effects. This course uses both didactic and experiential learning modalities such as case reviews and role-playing.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Clinical Mental Health Counseling: Elements of Effective Practice, first, Young, Scott and Cashwell, Craig, Sage © 2017, ISBN: 978-1506305639
2. The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma, first, Van der Kolk, Bessel, Penguin © 2015, ISBN: 978-0-670-78593-3
3. American Psychological Association, Counseling <https://www.apa.org/education-career/guide/subfields/counseling> American Psychological Association, Div 56 (Trauma Psychology) <https://www.apa.org/about/division/div56>

III. Course Objectives

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

1. Demonstrate a thorough understanding of the major theoretical approaches to mental health and wellness.
2. Explain and apply the factors that influence mental health and wellness, including stress, trauma, grief, social support, and resilience.
3. Critically evaluate the major modalities of mental health interventions, such as individual, family, and community approaches, and their applicability to various clients and populations.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Visiting Lecturers, Group Work, Other Methods: Roleplays, collaborative learning, film and other media

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	What is psychological stress and trauma? An overview of types of trauma, including community-level, childhood adversities, cumulative, and racial trauma, will be discussed.
30.000%	Pathways to various outcomes following stress and trauma will be presented and discussed, including the biological bases, psychological factors, and community context.
30.000%	Major contextual influences of psychological responses and outcomes to trauma, including social support, racial/ethnic and other identities, discrimination and microaggressions, grief, and resilience.
30.000%	Applying the theories and techniques of mental health interventions and modalities in response to trauma , including the use of case studies, roleplays, program development, and community interventions.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation: Students will engage in dyadic and group discussions, roleplays, and mock case conferences.
40%	Exams/Tests: Two exams (20% each) will be administered, covering concepts of stress, trauma, and mental health interventions.
20%	Group Projects: Student teams will design either: 1) a comprehensive, multi-level (individual, family, community) intervention for an individual case, consisting of strategies for assessment and intervention components. 2) a community-based approach and solution to a community-level trauma that affects mental health.
20%	Final Project: Groups will present their final project in a case conference setting.
100%	Total

VII. Sample Assignments:

Case Conference Presentation: Please read carefully the case study provided. In your summary, please present: 1) The presenting problem the individual is experiencing. 2) Precipitating factors and relevant current exacerbating factors 3) Strengths and resources of the individual 4) Outline of proposed treatment recommendations, including multi-level components of individual, family, work, and community.

Brief Small-Group Discussion: Select one community-level trauma discussed in class (e.g. police shootings of unarmed citizens, COVID-19 pandemic). What is its impact on the individual, families, and community? Present each level of impact and discuss ways to mitigate or ameliorate the impacts.

VIII. Student Learning Outcomes:

1. Explain the theories, goals, and methods in the major approaches for assessing, treating, and maintaining an individual's mental wellness.

2. Develop a comprehensive understanding of the various contextual factors that affect mental health outcomes such as stress, trauma, grief, resilience, family and community support, and treatment.
3. Demonstrate the ability to apply the concepts of and implement mental health intervention approaches.

PSYCH 33 Distance Education Application

- Fully Online
- Hybrid

1a. Instructor - Student Interaction:

Virtual Office discussion -- Everyday; Students can respond to one another as well as to the instructor, and vice versa.
 Threaded discussions -- Four to six threaded discussions per semester will be assigned in response to a prompt/question.
 Announcements -- Once or twice weekly; Consisting of general feedback to assignments as well as reminders/information-sharing.
 Gradebook and comments feedback -- For every assignment.

1b. Student - Student Interaction:

Virtual Office discussion -- Everyday; Students respond to one another on a variety of questions. Group projects -- Groups of three or four students will collaborate on a group project. Threaded discussions -- Students will communicate and respond to one another in threaded discussions.

1c. Student - Content Interaction:

Lecture notes -- notes/videos/TED talks Online interactive activities (e.g. psychological self-assessments) Discussion boards Review materials/self-check quizzes Self-reflection writing

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion	Students will participate in threaded discussions in response to questions regarding key concepts of the course.	20.00%
Online Lecture	Students will access online lectures and talks by the instructor as well as relevant TED talks on each major topic.	30.00%
Project Presentation	Students will participate in a group project, selected from three possible questions regarding mental health interventions, and present their analyses.	20.00%
Videos	Short videos and online exercises will be presented through the course.	20.00%
Study and/or Review Sessions	Students will engage in study and review questions, both individually and collectively.	10.00%

2. Organization of Content:

Content will be organized in a learning management system such as Canvas. Each major section will constitute a module, and each module will be organized into weeks with sub-topics. Activities and assignments will be provided by dates within those weeks. For example (all in the learning management system): Module 1: History and Major Perspectives Week 1 (Date): History of the Community Mental Health Movement -- Read Chap 1 of text -- View video of President John F. Kennedy on the Community Mental Health Act of 1963 -- Reflection Paper #1: Personal thoughts/reflections Week 2 (Date): Current Community Mental Health Approaches -- Readings and Activities Module 2: The Effects of Stress and Trauma Week 3 (Dates): The HPA Axis and Mental Health

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Discussions	Discussion posts and comments will be assessed by the following rubric (extended examples will be provided for each criteria): 1) Timeliness -- Comments must be posted within the window of participation 2) Comprehensiveness -- Do comments address and analyze the question fully? 3) Critical Thinking and Thoughtfulness -- Do comments demonstrate critical engagement with the question?
20.00%	Exam 1	Multiple choice exam covering basic concepts.
20.00%	Exam 2	Multiple choice exam covering basic concepts.
20.00%	Group Project	Students will participate in a group project in response to one of two scenarios to design a multi-level mental health intervention.

20.00%	Project Presentation	Groups will present their multi-level mental health intervention in a case conference format.
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4. Instructor's Technical Qualifications:

-- Experience and skill using a learning management system such as Canvas -- Technical support from the college on using the learning management system -- Ability to use a virtual conference system such as Zoom for office hours and consultations

5. Student Support Services:

-- Links to counseling, bookstore, and library to access resources -- Access to reliable wifi -- Access to a learning management system such as Canvas -- Access to a virtual conference system such as Zoom

6. Accessibility Requirements:

All materials will be captioned and available in immersive reader. Large headings and sub-headings will be used to organize the flow of the course. Content will provide sufficient color contrast. Images will use descriptive alternative text.

7. Representative Online Lesson or Activity:

In this threaded discussion, please post the following:

- 1) Give an example of how stress or trauma affects one's brain or functioning.
- 2) Respond to at least one other student's post, relating or contrasting their example to yours.

New Course: SPANISH 1A, Elementary Spanish 1A

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
CSU GE:	Area C2 – Humanities (pending review)
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2023
TOP/SAM Code:	110500 - Spanish / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Foreign Languages
Program Impact:	Not proposed for inclusion in any degree or certificate

Rationale

Too many Spanish 1 students struggle to understand and complete the work during the semester. Some are distracted by other responsibilities, and others find the pace of Spanish 1 too challenging and at times overwhelming. This course is designed to support the needs of those students. It addresses the needs of students with various learning disabilities as well. We aim to provide an alternative means of studying elementary Spanish and teaching students the study skills that are needed for success in a foreign language class.

I. Catalog Description

Spanish 1 has been divided into Spanish 1A and 1B so that the workload will be more manageable for students who feel that Spanish 1 covers too much material for them to master in one semester. Spanish 1A supports all students, and it addresses diverse learning styles and abilities. It also provides students with foreign language study skills needed for success in the course. It is ideal for first-time language learners. This course is the equivalent to the first half of Spanish 1. Students must complete Spanish 1A and 1B successfully to receive full credit for Spanish 1. Spanish 1A introduces the students to basic vocabulary and fundamental sentence structure in the present tense. Basic aural and reading comprehension is developed and students hold simple conversations and write short compositions about habitual actions in the present. This course is taught in Spanish, except in the case of linguistic difficulty as determined by the professor.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Vistas: Introducción a la lengua española, 6th, José A. Blanco, Philip Redwine Donley, late., Vista Higher Learning © 2020, ISBN: 978-1-54330-129-8

III. Course Objectives

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

1. Demonstrate use of acceptable pronunciation.
2. Combine and modify articles, demonstratives, possessives and descriptive adjectives with nouns to agree in gender and number.
3. Choose correctly between usted and tú to address listeners formally or informally.
4. Construct grammatically correct sentences using the present (regular and irregular).
5. Describe daily activities with the present tense.
6. Demonstrate correct use of Gustar + Infinitive; Gustar + Noun.
7. Describe future plans using ir + a + infinitive.
8. Use oral activities to interact in Spanish.
9. Restate information in listening activities.
10. Paraphrase information found in short readings and cultural notes.
11. Recall vocabulary and use appropriate vocabulary to describe: Themselves and other persons (name, origin, physical and personal traits); The classroom (location of persons and objects), academic life (activities); Their student schedule (classes, days of the week and times); The family, family life, and family

information (age, date of birth); Careers, occupations and work activities; Pastimes (likes and dislikes); Future plans.

12. Identify study skills appropriate for the individual student's mastery of elementary Spanish.
13. Demonstrate mastery of study skills appropriate for the student's learning style(s).
14. Identify some highlights of the cultures, history and geography of Spain, Ecuador and Mexico.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Projects, Discussion, Observation and Demonstration, Other Methods: Comprehension activities (listening to instructor, audio and video resources); In addition to small group work, speaking activities in pairs; online textbook (pronunciation and vocabulary acquisition activities); written self-expression on designated topics; short reading and cultural note activities.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	<p>For all content: Cultural topics pertaining to the Spanish-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Spanish-speaking countries are made. In addition, comparisons between diverse Spanish-speaking cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, videos, and grammatical and vocabulary exercises. These topics include, but are not limited to:</p> <ul style="list-style-type: none"> • Greetings in Hispanic Countries • Hispanics in the USA and their contributions • Education and university life • Family members and structure • Geography and cultural topics related to Spanish-speaking countries • Regional pronunciations • Food and culinary practices • Holidays and celebrations • Art (literature, architecture, painting, crafts, music, etc.) <p>Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and assessments.</p>
20.000%	<p>Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media resources from those mentioned in cultural section above.</p>
50.000%	<p>The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned above: the alphabet; gender of nouns; definite and indefinite articles; plurals; hay; numbers; telling time; subject pronouns; tú vs usted; present of ser (for identification, possession, origin, profession); possessive adjectives; adjective-noun agreement and placement; descriptive adjectives; comparisons of equality and inequality; adjectives of nationality; negation; forming questions; present tense of regular -AR verbs; -ER and -IR verbs; gustar with infinitives and nouns; estar with prepositions (for location); tener (for age and other common expressions); venir; ir and ir a + infinitive; verbs with irregular yo forms (hacer, poner, salir, traer, decir, oír, ver).</p>
10.000%	<p>Study Skills for foreign language classes: Note taking, time management, preparation for listening comprehension, reading comprehension, spelling, writing complete sentences, creating a paragraph, self-advocacy, organization, using a glossary, using a dictionary, learning vocabulary, preparing and using flash cards, and speaking a foreign language. Introduction to English phonemes and morphemes followed by Spanish morphemes, phonemes, orthography, syntax and cognates to assist in developing study skills for Spanish language acquisition.</p>
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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10%	Class Participation
25%	Exams/Tests: 10 tests to provide frequent assessment and feedback in a manageable, low stakes environment. Each test should test 1-2 topics in detail. Individual value per test is 2, 2.5 or 3% to be determined by instructor.
15%	Final exam: Cumulative final exam
10%	Homework
10%	In Class Writing: Four compositions (2 originals and 2 revisions of the originals)
10%	Oral Presentation: 1 group oral presentation on a cultural topic mid semester (5%).1 individual oral presentation on a cultural topic at the end of the semester (5%)
20%	Other: Pronunciation (5%), spelling (5%), vocabulary (5%), listening comprehension (5%) online textbook or in-class assessments.
100%	Total

VII. **Sample Assignments:**

#1: Review the different learning styles introduced in class. Identify your learning style and create a study plan to learn the meaning, spelling and gender and number of the nouns (sustantivos) on the vocabulary list. "Provide a definite article for each noun in the first column and an indefinite article for each noun in the second column."

#2: Watch the cultural video on Mexican author and diplomat, Octavio Paz after reading the accompanying passage and studying the corresponding vocabulary list. Combine phrases in each column to create sentences about the video and reading passage.

VIII. **Student Learning Outcomes:**

1. In Spanish, the student will discuss and demonstrate comprehension of the following topics: Greetings, self-descriptions, friends, family, classroom items, personal likes and dislikes, favorite sports, occupations, and classes.
2. The student demonstrate an ability to write in Spanish with a variety of regular, irregular, and stem-changing verbs. The student will use appropriate basic vocabulary related to topics such as academic life and the environment, family, nationalities, professions and occupations, and daily activities and events.
3. The student will demonstrate knowledge of the cultures, geography, history, current events and/or traditions of Spain, Ecuador, and Mexico.

New Course: SPANISH 1B, Elementary Spanish 1B

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	October 2018
Transferability:	Transfers to CSU, UC (pending review)
IGETC:	Area 3B: Humanities (pending review) Area 6A: Languages other than English (UC Requirement Only) (pending review)
CSU GE:	Area C2 - Humanities (pending review)
SMC GE:	Area III: Humanities Area V: Global Citizenship (pending review)
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	SPAN 1A
Proposed Start:	Fall 2023
TOP/SAM Code:	110500 - Spanish / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Foreign Languages
Program Impact:	Economics AA-T; History AA-T; Liberal Arts - Arts & Humanities AA

Rationale

Many Spanish 1 students have had low success rates, and as a result, we have divided Spanish 1 into Spanish 1A and 1B so that the workload will be more manageable for the students, they will learn more, and retention and success rates will improve. This course supports students with diverse learning disabilities. It also provides students with study skills needed for success in the course.

I. Catalog Description

Spanish 1 has been divided into Spanish 1A and 1B so that the workload will be more manageable for students who feel that Spanish 1 covers too much material for them to master in one semester. Spanish 1B supports all students, and it addresses diverse learning styles and abilities. It also provides students with foreign language study skills needed for success in the course. It is ideal for first-time language learners. Successful completion of Spanish 1A and 1B is equivalent to Spanish 1. Spanish 1B introduces the students to basic vocabulary and fundamental sentence structure in the present and preterit tenses. Basic aural and reading comprehension is developed and students hold simple conversations and write short compositions about present and past actions. This course is taught in Spanish, except in the case of linguistic difficulty as determined by the professor.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Vistas: Introducción a la lengua española., 6th, José A. Blanco, Philip Redwine Donley, late., Vista Higher Learning © 2020, ISBN: 978-1-54330-129-8

III. Course Objectives

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

1. Construct grammatically correct sentences using the present (regular and irregular), the present progressive (regular and irregular), and preterit (regular and 15 common irregular verbs).
2. Describe what is happening using the present progressive.
3. Describe past actions using the preterit and *hace* in time expressions.
4. Describe future plans using *ir + a + infinitive*.
5. Use other basic patterns with the infinitive [*poder, tener + que, antes de, (etc.)*].
6. Choose correctly between *ser, estar, tener, hacer, and haber* to express "to be".
7. Use reflexive, direct and indirect object pronouns with verbs.
8. Use oral activities to interact in Spanish.

9. Restate information in listening activities.
10. Paraphrase information found in short readings, cultural notes and cultural videos.
11. Identify on a map all Spanish speaking countries and their capital cities.
12. Recall and use appropriate vocabulary to describe: 1. Travel and vacation 2. The weather, months of the year, seasons 3. Physical and emotional states 4. Their talents and abilities 5. Clothing and colors, shopping, places in the city 6. Their daily routine and activities 7. Time expressions 8. Past actions and events

IV. Methods of Presentation:

Lecture and Discussion, Discussion, Group Work, Projects, Other Methods: Comprehension activities (listening to instructor, audio and video resources); in addition to small group work, speaking activities in pairs; online textbook or in-class pronunciation and vocabulary acquisition activities); written self-expression on designated topics; short reading and cultural note activities.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	<p>For all content: Cultural topics pertaining to the Spanish-speaking world are integrated into the grammar and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Spanish-speaking countries are made. In addition, comparisons between diverse Spanish-speaking cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via reading materials, listening comprehension activities, lectures, and grammar and vocabulary exercises. These topics include, but are not limited to:</p> <ul style="list-style-type: none"> • Sports • Travel and tourism • Hispanic markets • Hispanic social customs • Geography and cultural topics related to Spanish-speaking countries • Regional pronunciations • Food and culinary practices • Holidays and celebrations • Art (literature, architecture, painting, crafts, music, etc.) <p>Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes.</p>
50.000%	<p>Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with stem-changing verbs (o>ue; e>ie; e>i); present progressive; estar with adjectives (for conditions and emotions); ser vs. estar; conocer vs. saber; ordinal numbers; direct object nouns and pronouns; indirect object pronouns; demonstrative adjectives and pronouns; reflexive verbs; verbs with infinitives (e.g. pensar, querer, preferir); antes de/ después de+ infinitive; preterit forms of regular verbs; preterit of common irregular verbs; hace with expressions of time (ago); adverbs; introduction to por vs. para</p>
20.000%	<p>Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media resources from those mentioned in cultural section above.</p>
10.000%	<p>Study Skills for foreign language classes: Note taking, time management, preparation for listening comprehension, reading comprehension, spelling, writing complete sentences, creating a paragraph, self-advocacy, organization, using a glossary, using a dictionary, learning vocabulary, preparing and using flash cards, speaking a foreign language.</p>
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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10%	Class Participation
25%	Exams/Tests: 10 tests to provide frequent assessment and feedback in a manageable, low stakes environment. Each test should test 1-2 topics in detail. Individual value per test is 2, 2.5 or 3% to be determined by instructor.
15%	Final exam: Final exam is cumulative and includes the content covered in Spanish 1A
10%	Homework
10%	In Class Writing: Four compositions (2 originals and 2 revisions of the originals)
10%	Oral Presentation: 1 group oral presentation on a cultural topic mid semester (5%).1 individual oral presentation on a cultural topic at the end of the semester (5%)
20%	Other: Pronunciation (5%), spelling (5%), vocabulary (5%), listening comprehension (5%) online textbook or in-class assessments.
100%	Total

VII. Sample Assignments:

#1.: (In-class Composition):First, review your class notes and the grammatical explanations and charts in your textbook about present tense regular and irregular verbs and about reflexive verbs. Then, write a paragraph of 12 to 15 sentences about a typical Monday in your life. Include at least 5 reflexive verbs and 5 irregular verbs.

#2: Read the information in a cultural reading passage aloud with your partner(s). Watch the video and complete the different T/F and short answer written exercises that correspond to the video and the reading material.

VIII. Student Learning Outcomes:

1. The student will illustrate an ability to write in Spanish with a variety of regular, irregular, stem-changing and reflexive verbs. The student will use appropriate basic vocabulary, which includes clothing, colors, food, physical and emotional states or conditions, expressions of time (days, months, seasons) and everyday routines.
2. The student will demonstrate cultural awareness by: a) proper use of formal and informal address (tú, Ud., vosotros, Uds.) when given a specific social situation. b) through knowledge of the geography of the Hispanic world (countries, capitals and location of each Spanish speaking country). c) and through knowledge of Hispanic cultures.

ADVISORY Checklist and Worksheet: Spanish 1B
Proposed Advisory: Spanish 1A

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	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: Spanish 1B

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Demonstrate use of acceptable pronunciation.
B)	Combine and modify articles, demonstratives, possessives and descriptive adjectives with nouns to agree in gender and number.
C)	Choose correctly between usted and tú to address listeners formally or informally.
D)	Construct grammatically correct sentences using the present (regular and irregular).
E)	Describe daily activities with the present tense.
F)	Demonstrate correct use of Gustar + Infinitive; Gustar + Noun.
G)	Describe future plans using ir + a + infinitive.
H)	Use oral activities to interact in Spanish.
I)	Restate information in listening activities.
J)	Paraphrase information found in short readings and cultural notes.
K)	Recall vocabulary and use appropriate vocabulary to describe: Themselves and other persons (name, origin, physical and personal traits); The classroom (location of persons and objects), academic life (activities); Their student schedule (classes, days of the week and times); The family, family life, and family information (age, date of birth); Careers, occupations and work activities; Pastimes (likes and dislikes); Future plans.
L)	Identify study skills appropriate for the individual student's mastery of elementary Spanish.
M)	Demonstrate mastery of study skills appropriate for the student's learning style(s).
N)	Identify some highlights of the cultures, history and geography of Spain, Ecuador and Mexico.

EXIT SKILLS (objectives) FROM: Spanish 1A

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

1.	Demonstrate use of acceptable pronunciation.
2.	Combine and modify articles, demonstratives, possessives and descriptive adjectives with nouns to agree in gender and number.
3.	Choose correctly between usted and tú to address listeners formally or informally.
4.	Construct grammatically correct sentences using the present (regular and irregular).
5.	Describe daily activities with the present tense.
6.	Demonstrate correct use of Gustar + Infinitive; Gustar + Noun.
7.	Describe future plans using ir + a + infinitive.
8.	Use oral activities to interact in Spanish.
9.	Restate information in listening activities.
10.	Paraphrase information found in short readings and cultural notes.
11.	Recall vocabulary and use appropriate vocabulary to describe: Themselves and other persons (name, origin, physical and personal traits); The classroom (location of persons and objects), academic life (activities); Their

	student schedule (classes, days of the week and times); The family, family life, and family information (age, date of birth); Careers, occupations and work activities; Pastimes (likes and dislikes); Future plans.
12.	Identify study skills appropriate for the individual student's mastery of elementary Spanish.
13.	Demonstrate mastery of study skills appropriate for the student's learning style(s).
14.	Identify some highlights of the cultures, history and geography of Spain, Ecuador and Mexico.

		ENTRANCE SKILLS FOR: Spanish 1B													
		A	B	C	D	E	F	G	H	I	J	K	L	M	N
EXIT SKILLS From: Spanish 1A	1	X													
	2		X												
	3			X											
	4				X										
	5					X									
	6						X								
	7							X							
	8								X						
	9									X					
	10										X				
	11											X			
	12												X		
	13													X	
	14														X

Substantial Change: BUSINESS 20, Principles of Marketing

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

Rationale

Program Review and other necessary updates to reflect contemporary marketing.

I. Catalog Description

Principles of Marketing examines the organization's functions for creating, communicating, and delivering value to customers. The course also examines the role and importance of marketing in the firm and other organizations. Topics include marketing plans & strategies, digital marketing, marketing research, market segmentation, distribution, pricing, promotion, marketing ethics and product development.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. M: Marketing, 8, Grewal, Dhruv, McGraw Hill © 2023, ISBN: 9781266775796

III. Course Objectives

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

1. Define marketing and explain the importance of the marketing function within a business and other organizations.
2. Demonstrate components of the marketing mix and how to apply them in a business or organization.
3. Explain how the environment affects a firm's marketing effort
4. Describe and apply major marketing concepts and strategies: digital marketing, branding, promotion, product development, conscious marketing, segmentation, targeting and positioning.
5. Explain and describe influences on consumer behavior and the buyer's decision process
6. Develop an effective marketing plan.

IV. Methods of Presentation:

Lecture and Discussion, Discussion, Projects, Other: Small group work, student presentations.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Overview of marketing discipline
5.000%	Strategic planning and the marketing process
5.000%	The marketing environment
5.000%	Ethics and social responsibility in marketing
5.000%	Sustainability, the environment, and green marketing
5.000%	E-Commerce
5.000%	Consumer Behavior
5.000%	Business to business marketing
10.000%	Global Marketing
5.000%	Marketing Research

5.000%	Market segmentation, targeting, and positioning
5.000%	Relationship marketing
10.000%	Product and service strategies
5.000%	Distribution strategies
10.000%	Promotional strategies
10.000%	Pricing strategies
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Exams/Tests: 3-5 Exams or Summative Writing Assessments
30%	Projects: Marketing Projects and Assignments
10%	Simulation: Marketing Simulations
20%	Homework: Adaptive Learning Modules
10%	Other: In class or online discussions applying marketing concepts to case studies.
100%	Total

VII. Sample Assignments:

Homework: Maslow's hierarchy implies that needs at a certain level must be at least partially satisfied before consumers seek to satisfy needs at a higher level. Marketers often use advertising appeals or ad slogans that will activate these needs or motives. Find an advertisement or promotion which is related to any of the different levels of Maslow's hierarchy. Describe the ad and the specific need(s) being addressed.

Marketing Profile: Choose a branded product and identify and describe its general marketing profile. What is the product? What are their products or services? Are there any brand extensions? Who is the target market? Identify some of their competing products. In general terms, what are their: --pricing strategies (Think BMW versus Kia) -- distribution channels (Think Amazon vs QVC vs Target) --marketing communication strategy (Think TV vs Magazines vs Facebook) --Include any other marketing observations you identify.

VIII. Student Learning Outcomes:

1. Apply marketing concepts including the marketing mix, marketing research, digital marketing, consumer behavior, segmentation, targeting and positioning to a business or an organization.
2. Assess how the marketing environment impacts a firm's marketing needs and strategy.
3. Distinguish strategic marketing practices and techniques and recognize how to apply them by developing an Integrated Marketing Communications plan.
4. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Substantial Change: BUSINESS 64, Business Protocol and Professionalism

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
TOP/SAM Code:	050100 - Business and Commerce, General / C - Clearly Occupational

Rationale

This course is updated for students to learn about the ever-changing business environment, individuals must be proficient in business protocol and professionalism. Students will become proficient in the basics of business interaction and professionalism. This course will provide students with protocol /business etiquette tools for career opportunities and support student matriculation on our Certificate of Achievement in Logistics / Supply Chain and Business. Student awareness will be enlightened with interdisciplinary courses relatable with business.

I. Catalog Description

To be successful and competitive in an ever-changing business environment, individuals must be proficient in business etiquette, protocol and professionalism. Through lectures, role-playing and participation, students will become proficient in the basics of business professionalism and interaction. Appropriate proper business protocol/professionalism is a fundamental requirement for all jobs. These skills will set you apart from the competition and position your career in the right direction for growth and opportunity.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Business etiquette Made Easy, 1st, Myka Meier, Skyhorse Publishing © 2020, ISBN: 978-1-5107-5193-4
2. Diversity Consciousness, 4th, Richard D. Bucher, Prentice Hall, Inc. © 2015, ISBN: 9780321919069
3. 50 Essential etiquette lessons, Katherine Flannery, Althea Press © 2019, ISBN: 978-1-64152-5930
4. Business Etiquette, 1st, Tim Rayborn, Whalen Book Works © 2020, ISBN: 978-1-73251-269-6
5. Students will have access to weekly packets of current articles and PDF files from the following sources: LA TIMES New York Times LA Business Journal APPLE NEWS and a sundry of news articles pertaining to Business and networking

III. Course Objectives

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

1. Demonstrate effective self introductions, introductions of others, and small talk.
2. Successfully navigate a business meal.
3. Exhibit proper dining techniques and manners.
4. Demonstrate understanding of appropriate workplace relationships.
5. Recognize appropriate business attire in various environments.
6. Define appropriate networking/conversational skills in formal meetings and in small groups to develop professional relationships for career growth.
7. Apply nonverbal communication effectively to reinforce verbal messages and recognize the meaning of the nonverbal communication of others while utilizing emotional intelligent skills.
8. Demonstrate understanding of the barriers to communication as well as the opportunities presented by cross-cultural differences in business etiquette.
9. Enhance your brand/skills for correct social media posts, proper usage and professionalism of website media (ZOOM, Google Meet, etc.), texts, email manners, interviews, resumes and thank you notes.
10. Exhibit professionalism on business travel, client hosting and entertaining and how to introduce individuals and greet people properly in a business environment
11. Develop an action plan to improve personal professionalism.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify), Distance Education, Observation and Demonstration, Discussion, Critique, Projects, Field Trips, Visiting Lecturers, Work Experience (internship), Other, Online instructor-provided resources, Group Work

Other: Etiquette simulation from Nexus EDGE,, individual presentations, company business lessons.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Professional Presence and Demeanor
5.000%	Building Confidence and Self-Esteem
10.000%	In-person, Remote, and Virtual Workday
5.000%	Workplace Challenges and Difficulties
10.000%	Emotional intelligence (EQ)
10.000%	Effective Communication
5.000%	Communication Technology Etiquette
7.000%	Business Attire for the Setting
6.000%	Dining Etiquette and Protocols
6.000%	Social Skills in Business
6.000%	Networking
5.000%	Business and Client Hosting and Entertaining
5.000%	Business Travel
5.000%	Developing Your Brand
5.000%	Resumes, Interviews and Follow-up
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation Students will engage in Discussions assignments and peer reviews
30%	Exams/Tests Canvas quizzes
30%	Simulation Simulation model: Students will navigate through a meeting with etiquette, preparation and engagement topics.
15%	Written assignments Case studies /written assignments and peer reviews
15%	Homework Assignments based on course topics.
100%	Total

VII. Sample Assignments:

Simulations:

Complete a simulation on a business etiquette scenario. Students will work on meeting etiquette with prior meeting methods, proper meeting invitations and after meeting follow-up protocol.

Situational Reviews:

Videos that will be available that are entertaining but also get to the point for students business etiquette skill set. Students will have a written assignment to point out proper and improper behaviors. .

VIII. Student Learning Outcomes:

1. Recognize professional behavior and standards for appearance, actions, and attitude in a business environment
2. Demonstrate proper dining techniques and wardrobe selection in various business environments.
3. Apply emotional intelligence tools and strategies to various business situations.
4. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business, accounting and all professional careers and their personal lives•

Substantial Change: COSMETOLOGY 42, Men's Hair Styling

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

I. Catalog Description

This class is required for all students who wish to be licensed for Barbering and/or Cosmetology by the State of California. This class is designed to teach the many techniques of designing men's hair which will include wet and dry cuts, finger cutting scissors over comb, clipper over comb, beard trims, mustache and eyebrow shaping and blow drying.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

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

III. Course Objectives

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

1. Select an appropriate hairstyle for any facial shape
2. Determine what technique to use and how to differentiate patterns and texture of hair.
3. Use instruments properly.
4. Market his/her service to their clients.
5. Master the use of the clippers

IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Other: Power Point, Video/DVD, Guest Artist

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Sterilization and sanitation of tools
10.000%	Wet cuts and sanitation of tools
10.000%	Free hand hair cuts
10.000%	Scissors over comb
10.000%	Clipper over comb
10.000%	Texturizing
10.000%	Cutting permanent waved and straightened hair
10.000%	Guidelines and design lines
10.000%	Blending, tapering, layering and fades

10.000%	Beard, mustache and eyebrow shaping
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Exams/Tests
25%	Final Performance
25%	Final exam
100%	Total

VII. **Sample Assignments:**

#1: Create a picture book for men's hairstyles.

#2: Write a paper identifying reference points on the head form and explain their importance in haircutting.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by: In class demonstration according to state board guidelines
2. Given a client the student will design and defend the hairstyle chosen for any facial shape. Assessed by: In class demonstration according to state board guidelines
3. Given a model the student will demonstrate the ability to select the correct tools and techniques. Assessed by: In class demonstration according to state board guidelines
4. Given a model the student will have the ability to explain different patterns and texture in the hair. Assessed by: In class demonstration according to state board guidelines
5. Given a model the student will demonstrate how to design hairstyles to enhance or camouflage facial features. Assessed by: In class demonstration according to state board guidelines
6. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

Prerequisite Checklist and Worksheet: Cosmetology 42
Prerequisite: COSM 11A - Hair Cutting 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

ENTRANCE SKILLS FOR (COSM 42; Men's Hair Styling)

A)	Demonstrate the proper use of a variety of haircutting tools
B)	Execute a radius hair cut
C)	Design a 45% graduation hair cut
D)	Demonstrate the clipper techniques

EXIT SKILLS FOR (COSM 11A; Hair Cutting 1)

1.	Demonstrate the proper use of a variety of haircutting tools
2.	Execute a radius hair cut
3.	Design a 45% graduation hair cut
4.	Demonstrate the clipper techniques

		ENTRANCE SKILLS FOR (COSM 42; Men's Hair Styling)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (COSM 11A; Hair Cutting 1)	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Substantial Change: COSMETOLOGY 50A, Written Preparation for Cosmetology State Board Exam

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 10A and COSM 10B
Skills Advisory:	Completion of at least 700 hours in Cosmetology.

I. Catalog Description

This course provides essential theory carefully formulated to prepare a student to pass the written Barbering and/or Cosmetology State Board Examination. Students are instructed in basic concepts of record keeping, facials, wet styling, scalp treatment, haircutting, perms, relaxing, hair color, thermal treatments, manicuring, and artificial nails.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

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

III. Course Objectives

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

1. Demonstrate passing the written California State Board exam.
2. Discover testing procedures to pass the California State Board exam.

IV. Methods of Presentation:

Lecture and Discussion, Distance Education, Discussion, Projects, Other: Information Sheets/Study guide, Interaction of question and answer

V. Course Content

<u>% of Course</u>	<u>Topic</u>
12.500%	Week 1 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 1 - Cosmetology: The History and Opportunities Chapter 2 - Life Skills Chapter 3 - Your Professional Image Chapter 4 - Communicating For Success Chapter 5 - Infection Control: Principles and Practice Chapter 6 - Anatomy and Physiology Tests - 1, 2, 3, 4
12.500%	Week 2 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 7 - Basics of Chemistry and Electricity Chapter 8 - Properties of the Hair and Scalp Chapter 9 - Principles of Hair Design Chapter 10 - Shampooing, Rinsing, and Conditioning Chapter 11 - Haircutting Chapter 12 - Hairstyling Tests - 5, 6, 7, and 8
12.500%	Week 3 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 13 - Braiding and Braid Extensions Chapter 14 - Wigs and Hair Enhancements Chapter 15 - Chemical Texture Services Tests 9, 10, 11, and 12

12.500%	Week 4 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 16 - Hair coloring Chapter 17 - Histology of the Skin Chapter 18 - Hair Removal Tests 13, 14, 15, and 16
12.500%	Week 5 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 19 - Facials Chapter 20 - Facial Makeup Chapter 21 - Nail Structure and Growth Tests – 17, 18, 19, and 20
12.500%	Week 6 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 22 - Manicuring and Pedicuring Chapter 23 - Advanced Nail Techniques Chapter 24 - The Salon Business Tests – 21, 22, 23, and 24
12.500%	Week 7 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 25 - Seeking Employment Chapter 26 - On the Job Tests – 25, 26, 27, and 28
12.500%	Week 8 - Cumulative Final Examination of Chapters 1- 26 and Tests 1-28
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
40%	Exams/Tests
40%	Final exam
10%	Other: Study Guides
100%	Total

VII. **Sample Assignments:**

Study Guide: 1. Create a self study guide based upon the Milady's Standard Cosmetology Text book using chapters 1-32.

Instruction Booklet: 2. Write a step by step instruction booklet of each service application in Cosmetology.

VIII. **Student Learning Outcomes:**

1. Given appropriate tools the student will use and give examples of proper sanitation and disinfection techniques. Assessed by written testing
2. The student will analyze and correctly answer all questions pertaining to the California State Board Cosmetology state exam. Assessed by written testing
3. The student will demonstrate and utilize techniques that lessen anxiety that are commonly associated with test taking. Assessed by written testing
4. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical

ADVISORY Checklist and Worksheet: COSM 50A

Proposed Advisory: 650 hours in cosmetology courses.

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:

Students need to complete 650 hours in cosmetology courses in order to have the ability to be successful in Cosm 50A. Cosm 50A is a test preparation course that prepares students to take the California State Board of Barbering and Cosmetology exam in Cosmetology.

Prerequisite Checklist and Worksheet: Cosmetology 50A

Prerequisite: Cosmetology 10A Related Science 1A

Other prerequisites, corequisites, and advisories also required for this course: COSM 10B Related Science 1B; Skills Advisory 650 hours in cosmetology courses.

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.		
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 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

ENTRANCE SKILLS FOR COSM 50A

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

A)	List the types and classifications of bacteria
B)	Explain the differences between cleaning, disinfecting, and sterilizing.
C)	List the types of disinfectants and how they are used.

EXIT SKILLS (objectives) FOR COSM 10A

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

1.	List the types and classifications of bacteria
2.	Explain the differences between cleaning, disinfecting, and sterilizing.
3.	List the types of disinfectants and how they are used.

		ENTRANCE SKILLS FOR (COSM 50A)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (COSM 10A)	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Prerequisite Checklist and Worksheet: Cosmetology 50A
Prerequisite: Cosmetology 10B; Related Science 1B

Other prerequisites, corequisites, and advisories also required for this course: COSM 10A Related Science 1A and Skills
 Advisory 650 hours in cosmetology courses

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

X Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

ENTRANCE SKILLS FOR Cosm 50A

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

A)	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
B)	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
C)	Define professional ethics.

EXIT SKILLS (objectives) FOR Cosm 10B Related Science 1B

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

1.	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
2.	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
3.	Define professional ethics.

		ENTRANCE SKILLS FOR (COSM 50A)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (COSM 10B)	1	x							
	2		x						
	3			x					
	4								
	5								
	6								
	7								
	8								

Substantial Change: COUNSELING - DISABLED ST SERV. 21H, Adapted Computer Technology

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Degree Applicability:	Credit - Not Degree Applicable

Rationale

Update for fully online format 7/21 note: This was a "DE course for emergency only". The application was in the "attached files". March 2022: Class is now proposed for a fully online format offering multiple options for our students with disabilities who need to update their word processing, internet searching, and research paper skills while using assistive technology tools.

I. Catalog Description

In the context of word processing, students receive instruction in the assistive technology needed to provide computer access for completion of written academic assignments. Students must be concurrently enrolled in an academic class at Santa Monica College. (Also, Credit/Noncredit, open entry, self-paced.)

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Peters, Thomas and Throckmorton, Elena . Student handouts for Word Office365, SMC Media Center, 09 01 2013

III. Course Objectives

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

1. Write an essay including all the word processing features needed for an English 1 paper in the context of the current version of the campus-standard word processing software
2. Demonstrate use of assistive technologies appropriate to their disabilities in the context of word processing.
3. Increase their understanding of their own learning processes. They will demonstrate this understanding by organizing their handouts and notes for efficient access to their content.
4. Demonstrate their computer skills in the context of the navigation method (e.g., mouse, keyboard commands, voice) and input devices (e.g., trackball, mouse, glide pad) most appropriate for their learning style and healthy computing.

IV. Methods of Presentation:

Lecture and Discussion, Other Methods: Online modules through Canvas with optional Zoom, phone, or email communication with instructor for guidance through coursework.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Word basics (opening and closing Word, saving documents, opening and closing documents, entering text, basic navigation, spell checking)
20.000%	Formatting basics (alignment, adding a heading, line spacing, font features)
10.000%	Folder management
2.500%	Help
2.500%	Undo
5.000%	Cutting, copying, pasting, dragging

5.000%	Find and replace
20.000%	Outlining
20.000%	Formatting a research paper (adjusting margins, adding headers, indenting quotes, hanging indent, MLA basics)
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
62%	Exams/Tests: Tests (6)
38%	Final exam
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1:

1. After opening a file of an essay with out-of-order paragraphs, students will use their cutting and pasting skills to put the paragraphs in the correct order. Students will be provided with a printed copy of the corrected essay to follow.

Sample Assignment #2:

2. This assignment will provide an unmodified essay/research paper which students will need to reformat. Students will format a multiple paragraph document with 'Works Cited' to MLA formatting specifications. Students will need to use the toolbar or keyboard shortcuts to spellcheck document, modify line spacing, font size and style, margins, create a heading, use hanging indents, etc.

VIII. **Student Learning Outcomes:**

1. Students will demonstrate an understanding of how to format an academic paper using MLA guidelines (centered title, first page heading, left justified header with last name and page number).
2. Students will demonstrate an understanding of how to save a Word document to a specified location, and open a Word document from a specified location.

Substantial Change: COUNSELING - DISABLED ST SERV. 25H, Adapted Computer Technology, Technology Tools for Academic Success

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Degree Applicability:	Credit - Not Degree Applicable
Proposed Start:	Fall 2022

Rationale

Update for Program Review 3/28/22 Change of units from 0.5 to 1.0. We want to increase the number of hours arranged from 1.50 to 3.00 hours per week commensurate with the amount of time spent working on applicable software (assistive technology, business, or graphics applications).

I. Catalog Description

In the context of the appropriate assistive technology and ergonomics, students learn software programs relevant to their academic success. Programs address academic strategies and reference tools, (e.g., brainstorming, organizing information, planning, spelling and homonym checking, dictionaries and thesauri), to text speech technology and the fundamentals of industry-standard applications used in mainstream courses (e.g., Excel, Access, PhotoShop). This course is designed for students eligible for the Disabled Students Program, and students must enroll through the Disabled Students/High Tech Center. Students must be concurrently enrolled in academic classes at SMC. Experience with basic work processing skills is strongly suggested.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Cutler, Ellen and Peters, Thomas. Student Handouts for PowerPoint Office365, SMC HTTC
2. Cutler, Ellen, Peters, Thomas. Student Handouts Excel Office365, SMC HTTC
3. Cutler, Ellen, Peters, Thomas . Student Handouts Inspiration 9 , SMC HTTC

III. Course Objectives

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

Inspiration Module

1. Open, save, and close Inspiration files.
2. Create and edit relationships among idea symbols.
3. Edit diagrams (e.g., text, symbol links, symbol shapes and colors).
4. Paste data from other applications into diagrams and paste Inspiration diagram into other applications.
5. Create a child diagram.
6. Create notes text for idea symbols.
7. Spell check diagrams.
8. Print diagrams.
9. View and edit ideas in linear outline form.
10. Use RapidFire tool to brainstorm ideas.
11. Create diagram based on academic coursework.
12. Use appropriate assistive technologies in the context of Inspiration.
13. Access Inspiration in the context of the navigation methods (e.g., mouse, keyboard commands, combination) and input devices (e.g., trackball, mouse, glide pad) most appropriate for their learning style and healthy computing.

PowerPoint Module

1. Open, save, and exit PowerPoint.
2. Open, close, and save PowerPoint files.
3. View and edit (as appropriate) presentations in Normal, Slide Sorter, Slide Show, and Notes Page views.
4. Choose a design template.
5. Edit slide fonts (font, size, style).
6. Add and delete slides.
7. Change slide layout.

8. Add images, sounds, and Excel charts to slides.
9. Add auditory and visual slide transitions.
10. Add and view slide notes.
11. Scan an image, save it as a gif or jpeg file, and insert it into a slide.
12. Search for and save images and sounds from the Internet.
13. Copy Internet sounds and images consistent with copyright law.
14. Create a presentation based on an already-written outline.
15. Create a presentation with content from academic coursework.
16. Create custom animation.
17. Print with multiple slide view option.
18. Use appropriate assistive technologies in the context of PowerPoint.
19. Access PowerPoint in the context of the navigation methods (e.g., mouse, keyboard commands, combination) and input devices (e.g., trackball, mouse, glide pad) most appropriate for their learning style and healthy computing.

Excel Module

1. Open and close Excel.
2. Open, close, and save Excel files.
3. Navigate around a spreadsheet.
4. Add data to a spreadsheet.
5. Create borders for data.
6. Change column width using Column Width and Autofit Section commands.
7. Insert and delete columns and rows.
8. Edit cell data.
9. Center cell data and center across cells.
10. Create simple formulas including center formula, and copying formulas.
11. Adjust spreadsheet orientation.
12. Format cells for currency.
13. Use the Chart Wizard to create a simple chart based on cell data.
14. Photoshop Module 1. Open and close Photoshop. 2. Open, close, and save Photoshop files. 3. Create file naming scheme for cataloging images. 4. Creating layers 5. Change color modes. 6. Change image size. 7. Save as for web use. 8. Create an animated GIF. 9. Edit portrait using touch up tools. 10. Add shadow and bevel effect to type. 11. Use background erase type tools to remove background. 12. Prep image for accurate printing. 13. Create an action to change image size on batch of images.

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
25.000%	Inspiration Module 1. Diagram basics, spell checking, outline view, printing 2. Diagram editing, more complex features (e.g., link, color, and symbol editing) 3. Text boxes; linear outline editing, copying, and pasting; child diagrams; RapidFire brainstorm tool; diagram based on academic coursework 4. Complete diagram project based on academic coursework, test
25.000%	PowerPoint Module 1. Opening and closing PowerPoint, file management, view options, bulleted lists 2. Text formatting; slide layouts; slide addition and deletion; finding and adding images, sounds, and charts 3. Visual and auditory slide transitions, Notes Page view, design templates, custom animation, creating presentations 4. Creating presentations, printing presentations, PowerPoint test
25.000%	Excel Module 1. Opening and closing Excel, file management, spreadsheet navigation, entering data, borders 2. Column width, column and row deletion and addition, editing cell data, centering 3 Formulas, orientation 4. Chart Wizard, Excel test

25.000%	Photoshop Module 1. Opening and closing Photoshop, file management, interface navigation, resizing image[s], save for web. 2. Creating layers, changing color modes, accurate printing 3. Photoshop- test
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
100.00%	Individualized software training as selected by each student to prepare them for core classes
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
60%	Exams/Tests: 5-8 exams
40%	Projects: Choose one of the following topics: 1. Power points 2. Excel 3. Photoshop 4. Inspiration 5. Dreamweaver
100%	Total

VII. **Sample Assignments:**

1: Students input assigned data into Excel and create a pie chart with legend.

2: Students create a 6 slide PowerPoint slide show with images, text, transitions and print out in Notes view.

VIII. **Student Learning Outcomes:**

1. Students will successfully demonstrate competency in a specific module selected from the course.

Substantial Change: COUNSELING - DISABLED ST SERV. 26, Technology Literacy for Academic Success

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Degree Applicability:	Credit - Not Degree Applicable

Rationale

March 2022 This is an updated application for conversion to a fully online course.

I. Catalog Description

In the context of the appropriate assistive technology and ergonomics, students learn features of industry-standard applications (e.g., formatting a research paper in Word, creating a multimedia PowerPoint presentation) professors expect students to use for their course assignments. Students will use these technologies to create a short research paper and a PowerPoint presentation relevant to their academic coursework and/or learning strategies. This open-entry, self-paced course is designed for students eligible for the Disabled Students program, and students must enroll through the Disabled Students/High Tech Training Center. Students must be concurrently enrolled in academic classes at SMC.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Cutler, Ellen and Peters, Thomas . Technology Literacy for Academic Success Student Handouts, SMC HTTC

III. Course Objectives

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

1. Format a research paper according to MLA guidelines.
2. Outline a lecture and a textbook chapter using Microsoft Word or Inspiration.
3. Create a multimedia PowerPoint presentation.
4. Send and receive emails with attachments.
5. Create a graph and chart with Excel.
6. Find resources relevant to a research topic using the SMC Library databases and an Internet search engine.
7. Scan, save, and insert images and text.
8. Access and interact (opening content, uploading and downloading files) with an online course management system (e.g. Canvas)
9. Proofread text using text-to-speech software.
10. Open Adobe Reader, navigate PDF files, and use features related to compensating for disability (e.g., Read Out Loud, Reflow).
11. Use a word processing program (e.g. Word), or text-to-speech software with study features (e.g. Kurzweil 3000), to create commentary/annotations on instructional material.

IV. Methods of Presentation:

Other: This is a hands-on course with individualized instruction that can be scheduled during the week via Zoom, email, or telephone. Mini-lectures and demonstrations help introduce students to new features, but can also be learned online using the Canvas LMS modules. Hands-on practice by the student follows with instructors available for answering all questions and providing support.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Formatting research paper
10.000%	Creating an outline
20.000%	Creating a PowerPoint presentation

5.000%	Sending and receiving emails
3.000%	Creating Excel graphs and charts
15.000%	Internet-based research
5.000%	Scanning
2.000%	Interacting with eCompanion
5.000%	Proofreading
5.000%	Interacting with Adobe Reader and PDF files
10.000%	Active Reading
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Exams/Tests
60%	Written assignments
100%	Total

VII. Sample Assignments:

Sample Assignment #1: ADDING MLA FORMATTING TO A RESEARCH PAPER Open the file unformatted cell phones hacker 2004, and save it as completed unformatted cell phones hacker 2004. Make the following adjustments: Double space the entire document. Add a four line, left justified heading 6. Center the title. Change the margins to one inch all around. Add a right justified header including your last name and page number. Add MLA formatting to the long quote beginning with "We found that" and ending with "(456)." Format the Works Cited Page Using reference information below, add another citation to the Works Cited page. Article Name: Cell Phone Use Increases Risk of Accidents, but Users Willing to Take the Risk. URL: <<http://www.wral-tv.com/news/wral/1999/1110-talking-driving/>> Author: Len Besthoff Web site: WRAL Online Lastest Update: 11-11-99 Date of Access: -1-12-2001 After the following sentence, add an in-text citation documenting that the information for the sentence was obtained from the article written by Besthoff. "A week later, corrections officer Shannon Smith, who was guarding prisoners by the side of the road, was killed by a woman distracted by a phone call."

Sample Assignment #2: MINIATURE RESEARCH PAPER 1. Write a research paragraph including at least one quote. Format the whole document in the MLA style. 2. Proofread the document using text to speech technology.

VIII. Student Learning Outcomes:

1. Students will write a two page research paper relevant to their academic coursework and/or learning strategies including the following features: MLA format (double spacing, centered title, first page heading, right justified header with last name and page number, works cited page), a reference from an online source, a reference from a non-online source.
2. Students will create an organized, multimedia, five slide+ PowerPoint presentation relevant to their academic coursework and/or learning strategies including the following features: design template, images, sound, at least two slide layouts.

Substantial Change: GRAPHIC DESIGN 75, Mobile Design 1

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:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DESIGN 13

Rationale

Update for the Advisory course section to reflect the new design courses offered by the department.

I. Catalog Description

This design course focuses on designing mobile touchscreen interfaces, including smartphones and tablets. Mobile design requires the skill of designing for smaller, hand-held devices and has its own set of characteristics and constraints. Students will conceptualize, design, and implement low-fidelity design prototypes of apps for mobile devices. Projects will cover best practices for mobile device design and the basics of mobile app prototyping, including design process, interface design, and interaction design patterns. NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Mobile Design and Development: Practical Concepts and Techniques for Creating Mobile Sites and Web Apps, 1st, Fling, Brian, O'Reilly Media © 2009
2. Mobile First. A Book Apart, Wroblewski, Luke, - © 2011, ISBN: 978-1-937557-

III. Course Objectives

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

1. Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.
2. Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
3. Create a concept and strategy for implementing a mobile design.
4. Complete information architecture deliverables such as flow charts, wireframes, and prototypes.
5. Integrate mobile design best practices.
6. Apply effective visual design to the mobile environment.
7. Identify the variety of mobile design tools and technologies.

IIIb. Arranged Hours Objectives:

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

1. Students will demonstrate an understanding of how to prototype design for a mobile app.

IV. Methods of Presentation:

Critique, Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Projects

IVb. Arranged Hours Instructional Activities:

Other: The student will participate in online video tutorials and recommended resources related to prototyping.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Defining the project
15.000%	Concept and strategy

15.000%	Information Architecture: flow charts and wireframes
10.000%	Mobile app design best practices
10.000%	Visual design for mobile
10.000%	Mobile design patterns
10.000%	Mobile design tools and technologies
10.000%	Design Prototyping
5.000%	Final project review and revise
10.000%	Presentation and critique of projects
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Team exercises
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Class Work: Weekly Assignments
30%	Final exam: Final Project
30%	Projects: Midterm Project
100%	Total

VII. **Sample Assignments:**

Assignment 1: Select a mobile app and critique it based on the criteria discussed in the course. Create a flow chart and wireframe for a re-design of the mobile app.

Assignment 2: Complete design comps for a mobile app. Present design comps to class. Make design revisions based on class feedback and implement a low-fidelity prototype of the mobile app.

VIII. **Student Learning Outcomes:**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Successfully create a concept and strategy for implementing a mobile app.
3. Demonstrate knowledge and ability to create an effective visual design for the mobile environment.

ADVISORY Checklist and Worksheet: Graphic Design 75 Proposed Advisory: DESIGN 13

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	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: GR DES 75

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Recognize the differences between computer platforms and operating systems.
B)	Use basic file management techniques to help organize workflow.
C)	Use software for basic digital image editing and correcting.
D)	Adjust images size, resolution and determine color modes for print and web media.
E)	Create basic shapes and images with software.

EXIT SKILLS (objectives) FROM: DESIGN 13

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

1.	Recognize the differences between computer platforms and operating systems.
2.	Use basic file management techniques to help organize workflow.
3.	Use software for basic digital image editing and correcting.
4.	Adjust images size, resolution and determine color modes for print and web media.
5.	Create basic shapes and images with software.

		ENTRANCE SKILLS FOR: GR DES 75							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: DESIGN 13	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

**Santa Monica College
Commercial Dance
Certificate of Achievement**

The Commercial Dance Certificate of Achievement is specifically designed for the student seeking employment in the commercial dance world and related industries. The curriculum is designed to be completed in two semesters of study through coursework in the Santa Monica College Dance Department. Upon completion of this certificate, the student is prepared for the evolving demands of dance-related industries and demonstrates proficiency in diverse commercial dance techniques, performance and audition skills, and the presentation of artist materials. Coursework includes hip hop, jazz, tap, and world dance techniques, performance, choreography, and career preparation.

Upon completion of the Santa Monica College Commercial Dance Certificate of Achievement, students will demonstrate technical and artistic proficiency in commercial dance genres and generate artist materials needed for dance-related careers. Students will possess the industry knowledge, creative skill sets, and audition and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as artists and collaborators equipped for the dynamic nature of a career in the arts.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate technical and artistic proficiency in commercial dance genres and generate artist materials needed for dance-related careers. Students will possess the industry knowledge, creative skill sets, and audition and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as artists and collaborators equipped for the dynamic nature of a career in the arts.

Required Courses

Units: 20.0

DANCE 12 Intermediate Hip Hop Dance	2.0
DANCE 15 Intermediate Jazz	2.0
DANCE 20 World Dance Survey	2.0
DANCE 55A Dance Performance – Modern	4.0
DANCE 57A World Dance Performance	4.0
DANCE 63 Fundamentals of Choreography: Special Topics	2.0
DANCE 77 ^{DE} Navigating Careers in Dance	3.0
DANCE 90A Dance Internship	1.0

Total: 20.0

Commercial Dance Certificate of Achievement

1. Program Goals and Objectives

The Commercial Dance Certificate of Achievement is specifically designed for the student seeking employment in the commercial dance world and related industries. The curriculum is designed to be completed in two semesters of study through coursework in the Santa Monica College Dance Department. Upon completion of this certificate, the student is prepared for the evolving demands of dance-related industries and demonstrates proficiency in diverse commercial dance techniques, performance and audition skills, and the presentation of artist materials. Coursework includes hip hop, jazz, tap, and world dance techniques, performance, choreography, and career preparation.

The Santa Monica College Commercial Dance Certificate of Achievement provides training and experience for a competitive edge when seeking employment as:

- Dancers/Performers for live stage productions, film and television, recording artists, cruise lines, internet platforms, amusement parks
- Choreographers and Movement Directors for live stage productions, film and television, recording artists, cruise lines, internet platforms, amusement parks
- Dance Instructors at private studios, public schools, community & nonprofit organizations, colleges/universities
- Artistic Directors, Rehearsal Directors, and Company Managers of dance companies and arts institutions
- Producers, Production Managers, and Stage Managers in dance-related industries
- Arts Administration and Marketing Personnel in dance-related industries
- Private Dance Studio Owners & Managers
- Dance Agents & Talent Managers
- Dance Movement Therapists

Program Learning Outcomes:

Upon completion of the Santa Monica College Commercial Dance Certificate of Achievement, students will demonstrate technical and artistic proficiency in commercial dance genres and generate artist materials needed for dance-related careers. Students will possess the industry knowledge, creative skill sets, and audition and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as artists and collaborators equipped for the dynamic nature of a career in the arts.

2. Catalog Description

The Commercial Dance Certificate of Achievement is specifically designed for the student seeking employment in the commercial dance world and related industries. The curriculum is designed to be completed in two semesters of study through coursework in the Santa Monica College Dance Department. Upon completion of this certificate, the student is prepared for the evolving demands of dance-related industries and demonstrates proficiency in diverse commercial dance techniques, performance and audition skills, and the presentation of artist materials. Coursework includes hip hop, jazz, tap, and world dance techniques, performance, choreography, and career preparation.

Upon completion of the Santa Monica College Commercial Dance Certificate of Achievement, students will demonstrate technical and artistic proficiency in commercial dance genres and generate artist materials needed for dance-related careers. Students will possess the industry knowledge, creative skill sets, and audition and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as artists and collaborators equipped for the dynamic nature of a career in the arts.

Program Requirements

Required Courses: 20 Units

DANCE 12 Intermediate Hip Hop Dance (2 units)
DANCE 15 Intermediate Jazz (2 units)
DANCE 20 World Dance Survey (2 units)
DANCE 55A Dance Performance – Modern (4 units)
DANCE 57A World Dance Performance (4 units)
DANCE 63 Fundamentals of Choreography: Special Topics (2 units)
DANCE 77 Navigating Careers in Dance (3 units)
DANCE 90A Dance Internship (1 unit)

3. Master Planning

Santa Monica College provides an inclusive, dynamic learning environment that encourages personal and intellectual exploration. The Commercial Dance Certificate of Achievement is specifically designed to achieve these educational objectives by providing courses and experiences that expand the student's technical and artistic skills while deepening their knowledge of dance-related industries and career options in commercial dance fields. Students acquire self-confidence and self-discipline, practice effective communication and collaboration skills, and learn to embrace their creative uniqueness in pursuit of potential career paths. Students learn multiple ways in which commercial dance can connect them to diverse peoples and perspectives and positively impact their communities. The Commercial Dance Certificate of Achievement offers an academic and career pathway for SMC students as well as training and preparation for college/university transfer.

4. Enrollment and Completer Projections

Offering the Commercial Dance Certificate of Achievement would serve our current SMC students interested in dance-related careers as well as attract local, national, and international pre-professional and professional dance artists to our program. We anticipate 4-6 students completing the certificate annually.

5. Place of Program in Curriculum/Similar Program

The Commercial Dance Certificate of Achievement provides the student with knowledge of career options and rigorous training for both the professional dance world and college/university transfer.

6. Similar Programs at Other Colleges in Service Area

Cerritos College – Commercial Dance Certificate of Achievement

**SANTA MONICA COLLEGE
COMMERCIAL DANCE CERTIFICATE OF ACHIEVEMENT
ADVISORY BOARD COMMITTEE MEETING MINUTES**

Location: [Zoom](#)

Date: Thursday, May 5, 2022

Time: 4:00 pm - 6:00 pm PST (Pacific Standard Time)

- I. **Call to Order:** 4:02 pm PST
- II. **Members Present:** Colette Brandenberg, Karen Chuang, Diana Delcambre, Meisha Goetz, Jessica Meshkani, Monica Moe Mulvany, Joel Smith, Mark Tomasic, *Chair* (non-voting member), Emily Wanserski.
- III. **Absent Members:** Jackie Lopez, Dana Wilson, Andrew Vaca
- IV. **Interested Parties/Guests:** Marissa Osato Moreno, Roberta Wolin-Tupas, Sasha King, *Associate Dean of Career Education, SMC.*
- V. **Reports:**
 - A. Overview of Dance Department including the following: virtual tour, review of Dance Department mission, faculty, curriculum/courses offered, performance opportunities, and guest artist experiences through the Masters of Dance series and artist residencies.
 - B. Student population report including data on gender, ethnicity, age range, residency status, educational goals, degree completion and retention, full-time versus part-time status, and equity gaps and achievement within the Dance Department as compared to Santa Monica College as a whole. (Data compiled from Dance Dept.'s most recent six-year program review, 2020-21).
 - C. Commercial Dance Certificate of Achievement report including information on required units and courses, potential career pathways, endorsements by SMC students and the Centers of Excellence for Labor Market Research, and comparable certificate programs within and near SMC. Typical responsibilities of SMC advisory boards were also shared.
- VI. **Discussion Topics:**
 - A. Emily Wanserski suggested the Dance Department look into partnerships with institutions such as the Wallis or Skirball to help fund and create opportunities for students.
 - B. Ms. Wanserski suggested the Dance Dept. create a student feedback survey for Commercial Dance Certificate of Achievement participants to share with the board.
 - C. Monica Moe Mulvany and Diana Delcambre, (both current students in DANCE 77, Navigating Careers in Dance), suggested the course be extended over two

semesters in order to cover the breadth of important career-related topics in more depth.

- D. Colette Brandenburg suggested that more professional audition preparation and information about “real world” expectations would serve the students.
- E. Joel Smith noted that perhaps one business class was not enough to prepare our students, and they could benefit from additional “trade” or “pre-professional” classes in areas such as video editing, audition preparation, marketing and social media, interviewing, on-camera self-tapes, and internships.
- F. Interested party and SMC adjunct faculty member Roberta Wolin-Tupas suggested we add an internship requirement that students would enroll in after DANCE 77, Navigating Careers in Dance. All board members agreed that an internship experience would be a good required course to add to the certificate. Emily Wanserski volunteered to help facilitate connections to arts organizations for internships.
- G. Joel Smith suggested changes to the language of the introductory paragraph of the Program Narrative and questioned the use of the word “professional” in relation to privilege, money-making, and other aspects of the field. Smith suggested the first sentence change from “seeking employment in the professional dance world” to “seeking employment in the commercial dance world and related industries.”
- H. Joel Smith asked about open access to the certificate program, and how the department would measure the success of the program. (Students will be tracked via voluntary surveys about career pathways pursued post-Certificate). Diana Delcambre added that the final portfolio assignment in DANCE 77 is a good indicator of career readiness.

VII. Action Items:

- A. Approval of the SMC Commercial Dance Certificate of Achievement with the following conditions:
 - 1. Add DANCE 90A (Dance Internship) (1 unit) as a required course for the certificate;
 - 2. Change language in the program narrative from “seeking employment in the professional dance world” to “seeking employment in the commercial dance world and related industries.”

Motion to Approve: Made by Emily Wanserski

Motion Seconded by: Jessica Meshkani

The motion passed unanimously.

VIII. Adjournment: 6:08 pm PST

Labor Market Assessment: 1008.10 – Commercial Dance Commercial Dance (Certificate)

Los Angeles Center of Excellence, April 2022

Summary

Program Endorsement:	Endorsed: All Criteria Met <input type="checkbox"/>	Endorsed: Some Criteria Met <input checked="" type="checkbox"/>	Not Endorsed <input type="checkbox"/>
Program Endorsement Criteria			
Supply Gap:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Living Wage: (Entry-Level, 25th)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Education:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Emerging Occupation(s)			
	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

The Los Angeles Center of Excellence for Labor Market Research (LA COE) prepared this report to provide regional labor market supply and demand data related to two middle-skill occupations:

- *Dancers* (27-2031); and
- *Choreographers* (27-2032).

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.¹ This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

Based on the available data, there appears to be a supply gap in the region for *dancers* and *choreographers*. Although both occupations studied in this report have entry-level wages below the self-sufficiency standard wage in both Los Angeles and Orange counties, nearly one-third of current workers in the field have completed some college or an associate degree. **Due to some of the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:

- **Supply Gap Criteria** – Over the next five years, there is projected to be **100 jobs available annually** in the region due to new job growth and replacements, **which is more than the 27 awards conferred annually** by educational institutions in the region.
- **Living Wage Criteria** – In Los Angeles County, both occupations have **entry-level wages below the self-sufficiency standard hourly wage** (\$18.10/hour).²

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

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

² Self-Sufficiency Standard wage data was pulled from The Self-Sufficiency Standard Tool for California. For more information, visit: <http://selfsufficiencystandard.org/california>.

- **Educational Criteria** – In the LA/OC region, the majority of annual job openings (79%) do not typically require any formal educational credential.
 - National-level educational attainment data indicates that **29% of workers in the field have completed some college or an associate degree.**

Supply:

- Between 2017 and 2020, **6 community colleges** in the LA/OC region issued awards in Commercial Dance (TOP 1008.10), conferring an average of **27 awards.**
- Between 2016 and 2019, there were no non-community college institutions in the LA/OC region that conferred awards in relevant dance/choreography programs.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for *dancers* and *choreographers*. In the Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 3% through 2025. There will be approximately 100 job openings per year through 2025 due to job growth and replacements.

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

Exhibit 1: Occupational demand in Los Angeles and Orange Counties³

Geography	2020 Jobs	2025 Jobs	2020-2025 Change	2020-2025 % Change	Annual Openings
Los Angeles	502	512	10	2%	85
Orange	84	90	6	7%	15
Total	586	602	16	3%	100

Wages

The labor market endorsement in this report considers the entry-level hourly wages for *dancers* and *choreographers* in Los Angeles County, as they relate to the county’s self-sufficiency standard wage. Orange County wages are included below in order to provide a complete analysis of the LA/OC region. Detailed wage information, by county, is included in Appendix A.

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

Los Angeles County – Both occupations of interest have entry-level wages **below** the self-sufficiency standard wage for one adult (\$18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between \$12.36 and \$13.97. Experienced workers can expect to earn between \$36.93 and \$42.42, which are above the self-sufficiency standard wage estimate.

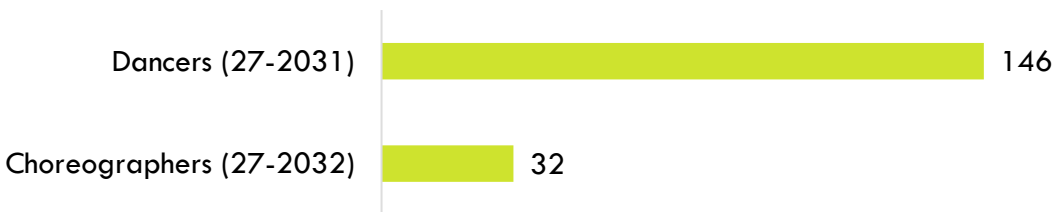
Orange County – Both occupations of interest have entry-level wages **below** the self-sufficiency standard wage for one adult (\$20.63 in Orange County). Typical entry-level hourly wages are below \$13/hour. Experienced workers can expect to earn between \$35.82 and \$42.00, which are above the self-sufficiency standard wage estimate.

Job Postings

Over the past 12 months, there have been 178 online job postings related to *dancers and choreographers*. Exhibit 2 displays the number of job postings by occupation. The majority of job postings (82%) were for *dancers*. The highest number of job postings were for dancers, kids dance instructors, choreographers, background dancers, and hip hop dancers. The top skills were music, teaching, customer service, singing, and social media. The top employers, by number of job postings, in the region were Creation Station Dance and We Want to Dance LA.

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

Exhibit 2: Job postings by occupation (last 12 months)



Educational Attainment

The Bureau of Labor Statistics (BLS) lists the following typical entry-level education levels for the occupations in this report:

- **High school diploma or equivalent:** *Choreographers (27-2032)*
- **No formal educational credential:** *Dancers (27-2031)*

In the LA/OC region, the majority of annual job openings (79%) do not typically require any formal educational credential. However, national-level educational attainment data indicates that 29% of workers in the field have completed some college or an associate degree.

Educational Supply

Community College Supply – Exhibit 3 shows the annual and three-year average number of awards conferred by community colleges in Commercial Dance (TOP 1008.10). The community colleges with the most completions in the region are Orange Coast and Glendale.

Exhibit 3: Regional community college awards (certificates and degrees), 2017-2020

TOP	Program	College	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
1008.10	Commercial Dance	Citrus	1	1	3	2
		Glendale	3	7	10	7
		Mt San Antonio	1	5	-	2
		LA Subtotal	5	13	13	10
		Cypress	1	1	-	1
		Irvine Valley	3	2	1	2
		Orange Coast	8	15	18	14
		OC Subtotal	12	18	19	16
Supply Total/Average			17	31	32	27

Non-Community College Supply – Between 2016 and 2019, there were no non-community college institutions in the LA/OC region that conferred awards in relevant dance/choreography programs.

Appendix A: Occupational demand and wage data by county

Exhibit 4. Los Angeles County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Dancers (27-2031)	397	408	11	3%	67	\$13.97	\$20.91	\$36.93
Choreographers (27-2032)	105	105	0	0%	18	\$12.36	\$23.45	\$42.42
Total	502	512	10	2%	85	-	-	-

Exhibit 5. Orange County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Dancers (27-2031)	64	69	5	8%	12	\$12.48	\$19.72	\$35.82
Choreographers (27-2032)	20	21	1	5%	3	\$12.40	\$23.19	\$42.00
Total	84	90	6	7%	15	-	-	-

Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
Dancers (27-2031)	461	476	15	3%	79	No formal educational credential
Choreographers (27-2032)	125	126	1	1%	22	High school diploma or equivalent
Total	586	602	16	3%	100	-

Appendix B: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (Emsi)
- Bureau of Labor Statistics (BLS)
- California Employment Development Department, Labor Market Information Division, OES
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- Self-Sufficiency Standard at the Center for Women's Welfare, University of Washington
- Chancellor's Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

Luke Meyer, Director
Los Angeles Center of Excellence
Lmeyer7@mtsac.edu



Commercial Dance Certificate of Achievement

Submitter's Information

Name

Jazmin Guzman

Title

Administrative Assistant

Email

guzman_jazmin@smc.edu (mailto:guzman_jazmin@smc.edu)

Phone

(310) 434-4040

Extension

n/a

Region

Los Angeles

College

Santa Monica College

CTE Dean's Information

CTE Dean

Patricia Ramos

CTE Dean Email

ramos_patricia@smc.edu (mailto:ramos_patricia@smc.edu)

Program Information

Program Title

Commercial Dance Certificate of Achievement

Submission Type

New Program

TOPs Code

Commercial Dance (100810)

Projected Start Date

2023-02-13

Catalog Description

The Commercial Dance Certificate of Achievement is specifically designed for the student seeking employment in the commercial dance world and related industries. The curriculum is designed to be completed in two semesters of study through coursework in the Santa Monica College Dance Department. Upon completion of this certificate, the student is prepared for the evolving demands of dance-related industries and demonstrates proficiency in diverse commercial dance techniques, performance and audition skills, and the presentation of artist materials. Coursework includes hip hop, jazz, tap, and world dance techniques, performance, choreography, and career preparation. Upon completion of the Santa Monica College Commercial Dance Certificate of Achievement, students will demonstrate technical and artistic proficiency in commercial dance genres and generate artist materials needed for dance-related careers. Students will possess the industry knowledge, creative skill sets, and audition and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as artists and collaborators equipped for the dynamic nature of a career in the arts.

Enrollment Completer Projections

6

Program Proposal Attributes

Program Type(s)

- Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)

Program Goals

The Santa Monica College Commercial Dance Certificate of Achievement provides training and experience for a competitive edge when seeking employment as:

- Dancers/Performers for live stage productions, film and television, recording artists, cruise lines, internet platforms, amusement parks
- Choreographers and Movement Directors for live stage productions, film and television, recording artists, cruise lines, internet platforms, amusement parks
- Dance Instructors at private studios, public schools, community & nonprofit organizations, colleges/universities
- Artistic Directors, Rehearsal Directors, and Company Managers of dance companies and arts institutions
- Producers, Production Managers, and Stage Managers in dance-related industries
- Arts Administration and Marketing Personnel in dance-related industries
- Private Dance Studio Owners & Managers
- Dance Agents & Talent Managers
- Dance Movement Therapists

Upon completion of the Santa Monica College Commercial Dance Certificate of Achievement, students will demonstrate technical and artistic proficiency in commercial dance genres and generate artist materials needed for dance-related careers. Students will possess the industry knowledge, creative skill sets, and audition and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as artists and collaborators equipped for the dynamic nature of a career in the arts.

Course Units and Hours

Certificate Required Units

20 minimum; No maximum

Units of Major Degree

n/a

Total Units for Degree

n/a

Course Report

Program Requirements Narrative

DANCE 12 or DANCE 13* – Intermediate Hip Hop or Advanced Hip Hop (2 Units) *Will be offered Spring 2023 – Y1

DANCE 15 or DANCE 16 – Intermediate Jazz or Advanced Jazz (2 Units) – Y1

DANCE 17, DANCE 18, DANCE 20, DANCE 23, DANCE 25B – Intermediate Tap, Advanced Tap, World Dance Survey, Intermediate Mexican Dance, or Intermediate African Dance (2 Units) – Y1

DANCE 55A – Dance Performance - Modern (4 Units) – Y1

DANCE 57A – World Dance Performance (4 Units) – Y1

DANCE 63 – Fundamentals of Choreography: Special Topics (2 Units) – Y1

DANCE 77 – Navigating Careers in Dance (3 Units) – S1

DANCE 90A – Dance Internship (1 Unit) – S2

Program Requirements

Course	Title	Units	Year/Semester (Y1 or S1)
DANCE 12 or DANCE 13	Intermediate Hip Hop or Advanced Hip Hop	2	Y1
DANCE 15 or DANCE 16	Intermediate Jazz or Advanced Jazz	2	Y1
DANCE 17, DANCE 18, DANCE 20, DANCE 23, or DANCE 25B	Intermediate Tap, Advanced Tap, World Dance Survey, Intermediate Mexican Dance, or Intermediate African Dance	2	Y1
DANCE 55A	Dance Performance - Modern	4	Y1
DANCE 57A	World Dance Performance	4	Y1
DANCE 63	Fundamentals of Choreography: Special Topics	2	Y1

Course	Title	Units	Year/Semester (Y1 or S1)
DANCE 77	Navigating Careers in Dance	3	S1
DANCE 90A	Dance Internship	1	S2

Supporting Document(s)

Labor Market Information

[Download Labor Market Assessment_1008.10_Commercial Dance_Santa Monica College.pdf \(/storage/lmi/519--Labor Market Assessment_1008.10_Commercial Dance_Santa Monica College.pdf\)](#)

Submission Details

Created At

05/23/22 - 10:05 AM

Status

Submitted

Los Angeles Region Specific Questions

District

Santa Monica College

College

Santa Monica College

LA Workforce Council Voting Member

Patricia Ramos

Email

ramos_patricia@smc.edu

Phone

13104343311

Reason for program recommendation request

New Program

Place of program in college's curriculum/similar program

The Dance Teacher Departmental Certificate (Pre K-Grade 5) is specifically designed for the student seeking to expand their dance and pedagogical experience as a dance educator in the Pre K-Grade 5 setting. Like the Commercial Dance Certificate of Achievement, this certificate provides the student with knowledge of career options and rigorous training for both the professional dance world and college/university transfer. Students would be able to complete both Certificates within two years of study at Santa Monica College Dance Department.

List similar programs at other colleges in the Los Angeles Region

Cerritos College Commercial Dance Certificate of Achievement

Annual Enrollment projects (non-duplicative)

4-6

Advisory Minutes

[Download Commercial Dance Certificate Advisory Board M_Marissa Moreno.pdf \(/storage/Los Angeles/519-3974-18893-Commercial Dance Certificate Advisory Board M_Marissa Moreno.pdf\)](#)

List of colleges contacted for collegial consultation

[Download Commercial Dance Certificate_Colleges Contact_Marissa Moreno.docx \(/storage/Los Angeles/519-3974-18894-Commercial Dance Certificate_Colleges Contact_Marissa Moreno.docx\)](#)

Priority Sector

Unassigned

Santa Monica College
Esports Management, Production and Performance
Associate in Science (AS) / Certificate of Achievement

This cross-disciplinary program gives students an introduction to esports while preparing them for careers in media and game studies. Students completing the esports degree and certificates get prepared for employment opportunities in the digital media industry and transfer into four-year degree programs. There is a wide range of employment possibilities for students training in esports, leading to careers in journalism, athletic teams coordination, sportscasting, and media production and management.

Program Learning Outcomes:

Upon completion of the program, students will be able to analyze and articulate the theories and critical models of the gaming and media industries, demonstrating an understanding of the principles of esports announcing, production, and performance, including professional terminology and procedures. Students will also be able to demonstrate the essential oral and written communication tools needed to function professionally in a media television production environment, including the ability to coordinate team sports.

Required Courses	Units: 18.0
GAME 1 ^{DE} Game Design Fundamentals	3.0
GAME 2 ^{DE} Game Mechanics	3.0
MEDIA 4 ^{DE} Introduction to Game Studies	3.0
MEDIA 17 ^{DE} Sportscasting Spring Sports	3.0
MEDIA 46 ^{DE} Television Production	3.0
PRO CR 15 ^{DE} Sports Management	3.0

Restricted Electives	Units: 6.0
<i>Students must select at least six (6) units from the following list:</i>	
BUS 56 ^{DE} Understanding the Business of Film Entertainment	3.0
DMPOST 3 ^{DE} Digital Video Fundamentals	3.0
DMPOST 30 ^{DE} Digital Video Editing	3.0
GR DES 71 ^{DE} Motion Graphics 1	3.0
GR DES 71B ^{DE} Motion Graphics 2	3.0
JOURN 1 ^{DE} The News	3.0
JOURN 2 ^{DE} Intermediate Newswriting and Reporting	3.0
JOURN 7 ^{DE} Engaging Audiences for Journalism and Social Media	4.0
MEDIA 16 Sportscasting Fall Sports	3.0
MEDIA 90A Media Studies Internship	1.0
MEDIA 90B Media Studies Internship	2.0
PRO CR 80 ^{DE} Athletes and Leadership	3.0

Total: 24.0

SANTA MONICA COLLEGE

Esports Management, Production and Performance AS/Certificate of Achievement

Program Goals and Objectives:

This cross-disciplinary program gives students an introduction to esports while preparing them for careers in media and game studies. Students completing the esports degree and certificates get prepared for employment opportunities in the digital media industry and transfer into four-year degree programs. There is a wide range of employment possibilities for students training in esports, leading to careers in journalism, athletic teams coordination, sportscasting, and media production and management.

Program Learning Outcomes:

Upon completion of the program, students will be able to analyze and articulate the theories and critical models of the gaming and media industries, demonstrating an understanding of the principles of esports announcing, production, and performance, including professional terminology and procedures. Students will also be able to demonstrate the essential oral and written communication tools needed to function professionally in a media television production environment, including the ability to coordinate team sports.

Catalog Description:

This cross-disciplinary program gives students an introduction to esports while preparing them for careers in media and game studies. Students completing the esports degree and certificates get prepared for employment opportunities in the digital media industry and transfer into four-year degree programs. There is a wide range of employment possibilities for students training in esports, leading to careers in journalism, athletic teams coordination, sportscasting, and media production and management.

Program Learning Outcomes:

Upon completion of the program, students will be able to analyze and articulate the theories and critical models of the gaming and media industries, demonstrating an understanding of the principles of esports announcing, production, and performance, including professional terminology and procedures. Students will also be able to demonstrate the essential oral and written communication tools needed to function professionally in a media television production environment, including the ability to coordinate team sports.

Program Requirements:

Required Courses (18 units)

GAME 1 Game Design Fundamentals (3 units)

GAME 2 Game Mechanics (3 units)

MEDIA 4 Introduction to Game Studies (3 units)

MEDIA 17 Sportscasting Spring Sports (3 units)

MEDIA 46 Television Production (3 units)

PRO CR 15 Sports Management (3 units)

Restricted Electives (6 units)

Students must select at least six (6) units from the following list:

BUS 56 Understanding the Business of Film Entertainment (3 units)

DMPOST 3 Digital Video Fundamentals (3 units)

DMPOST 30 Digital Video Editing (3 units)

GR DES 71 Motion Graphics 1 (3 units)

GR DES 71B Motion Graphics 2 (3 units)

JOURN 1 The News (3 units)

JOURN 2 Intermediate Newswriting and Reporting (3 units)

JOURN 7 Engaging Audiences for Journalism and Social Media (4 units)

MEDIA 16 Sportscasting Fall Sports (3 units)

MEDIA 90A Media Studies Internship (1 units)

MEDIA 90B Media Studies Internship (2 units)

PRO CR 80 Athletes and Leadership (3 units)

Total Units: 24

SANTA MONICA COLLEGE

The Santa Monica College General Education Requirement includes a minimum of 18-semester units to be completed in the following areas. The remaining minimum 18 semester units (Esports Management, Production and Performance is 24 units) to be completed with additional degree-applicable electives selected by the student.

1. Natural Science (at least 3 semester units)
2. Social Science (6 semester units, with at least 3 units selected from 2 groups)
3. Humanities (at least 3 semester units)
4. Language and Rationality (6 semester units, with at least 3 units selected from 2 groups)
5. Global Citizenship (3 semester units or successful completion of an SMC Study Abroad experience if completed Spring 2008 or later (credit awarded through petition). NOTE: Many of these courses are also in GE areas I, IIA, IIB, and III and can be used to satisfy BOTH areas.)

Master Planning:

The Esports Management, Production, and Performance program aligns with several components of the Chancellor's Vision for Success. Esports is a new multibillion-dollar industry that has grown significantly during the pandemic and is positioned to see more growth over the next five years. Launching a program like this on our campus is highly innovative. Because the California Community College Athletic Association is now hosting its first tournament, we have an opportunity to connect and compete with other schools across the state. The SMC Esports Team produced a proof of concept video to demonstrate the kind of projects we could achieve with this certificate/degree. This production also shows their engagement with the curriculum development process and how much they take ownership of this kind of program.

E-sports is a new field that requires play-by-play announcers just as much as any other sporting event. There is an additional need for graphics operators to work as studio techs for these production jobs. The Luxor Hotel in Las Vegas has built an eSports arena, and all of the media equipment they use is by Ross, our same vendor. This means our students are learning on the same equipment as industry professionals and will be able to transition more accessible to working as part of those crews. We need to give them more opportunities to practice these skill sets. In the program, the students will learn a little about game design, sports management, graphics, and journalism skills that they can take with them to get entry-level jobs in these career areas.

Enrollment and Completer Projections:

Initial enrollment completer projection would be 30 units for a certificate within the first year the program is approved. In terms of the Associate's Degree program, we estimate up to 30 completions at the end of their second year, depending on their full-time semester course loads.

Place of Program in Curriculum/Similar Program:

This program is cross-disciplinary with Game Studies, Media Production, Athletics, Business, Journalism, and Graphic Design disciplines. Students will get exposure to numerous career opportunities with this program and get a well-rounded certificate in esports. This program will not replace any programs, and we think we will gain greater enrollment in some of the classes in these specific programs.

Similar Programs at Other Colleges in Service Area:

In the Fall of 2022, the California Community College Athletic Association is hosting its first esports tournament. This is a sign of more to come. While there are esports and gaming student clubs at Pierce, LA Mission, ELAC, Coastline, Menlo, and LA City Colleges, I did not find another esports program in the catalogs.



Santa Monica College (SMC)
Communication and Media Studies Department

Media Production Advisory Board Minutes

The annual Media Production Program Advisory Board Meeting of Faculty and Industry was held on the 20th of December 2021, starting at 2:00 p.m. and ending at 3:00 p.m. Pacific Standard Time on ConferZoom due to the continued pandemic.

Advisory Board Members Present:

James Brooke, Independent Reality TV Producer, Georgia State University (GSU) Professor
Michael Carlucci, Olympics Sportscaster, Madden Game Sportscaster, SMC Adjunct Faculty
Gail Fetzer, Multicamera Television Instructor

Mario Franco, Program Coordinator, Promo Pathways

David Javelosa, Game Design, Faculty Lead and Advisor for Corsairs Esports Team

Michelle Letarte, TV Producer and Executive-in-Charge (EIC), Seven Sisters Productions

Brant Looney, SMC IT Manager

Don Rusnak, Broadcast Engineer, KCRW (formerly of Riot Games)

Student Visitors Present:

Luke Honda, Corsairs Esports Team, Vice President

Emily Karlsson, Documentary Filmmaker, Promo Pathways student

Jesus Montanez, Corsairs Esports Team, President

Marqueeda Watson, Promo Pathways Alumni

I. Call to Order with Opening Welcome. Shaw started the meeting with showing the Media Production Highlights PowerPoint which discusses the three certificate degrees in the program as well as some of our equipment vendors including Ross Video, Yamaha, Sony, JVC and Panasonic. Shaw presented the number of faculty as well as our campus resources for our program. Introductions of everyone in the ConferZoom room and a review of the advisory board meeting notes from December 19, 2019, as it related to Esports.

II. Current State of the Media Production Program. Shaw gave a quick overview of progress of the program over the course of the year during the continued Covid-19 pandemic. Media Production developed and executed their Covid-19 Protocols for shooting our campus productions and this will change as this virus mutates and updates happen with LA County. The SMC Media Production Safety Protocols were shared with everyone in the Zoom Advisory Board session for any additional feedback and discussion.

Although we did not have on-the-ground classes in the Spring of 2021, we were still able to do virtual production projects in Media 13 (Announcing), 20 (Intro to Short-Form Writing and Producing), 21 (Advanced Short-Form Writing and Producing), and 48 (Electronic Field



Production [EFP] Workshop). These classes were still engaging to students, and they were able to produce content from the safety of their homes.

In Fall of 2021, we were able to return to campus with the Media 46 TV Production class, taught by Prof. Gail Fetzer, and shoot campus events. Early in 2021, This Media 46 class, partnered with a Santa Monica Community organization, MLK Westside Coalition to livestream their annual celebration virtually on Jan 18th, 2021. This positive partnership has continued, and we will be producing this organization's virtual event on January 17th, 2022.

Although we did not have sports or campus events in the Spring, during the Fall semester we tried to make up for lost time by producing the following events:

1. Four (4) Corsair Women's Volleyball games livestreamed on YouTube
2. Three (3) Corsair Football home games which were livestreamed on Twitch
3. SMC Nursing Program Pinning Graduation Ceremony livestreamed on YouTube
4. Recorded Theatre Program Dress Rehearsal

Due to the pandemic, we are not allowed to have spectators or guests on campus for any of these events, so it was meaningful to have the media production program livestream the events for friends and family at home.

III. Strategic Partnerships for Promo Pathways. Shaw became Faculty Lead for Promo Pathways and this Fall and presented highlights of the Entertainment Promotion Marketing Production degree program and showed a clip of the work that students are doing.

PROMO PATHWAYS HIGHLIGHTS

Graduated one cohort and started on the 10th class

We have been adding partners to support our program including:

- Laurie Brown of Creative Coalition for People of Color Organization, is to hold an informational event in January
- Spark had a fundraising holiday event for Promo Pathways in December and want to do continued outreach with us by way of guest speakers and mentors
- In talks with NBCUniversal in terms of doing something more formal with our organization
- David Hall (Workforce) started a LinkedIn Group for alumni and Current Students
- Shaw is developing an Alumni Mentor program for current students which we hope to roll out in 2022
- Mario will coordinate with Promax to have more structured sessions with industry for critique and feedback with current cohorts
- Aspect hired a couple of our 9th year cohort students and is a new partner

PROMO PATHWAYS PLANS FOR NEXT YEAR

- We plan on restructuring the sequence of classes
- Activate the Alumni Mentorship program with Promo Pathways students
- Work on sizzle for 2022 to show BTS and demonstrate the work that they do
- Work with Community Corp on a mini documentary for their 40th Anniversary



INDUSTRY PARTNERS CAN DO ONE OR ALL OF THE FOLLOWING

1. Donate media for student practice
2. Have first look on Industry Night
3. Be Guest Speakers
4. Mentorship
5. Promo Pathways Advisory Board
6. 360-Case study Presentations best practices

Students Present their Experiences in the Program. Current media production students in attendance talked presented their work over the course of the year to the advisory board members. Marquedda (Promo Pathways alumni and current Media Production student) voiced the importance of the hands-on experience and enlightened her on career paths that she didn't know existed. She also likes the media production discipline to expand upon the skills she learned in Promo Pathways. She would like to do a podcast or TV show about the program. Emily talked about how these classes supported her work and the relationships she is building in the cohort model. She appreciates the personal care that each of the instructors give to the students and how important that respect is for someone developing their skills. Marquedda mentioned that she would like to be able to have access to the labs after hours and more than one person should be able to give students access to the studios at the CMD.

IV. Advisory Board Insights on Esports Management, Production and Performance

Shaw showed a clip where we featured footage from the Esports tournament we livestreamed on Twitch during Indiecade 2019 at the CMD. This is when we started talking about developing an Esports curriculum at SMC. [Our first meeting with the advisory board regarding esports was in December 2019, and the people still engaged with us on this project are but could not attend this meeting include: Tim Conley (Sports and Entertainment Producer), Eric Elder (Game Design Instructor), Arabian Prince (Esports Producer)]

We have decided on an AS Degree in Esports Management, Production and Performance, which will be cross disciplinary with Game Design (Design Technology), Media, Athletics, and Journalism. Based on our research from the summer in observing job trends in esports, we are hoping to prepare students for the following careers:

1. Producers
2. Analysts
3. Coaches
4. Team Managers and Organizers
5. Esports Journalists

David Javelosa and I met with a counselor over the summer to set up the program map for esports. This program will include classes in business and esports casting. We asked the advisory board the following questions to gain their industry insights:



- What Specific jobs should our program map to?
- What computer programs do our students really need to know in this field?
- What specific bachelor's degree is needed to get a job, if at all?
- Which is the best league for our SMC Esports Team to join?
- Should the Corsair Esports Team join more than one league?

There is a lot of interest in esports, and we feel it will help us meet our goals as a program and benefit others with the cross-disciplinary aspect of the degree. Most of the classes are already in curriculum, they would just need to be sections contextualized for esports. The goals are always to increase student enrollment and completions, and train students for entry-level jobs that are in alignment with gaps in the industry.

Students Present their Experiences in Esports. Current Esports Team discuss what they have been doing this Fall semester and why we should vote to move this forward. Their first semester has been all about laying the foundation for the Esports teams and see what the student interest would be like on campus. They have been focusing on the standard games and teams that most colleges have. They have also been getting into leagues to understand the types of teams that are in the community. They have streamed a couple of tournaments with commentators and have had a successful Fall 2021 semester. They want to increase their social media presence and use the CMD facilities to take team pictures. Students would like to tournaments on campus, but we are going to keep an eye on the pandemic and hopefully this will improve over time.

Vote on Proposed New Esports Program.

Redelia move forward with the curriculum and the Program Map worked on with Counseling regarding getting a certificate and AS Degree. This motion was seconded by David Javelosa. Present advisory board members typed their responses in the chat and unanimously voted to move forward with the Esports Management Production and Performance AS Degree and Certificate.

Meeting adjourned at 3 pm.

Q&A afterwards for advisory board member who wanted to share further.

Next SMC Media Production Advisory Board Meeting is December 2022

Labor Market Assessment: ESports Management, Production, and Performance

Los Angeles Center of Excellence, March 2022

Summary

The Los Angeles Center of Excellence for Labor Market Research (LA COE) prepared this report to provide regional real-time labor market demand data related to the emerging field of ESports management, production, and/or performance. Since the world of ESports is new and expanding quickly, traditional labor market data and occupational codes are do not accurately reflect the rapid growth occurring on an international scale. However, there may be demand for these workers from local employers that is not reflected in traditional labor market data. For this reason, real-time labor market data is utilized in this report to provide a timelier, more nuanced view of the regional job market for jobs in the field of ESports.

Job Postings

In order to research the local area demand for the targeted Esports curriculum areas, a real-time labor market search was conducted to assess the demand for these specific skills and/or occupations within the Esports arena. Based on the program curriculum, a real-time labor market information search was conducted to find job postings over the last 12 months for each of the six curriculum areas: competitors, coaches and assistant coaches, analysts, sports casting, video editing, and journalists.

Competitors

Over the past 12 months, there were two job postings for ESports competitors in the LA/OC region. The employers posting these jobs were Blizzard Entertainment (Irvine, CA) and Skillz (Santa Monica, CA). Skills listed on these job postings included creative direction, design thinking, interaction design, product design, talent management, team management and visual design.

Coaches and Assistant Coaches

There were six job postings for coaches of ESports over the past 12 months, and employers included Concorde Education, Coach Led Youth Esports, Cloud9, MSG Sports, and XP League North Orange County. Skills requested by employers for ESports coaches were teaching, performance appraisals, performance analysis, training activities, social media, curriculum development, and gaming industry knowledge. Half of the job postings (3) requested a bachelor's degree, while 2 job postings requested a high school diploma.

Analysts

Local employers in the LA/OC region posted 35 jobs over the past 12 months for various ESports analysts. The top three job titles were business operations analysts, data analysts, and insights analysts. The vast majority (85%) of these job postings listed a bachelor's degree or more education, while only two job postings listed a high school diploma as the minimum advertised education. The employers listing the majority of these job postings were Activision, PlayVS, Esports Engine, Riot Games, Onward Select, and Blizzard Entertainment.

Broadcasting/Sportscasting

Over the past 12 months, there were 18 job postings for broadcast occupations within ESports. The top job titles in these postings were for broadcast engineers, associate broadcast engineers, and broadcast production managers. The top employers who posted the most job postings in this

time period were Odesus Incorporated, Esports Engine, and Comcast. Skills necessary for these jobs, according to job postings, are broadcast industry knowledge, project management, Tektronix, equipment operation, and video production.

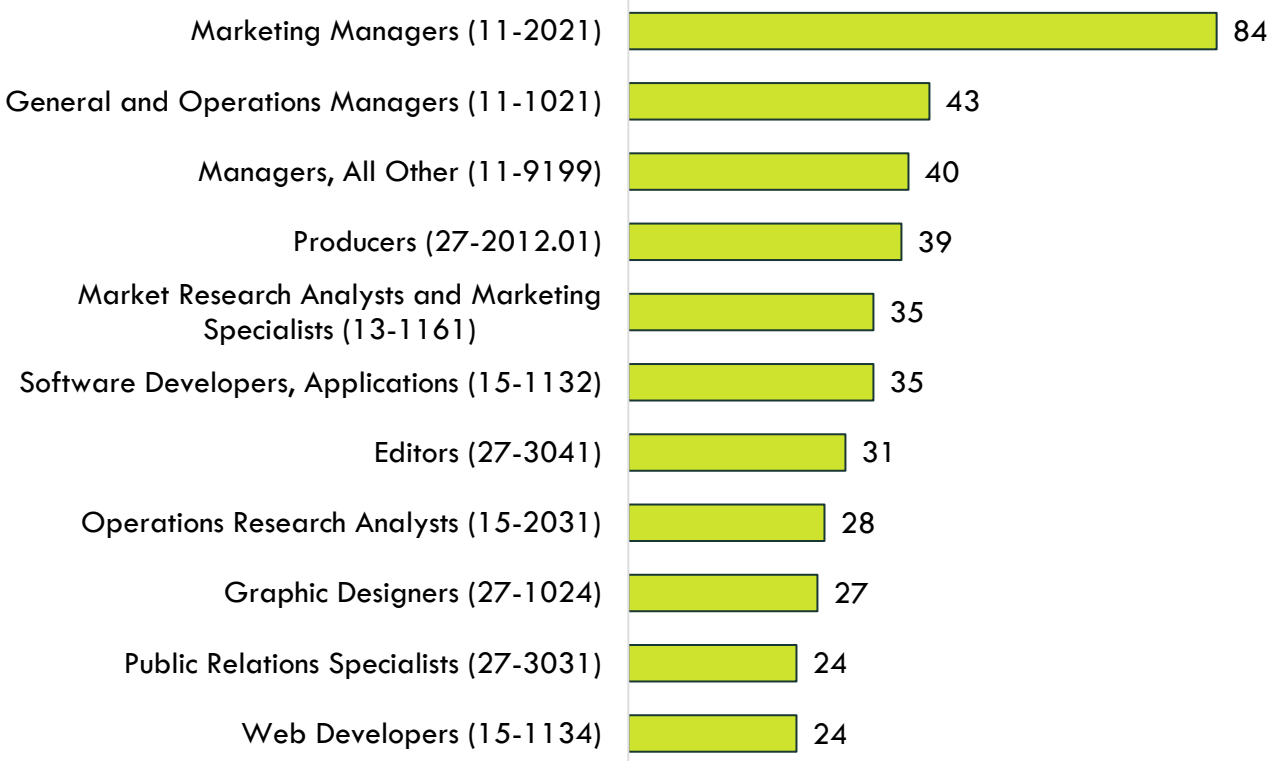
Video Editing

This search term produced the most job postings in the Esports field of the six curriculum areas with 92 job postings. Top titles among these postings were for freelance topics editors, editors, freelance digital video specialists, junior video editors, and producers/editors. Top employers for these job postings were Fox Incorporated, Fox Sports, 100 Thieves, Hollywood Park, Activision and Enthusiast Gaming.

Job Postings by Occupation

In order to find LA/OC employers that were listing “ESports” as well as at least one of the curriculum areas on their job postings, as well as other high-demand occupations within Esports, a broader keyword search was also conducted. By expanding the search, even job postings with loose connections to the Esports world were included, as students completing an Esports program would likely be qualified to work in related fields, but utilize a similar skillset. Over the past 12 months, **1,070 online job postings in the LA/OC region mentioned Esports as well one of the curriculum keywords.** Exhibit 1 displays the number of job postings by occupation. Of these Esports-related occupations, the top three were managerial: *market managers* (84 job postings), *general and operations managers* (43), and *managers, all other* (40). The highest number of job postings were for graphic designers, coordinators, product managers, associate managers, and customer experience specialists. The top skills were broadcast industry knowledge, social media, project management, Adobe Photoshop, and key performance indicators (KPIs). Of the 57% of Esports-related job postings that listed a minimum education requirement, 9% (54 job postings) listed a high school diploma, 5% (27) listed an associate degree, and 86% (517) listed a bachelor’s degree or more education.

Exhibit 1: Job postings by occupation (last 12 months)



Job Postings by Employer

Exhibit 2 lists the top employers in the greater LA/OC region. The top three employers, by number of job postings, in the region were Activision, Fox Incorporated, and Riot Games.

Exhibit 2: ESports-related job postings by employer (last 12 months)

Employer	# of ESports-related job postings
Activision	127
Fox Incorporated	107
Riot Games	73
Fox Sports	39
Skillz	36
Esports Engine	36
Blizzard Entertainment	34
Amazon	30
Twitch	27
TSM	25
Odesus Incorporated	20

In order to research what the top employers are looking for in terms of job applicants, including necessary skills, knowledge, abilities, and education levels, each of the top three employers was analyzed by the information included on their job postings.

Activision

Activision posted 128 job postings in four different locations: Santa Monica, Irvine, Los Angeles, and El Segundo. Twenty-one of these job postings were for interns, ranging from concept art and 3D model art interns to analytics and software engineering interns. The top skills listed in Activision job postings were project management, broadcast industry knowledge, Adobe Photoshop, gaming industry knowledge, game development, Python, and social media. The majority (91%) of Activision's job postings that listed a minimum education requested a bachelor's degree or more education.

Fox Incorporated

Fox Incorporated posted 107 job postings in Los Angeles over the past 12 months. The top job postings were for freelance topics editors, integrated media managers, production assistants, and production coordinators. Fox Incorporated listed these top skills on their job postings: broadcast industry knowledge, social media, Adobe Photoshop, metadata, journalism, and Adobe AfterEffects. The majority (98%) of Activision's job postings that listed a minimum education requested a bachelor's degree or more education.

Riot Games

Riot Games posted 73 job postings in Los Angeles over the past 12 months. The top job postings were for talent acquisition managers, recruiters, software engineers, and marketing creative directors. The top skills listed on Riot Games job postings were talent acquisition, broadcast industry knowledge, software engineering, game development, business development, global marketing, entertainment industry knowledge, and Tableau. All (100%) of the job postings that listed a minimum education requirement requested a bachelor's degree or more education.

Appendix A: Sources

- Labor Insight/Jobs (Emsi/Burning Glass)

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

Appendix B: Esports keywords for Burning Glass Search

- Esport*
- Player*
- Competitor*
- Coach*
- Analyst*
- Broadcast*
- Journal*

For more information, please contact:

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



Esports Management, Production & Performance

Submitter's Information

Name

Jazmin Guzman

Title

Administrative Assistant

Region

Los Angeles

College

Santa Monica College

CTE Dean's Information

CTE Dean

Patricia Ramos

Program Information

Program Title

Esports Management, Production & Performance

Submission Type

New Program

TOPs Code

Radio and Television (060400)

Projected Start Date

2023-08-28

Catalog Description

This program prepares students for careers in sports and esports entertainment. Students completing the esports degree and certificates are ready for employment opportunities in the digital media industry and transfer into four-year degree programs. There is a wide range of employment possibilities for students training in esports, leading to careers in journalism, athletic teams coordination, sportscasting, and media production and management.

Enrollment Completer Projections

30

Program Proposal Attributes

Program Type(s)

- A.S. Degree (S)

Program Goals

Upon completion of the program, students will be able to analyze and articulate the theories and critical models of the gaming and media industries, demonstrating an understanding of the principles of esports announcing, production, and performance, including professional terminology and procedures. Students will also be able to demonstrate the essential oral and written communication tools needed to function professionally in a media television production environment, including the ability to coordinate and team sports.

Course Units and Hours

Certificate Required Units

n/a

Units of Major Degree

24

Total Units for Degree

60

Course Report

Program Requirements Narrative

In the first year and semester of this pathway, students should take GAME 1, Game Design Fundamentals (3), MEDIA 4, Introduction to Game Theory (3), and PRO CR 15, Sports Management (3). These classes will be the foundation of skills for the esports pathway. If students want to get an Associate's Degree, students will have room in their schedule to take their required classes towards 60 units. In the second semester of their first year, students will take GAME 2, Game Design Mechanics (3) MEDIA 17, Sportscasting Spring Sports (3), and MEDIA 46, Television Production (3). Students will have taken most of the classes towards their certificate in their first year. In the remaining six (6) units, students will choose two courses from the required electives list, which includes the following: BUS 56, Understanding the Business of Entertainment (3) DM POST 3, Digital Video Fundamentals (3) DM POST 30, Digital Video Editing (3) DM POST 51, Digital Tracking and Integration (3) GR DES 71, Motion Graphics 1 (3) GR DES 71B, Motion Graphics 2 (3) JOUR 1, The News (3) JOUR 2, Intermediate Newswriting and Reporting (3) JOUR 7, Engaging Audience for Journalism and Social Media (3) MEDIA 16, Sportscasting Fall Sports (3) MEDIA 19, Broadcasting Workshop [Radio/Podcasting] (3) MEDIA 90A, Media Studies Internship (1) MEDIA 90B, Broadcasting Internship (2) PRO CR 80, Athletes and Leadership (3)

Program Requirements

Course	Title	Units	Year/Semester (Y1 or S1)
MEDIA 4	Introduction to Game Theory	3	S1
GAME 1	Game Design Fundamentals	3	S1
PRO CR 15	Sports Management	3	S1
GAME 2	Game Design Mechanics	3	S2
MEDIA 46	Television Production	3	S2
MEDIA 17	Sportscasting Fall Sports	3	S2
BUS 56	Understanding the Business of Entertainment	3	S3
PRO CR 80	Athletes and Leadership	3	S3

Labor Market Information

[Download ESports Management Production and Performance_Santa Monica_Mar22.pdf](#)
([/storage/lmi/519--ESports Management Production and Performance_Santa Monica_Mar22.pdf](#))

Submission Details

Created At

05/06/22 - 12:05 PM

Status**Under Review**

Los Angeles Region Specific Questions

District

Santa Monica

College

Santa Monica College

LA Workforce Council Voting Member

Patricia Ramos

Email

ramos_patricia@smc.edu

Phone

3104343311

Reason for program recommendation request

New Program

Place of program in college's curriculum/similar program

This program is cross-disciplinary with Game Studies, Media Production, Athletics, Business, Journalism, and Graphic Design disciplines. Students will get exposure to numerous career opportunities with this program and get a well-rounded certificate in esports. This is our proof of concept video that we did to demonstrate our goals for the program <https://youtu.be/eRbNo7TYUME>.

List similar programs at other colleges in the Los Angeles Region

In the Fall of 2022, the California Community College Athletic Association is hosting its first esports tournament. This is a sign of more to come. While there are esports and gaming student clubs at Pierce, LA Mission, ELAC, and LA City Colleges, I did not find another esports program in the catalogs.

Annual Enrollment projects (non-duplicative)

We believe this program will have an annual enrollment of 30 students.

Advisory Minutes

[Download 2021_SMCMediaAdvisoryBoard_Minutes_Redelia Shaw.pdf \(/storage/Los Angeles/519-3954-18805-2021_SMCMediaAdvisoryBoard_Minutes_Redelia Shaw.pdf\)](#)

List of colleges contacted for collegial consultation

[Download ESports Gaming Professional.docx \(/storage/Los Angeles/519-3954-18806-ESports Gaming Professional.docx\)](#)

Priority Sector

ICT/Digital Media

Santa Monica College
Geology
Associate in Science for Transfer (AS-T)

The Associates of Science Transfer degree in Geology provides the foundation needed for students to transfer to a CSU with the lower division courses required to complete a bachelor's degree in a Geoscience major. Students will have the foundational math, chemistry, and geology courses along with their IGETC requirements completed allowing the student to seamlessly transition to a CSU and complete their upper division courses.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate an understanding of the history of the Earth including the timing and impact of the major epochs and how they impacted life on Earth. Upon completion of the program, students will demonstrate the ability to identify and classify Earth's materials and identify their chemical make up. Upon completion of the program, students will demonstrate an understanding of the geologic, biologic, and chemical processes that shape the Earth including the formation, weathering, and movement of rocks.

Required Courses

Units: 28.0

CHEM 11 ^{DE} General Chemistry I	5.0
CHEM 12 ^{DE} General Chemistry II	5.0
GEOL 4 ^{DE} Physical Geology with Lab	4.0
GEOL 5 ^{DE} Historical Geology with Lab	4.0
MATH 7 ^{DE} Calculus 1	5.0
MATH 8 ^{DE} Calculus 2	5.0

Total: 28.0

Transfer Model Curriculum (TMC) Template for Geology

CCC Major or Area of Emphasis: Geology

TOP Code: 191400

CSU Major(s): Geology

Total Units: 26 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website: http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Associate in Science in Geology for Transfer Degree						
College Name: Santa Monica College						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
REQUIRED CORE: (26 units)						
Physical Geology with Lab (4) OR	GEOL 101 OR	GEOL 4	Physical Geology with Lab	4	B1	5A
Physical Geology (3) AND Physical Geology Laboratory (1)	GEOL 100 AND GEOL 100L					
Historical Geology with Lab (4) OR	GEOL 111 OR	GEOL 5	Historical Geology with Lab	4	B1	5A
Historical Geology (3) AND Historical Geology Laboratory (1)	GEOL 110 AND GEOL 110L					
General Chemistry for Science Majors Sequence A (10)	CHEM 120S	CHEM 111	General Chemistry 1 and 2	10	B1	5A
Single Variable Calculus I – Early Transcendentals (4) AND	MATH 210 AND					
Single Variable Calculus II – Early Transcendentals (4) OR	MATH 220 OR	MATH 7	Calculus 1	5	B4	2
Single Variable Calculus I – Late Transcendentals (4) AND	MATH 211 AND	MATH 8	Calculus 2	5	B4	2
Single Variable Calculus II – Late Transcendentals (4) OR	MATH 221 OR					
Single Variable Calculus Sequence (2 semesters or 3 quarters) (8)	MATH 900S					
Total Units for the Major:	26	Total Units for the Major:		28		
				Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)	7	7

General Education (CSU-GE or IGETC) Units	39	37
Elective (CSU Transferable) Units	0	2
Total Degree Units (maximum)	60	

SANTA MONICA COLLEGE

Geology AS-T ASSOCIATE DEGREE FOR TRANSFER NARRATIVE

Statement of Program Goals and Objectives:

Upon completion of the program, students will demonstrate an understanding of the history of the Earth including the timing and impact of the major epochs and how they impacted life on Earth. Upon completion of the program, students will demonstrate the ability to identify and classify Earth's materials and identify their chemical make up. Upon completion of the program, students will demonstrate an understanding of the geologic, biologic, and chemical processes that shape the Earth including the formation, weathering, and movement of rocks.

Upon completion of the Geology Associate Degree for Transfer, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Students who have completed the Geology Associate Degree for Transfer will have satisfied the lower division requirements for transfer into Geology or similar major for many campuses in the California State University system. This degree complies with the Student Transfer Achievement Reform Act (California Education Code 66746).

Catalog Description:

The Associates of Science Transfer degree in Geology provides the foundation needed for students to transfer to a CSU with the lower division courses required to complete a bachelor's degree in a Geoscience major. Students will have the foundational math, chemistry, and geology courses along with their IGETC requirements completed allowing the student to seamlessly transition to a CSU and complete their upper division courses.

The Geology Associate Degree for Transfer is designed to prepare students for transfer into the CSU system to complete a baccalaureate degree in Geology or a similar major. Upon completion of this degree, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Students who have completed the Geology Associate Degree for Transfer will have satisfied the lower division requirements for transfer into Geology or similar major for many campuses in the California State University system. This degree complies with the Student Transfer Achievement Reform Act (California Education Code 66746).

Students must complete the following Associate Degree for Transfer requirements:

- (1) Completion of 60 semester units (or 90 quarter units) that are eligible for transfer to the California State University, including both of the following:
 - (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
 - (B) A minimum of 18 semester units (or 27 quarter units) in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.
- (3) Obtainment of a grade of C or higher in each course in the Area of Emphasis, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher (Title 5 §55063).

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

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

Program Learning Outcomes:

Upon completion of this program, students will learn a variety of Internet technologies and web-authoring tools for website development and maintenance.

Upon completion of this program, students will gain the necessary knowledge and skills for designing, developing, and managing websites.

Required Core Courses:

Units: 27.0

CIS 1 ^{DE} Introduction to Computer Information Systems	3.0
CIS 50 ^{DE} Internet, HTML, and Web Design	3.0
CIS 51 ^{DE} HTML5, CSS3, and Accessibility	3.0
CIS 54 ^{DE} Web Development and Scripting	3.0
CIS 59A ^{DE} Dreamweaver I	3.0
CIS 60A ^{DE} Photoshop I	3.0
CIS 67 ^{DE} WordPress	3.0
CIS 70 ^{DE} Digital Marketing Applications	3.0
CS 87A ^{DE} Python Programming	3.0

Total: 27.0

Santa Monica College

Computer Science Information Systems

Computer Information Systems Advisory Board

May 20, 2022

MINUTES

Attendees:

SMC Attendees: Howard Stahl (Chair), Fariba Bolandhemat, Nancy Cardenas, Maral Hyelar, Gina Jerry, Naja El-Khoury, Joan Kang, Bradley Lane, Ann-Marie Leahy, Brenda Rothaupt, Jacqueline Scott, Antoinette Simmonds, Odemaris Valdivia

Non-SMC Attendees: Theodore Dahle (Branding consultant), Manuel Gomez (Lucielle Ball Foundation), Jose Pelayo (LAEDC), Eden Weinberg (Branding consultant)

Call to order: via Zoom - 9:30 AM

Following quick introductions, the following topics were discussed:

Department Review and Dashboard Indicators

Howard shared various data points with the committee. Highlights included:

- Remote instruction has been underway since Spring 2021. Although parts of the college plan to return in the Fall, CIS will not return until Spring 2022.
- The number of students served by CIS courses has remained flat during the pandemic
- The number of course sections has remained flat during the pandemic

Existing Courses and Programs

Howard shared information about our existing classes, certificates and degrees. Attendees commented on the vibrancy and innovation being displayed in our ongoing efforts to stay in line with industry and employment trends.

Plans for the Future

Howard shared information regarding one new certificates proposed by CIS faculty named Enterprise Service Clerk and the revised Website Software Specialist certificate. Following much discussion and after answer all board questions regarding these programs, the following motions were presented:

MOTION: The Computer Information System Advisory Board supports the creation and development of the Enterprise Service Clerk certificate. Made by: Bolandhemat Seconded by: Jerry. FOR-17 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

MOTION: The Computer Information System Advisory Board supports the revised Website Software Specialist certificate. Made by: Bolandhemat Seconded by: Jerry. FOR-17 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

Open Discussion

Various additional topics were discussed including the value of new browser based Adobe products, Webflow and Shopify+Squarespace.

Meeting Adjourned: 10:39 AM

**Labor Market Assessment: 0707.00 – Computer Software Development
Website Software Specialist (Associate Degree)**
Los Angeles County Center of Excellence, May 2022

Summary

Program Endorsement:	Endorsed: All Criteria Met <input checked="" type="checkbox"/>	Endorsed: Some Criteria Met <input type="checkbox"/>	Not Endorsed <input type="checkbox"/>
Program Endorsement Criteria			
Supply Gap:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Living Wage: (Entry-Level, 25th)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Education:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Emerging Occupation(s)			
	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

The Los Angeles County Center of Excellence for Labor Market Research (COE) prepared this report to provide Los Angeles/Orange County regional labor market supply and demand data related to one middle-skill occupation:

- *Web developers and digital interface designers (15-1257)*

Middle-skill occupations typically require some postsecondary education, but less than a bachelor’s degree.¹ This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupation.

Based on the available data, there appears to be a supply gap for *web developers and digital interface designers*. In addition to this occupation having an entry-level wage exceeding the self-sufficiency standard wage in both Los Angeles and Orange counties, the typical entry-level education is an associate degree. **Due to all of the criteria being met, the COE endorses this proposed program.** Detailed reasons include:

Demand:

- **Supply Gap Criteria** – Over the next five years, there is projected to be **871 jobs available annually** in the region due to new job growth and replacements, **which is more than the 560 awards conferred annually** by educational institutions in the region.

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

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

- **Living Wage Criteria** – In Los Angeles County, the entry-level wage for *web developers and digital interface designers* is **above** the self-sufficiency standard wage estimate (\$18.10/hour).²
- **Educational Criteria** – The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *web developers and digital interface designers*.
 - National-level educational attainment data indicates that 25% of workers in the field have completed some college or an associate degree.

Supply:

- Between 2017 and 2020, **23 community colleges** in the LA/OC region issued awards in programs that have historically trained for the occupation of interest, conferring an average of **500 awards**.
- Between 2016 and 2019, non-community college institutions in the region conferred an average of **60 awards in relevant programs**.

² Self-Sufficiency Standard wage data was pulled from The Self-Sufficiency Standard Tool for California. For more information, visit: <http://selfsufficiencystandard.org/california>.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for *web developers and digital interface designers*. In Los Angeles/Orange County, the number of jobs related to this occupation is projected to increase by 6% through 2025. There will be 871 job openings per year through 2025 due to job growth and replacements.

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

Exhibit 1: Occupational demand in Los Angeles and Orange Counties³

Geography	2020 Jobs	2025 Jobs	2020-2025 Change	2020-2025 % Change	Annual Openings
Los Angeles	7,331	7,772	441	6%	630
Orange	2,828	2,983	155	5%	241
Total	10,159	10,755	596	6%	871

Wages

The labor market endorsement in this report considers the hourly wages for *web developers and digital interface designers* in Los Angeles County, as they relate to the county's self-sufficiency standard wage. Orange County wages are included below in order to provide a complete analysis of the LA/OC region. Detailed wage information, by county, is included in Appendix A.

Los Angeles County — The typical entry-level hourly wage for *web developers and digital interface designers* is \$22.84, which is **above** the self-sufficiency standard wage for one adult (\$18.10 in Los Angeles County). Experienced workers can expect to earn approximately \$49.35/hour, which is above the self-sufficiency standard wage estimate.

Orange County — The typical entry-level hourly wage for *web developers and digital interface designers* is \$21.25, which is **above** the self-sufficiency standard wage for one adult (\$20.63 in Orange County). Experienced workers can expect to earn approximately \$46.04/hour, which is above the self-sufficiency standard wage estimate.

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

Job Postings

Over the past 12 months, there have been 8,232 online job postings related to *web developers and digital interface designers*. The highest number of job postings were for web developers, UX designers, front-end developers, UI/UX designers, back-end engineers, and software developers. The top skills were JavaScript, web development, software development, website design, front-end development, web application development, and HTML5. The top employers, by number of job postings, in the region were Deloitte, Amazon, Anthem Blue Cross, PricewaterhouseCoopers, Disney, and Activision.

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

Educational Attainment

The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *web developers and digital interface designers*. National-level educational attainment data indicates that 25% of workers in the field have completed some college or an associate degree.

Educational Supply

Community College Supply — Exhibit 2 shows the annual and three-year average number of awards conferred by community colleges in programs that have historically trained for *web developers and digital interface designers*. The colleges with the most completions in the region are Mt. San Antonio, Orange Coast, and Santa Monica.

Exhibit 2: Regional community college awards (certificates and degrees), 2017-2020

TOP	Program	College	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
0614.30	Website Design and Development	LA Pierce	-	3	2	2
		Mt. San Antonio	9	9	7	8
		Pasadena	-	-	1	0
		Santa Monica	-	-	2	1
		LA Subtotal	9	12	12	11
		Coastline	-	1	1	1
		Fullerton	-	3	-	1
		Irvine Valley	2	3	-	2
		Orange Coast	-	-	9	3
		Saddleback	4	7	2	4
		Santa Ana	1	-	2	1
		Santiago Canyon	9	24	3	12
		OC Subtotal	16	38	17	24
		Supply Subtotal/Average			25	50

TOP	Program	College	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
0702.10	Software Applications	Cerritos	3	9	6	6
		LA City	-	-	1	0
		LA Mission	7	2	-	3
		LA Southwest	2	1	-	1
		Long Beach	-	-	7	2
		Mt. San Antonio	3	1	2	2
		Santa Monica	10	18	13	14
		LA Subtotal	25	31	29	28
		Coastline	4	9	8	7
		Irvine Valley	22	39	48	36
		Saddleback	3	2	7	4
		OC Subtotal	29	50	63	47
		Supply Subtotal/Average			54	81
0707.00	Computer Software Development	LA City	-	1	-	0
		LA Subtotal	-	1	-	0
		Cypress	1	1	1	1
		Golden West	3	4	2	3
		Orange Coast	7	7	2	5
		Saddleback	3	13	3	6
		OC Subtotal	14	25	8	16
Supply Subtotal/Average			14	26	8	16
0707.10	Computer Programming	Cerritos	4	-	2	2
		Citrus	-	-	1	0
		East LA	6	8	4	6
		Glendale	2	2	3	2
		LA City	-	-	6	2
		LA Mission	5	6	4	5
		LA Pierce	9	18	4	10
		LA Southwest	1	-	1	1
		LA Valley	10	7	6	8
		Long Beach	2	4	5	4
		Mt San Antonio	62	119	114	98
		Pasadena	8	11	21	13
		Santa Monica	42	44	46	44

TOP	Program	College	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
		West LA	-	1	-	0
		LA Subtotal	151	220	217	196
		Cypress	18	22	20	20
		Fullerton	-	16	28	15
		Irvine Valley	10	8	4	7
		Orange Coast	29	31	157	72
		Santa Ana	1	13	1	5
		Santiago Canyon	30	9	3	14
		OC Subtotal	88	99	213	133
		Supply Subtotal/Average	239	319	430	329
0709.00	World Wide Web Administration	Glendale	9	6	7	7
		LA Pierce	5	9	-	5
		Long Beach	4	22	24	17
		West LA	24	13	9	15
		LA Subtotal	42	50	40	44
		Saddleback	-	-	2	1
		OC Subtotal	-	-	2	1
		Supply Subtotal/Average	42	50	42	45
		Supply Total/Average	374	526	601	500

Non-Community College Supply — For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that may provide training programs for the occupation of interest. Exhibit 3 shows the annual and three-year average number of awards conferred by these institutions in web programs. Due to different data collection periods, the most recent three-year period of available data is from 2016 to 2019. Between 2016 and 2019, non-community college institutions in the region conferred an average of 60 awards.

Exhibit 3: Regional non-community college awards, 2016-2019

CIP	Program	Institution	2016-17 Awards	2017-18 Awards	2018-19 Awards	3-Year Average
11.0801	Web Page, Digital/Multimedia and Information Resource Design	DeVry University – California	11	2	-	4
11.1003	Computer and Information Systems Security/Information Assurance	Learnet Academy	48	17	-	22
		University of Phoenix-CA	3	22	25	17
11.1004	Web/Multimedia Management and Webmaster	ABCO Technology	12	17	24	18
Supply Total/Average			74	58	49	60

Appendix A: Occupational demand and wage data by county

Exhibit 4. Los Angeles County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)
Web Developers and Digital Interface Designers (15-1257)	7,331	7,772	441	6%	630	\$22.84	\$34.88	\$49.35
Total	7,331	7,772	441	6%	630	-	-	-

Exhibit 5. Orange County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)
Web Developers and Digital Interface Designers (15-1257)	2,828	2,983	155	5%	241	\$21.25	\$32.53	\$46.04
Total	2,828	2,983	155	5%	241	-	-	-

Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
Web Developers and Digital Interface Designers (15-1257)	10,159	10,755	596	6%	871	Associate degree
Total	10,159	10,755	596	6%	871	-

Appendix B: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (Emsi)
- Bureau of Labor Statistics (BLS)
- Employment Development Department, Labor Market Information Division, OES
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- Self-Sufficiency Standard at the Center for Women's Welfare, University of Washington
- Chancellor's Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

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



C·O·E

CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

**Los Angeles Regional Consortium
Business Meeting Agenda
May 19, 2022
8:30 – 10:00 a.m.**

Zoom Video-Call Details

Topic: LARC Business Meeting
Time: May 19, 2022 08:30 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://pasadena-edu.zoom.us/j/99493008099>

Meeting ID: 994 9300 8099

One tap mobile

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Meeting ID: 994 9300 8099

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Los Angeles Regional Consortium
Business Meeting Agenda
May 19, 2022
8:30 – 10:00 a.m.

- I. **Welcome and Call to Order** Dr. Narineh Makijan
LARC Chair
Assistant Vice President
Pasadena City College

- II. **LA Workforce Council Voting Member Roll Call** Grace Rakow
Administrative Assistant, LARC
Pasadena City College

- III. **Approval of Previous Month’s Minutes** Dr. Narineh Makijan
 - a. Minutes from the April 21, 2022, LARC Meeting
Motion: *Second:* *Approved:* Yes No

- IV. **General Updates**
 - a. Chancellor’s Office Update *Chancellor’s Office*

 - b. Fiscal/Purchasing Update Alejandra Landa-Flores & Alonso Berumen
Fiscal Roster Update Request *Pasadena City College*

V. Informational Items

a. Program Data Requests

Program Title	TOP Code	College	Contact
<i>New Programs</i>			
1. General Engineering Technician (Certificate)	0924	East LA College	Kamyar Khashayar khashak@elac.edu
2. Yoga Teacher Training (Certificate)	0835.10	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu
3. Agricultural Drone Technology (Certificate)	0103	Mt. San Antonio College	Jason Perez jperez1@mtsac.edu
4. Child Development-Early Intervention (AS)	1305.2	Mt. San Antonio College	Cecelia Thay cthay@mtsac.edu
5. Athletic Trainer and Sports Medicine (AS; Certificate)	1228	West LA College	Victor Pulido pulidovc@wlac.edu
<i>Existing Low-unit, Local Certificate for State Chaptering</i>			
6. Forensic Science (Certificate)	2105.40	Pasadena City College	Amy Coren acoren@pasadena.edu
7. Special Education Assistant (Certificate)	0809	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu
8. Instructional Assistant Level I (Assistant Teacher Preschool) (Certificate)	1305.4	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu
9. School Age Instructional Assistant (School Age Assistant) (Certificate)	0802	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu
10. Preschool Teachers (Certificate)	1305.40	West LA College	Dolores Gallegos gallegd@wlac.edu
<i>College/District Program Review</i>			
11. Data Analytics (AS; Certificate)	0702	El Camino College	Khai Lu klu@elcamino.edu
12. Fashion Design (AS; Certificate)	1303.10	Mt. San Antonio College	Maria Davis mdavis@mtsac.edu
13. Information Technology (AA)	0701	Mt. San Antonio College	Anna Degtyareva adegtyareva@mtsac.edu

14. Speech-Language Pathology Assistant (AS)	1220	Pasadena City College	Beverly Dunbar bdunbar@pasadena.edu
<i>Non-credit Vocational</i>			
15. Community Health Worker	1261	LA Valley College	Edgar Perez pereze5@laccd.edu
<i>Program Modification</i>			
16. Real Estate (AS)	0511	Citrus College	Victoria Dominguez vdominguez@citruscollege.edu
17. CIS Professional in Object-Oriented Design & Programming (Certificate)	0707.10	Mt. San Antonio College	Sohair Zaki szaki5@mtsac.edu
18. Computer Network Administration and Security Management (AS)	0708	Mt. San Antonio College	Jim Gau jgau@mtsac.edu
19. Professional Accounting Certificate	0502	Mt. San Antonio College	Steven Valdes svaldes3@mtsac.edu
20. Photography (Certificate)	1012	Pasadena City College	Lynora Rogacs larogacs@pasadena.edu
21. Data Science (AA)	0707	Santa Monica College	Howard Stahl stahl_howard@smc.edu
22. Website Software Specialist (AA)	0701	Santa Monica College	Howard Stahl stahl_howard@smc.edu
23. Computer Science Information Technology (Associate Degree and Certificate)	0702.10	West LA College	Anna Chiang chiangas@wlac.edu

VI. Action ItemsDr. Narineh Makijan

a. [Program Recommendation](#)

Motion:

Second:

Recommended: Yes No

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emerging*
					Supply Gap	Living Wage	Ed Atmnt	
1. Certificate of Achievement: Human Resources Management - Level I	0516.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N

2.	Certificate of Achievement: Human Resources Management - Level II	0516.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
3.	Certificate of Achievement: Management - Level I	0506.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
4.	Certificate of Achievement: Management - Level II	0506.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
5.	Certificate of Achievement: Marketing	0509.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	EA	Y	Y	Y	N
6.	Certificate of Achievement: Small Business Management/Entrepreneurship - Level I	0506.40	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	Y	Y	N	N
7.	Certificate of Achievement: Small Business Management/Entrepreneurship - Level II	0506.40	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	Y	Y	N	N
8.	Certificate of Achievement: Business Information Worker I	0514.00	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	ES	Y	N	Y	N
9.	Certificate of Achievement: Business Information Worker II	0514.00	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	ES	Y	N	Y	N
10.	Certificate of Achievement: SOUND FOR FILM	0612.20	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	EA	Y	Y	Y	N
11.	Certificate of Achievement: Licensed Vocational Nursing	1230.20	LA Mission College	Marla Uliana ulianamr@lamission.edu	EA	Y	Y	Y	N
12.	Certificate of Achievement: Medical Office Administrative Assistant	1208.20	LA Mission College	Marla Uliana ulianamr@lamission.edu	ES	Y	N	Y	N
13.	AS Degree: Wildland Fire Technology	2133.10	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	N	Y	Y	N
14.	Certificate of Achievement: Wildland Fire Technology	2133.10	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	N	Y	Y	N

15. Certificate of Achievement: Certified Hospitality Entrepreneur	1307.00	Pasadena City College	Armine Derdarian aderdarian@pasadena.edu	ES	Y	N	Y	N
16. AS Degree: Fire Academy Preparation	2133.00	Pasadena City College	Julie Kiotas AJKIOTAS@pasadena.edu	ES	N	Y	Y	N
17. Certificate of Achievement: Fire Academy Preparation with Emergency Medical Technician	2133.00	Pasadena City College	Julie Kiotas AJKIOTAS@pasadena.edu	ES	Y	N	Y	N
18. AS Degree: Biotechnology	0430.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
19. Certificate of Achievement: Biotechnology	0430.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
20. Certificate of Achievement: Digital Technician	1012.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
21. AS Degree: Esports Management, Production and Performance	0604.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu					
22. Certificate of Achievement: Advanced Athletic Training & Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N
23. AS Degree: Athletic Training & Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N
24. Certificate of Achievement: Construction Inspection Certificate of Completion	0957.20	West LA College	Tiffany Miller millerts@wlac.edu	EA	Y	Y	Y	N
25. Certificate of Achievement: Fundamentals of Athletic Training and Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N

Key	
EA = Endorsed: All Criteria Met	Y = Yes
ES = Endorsed: Some Criteria Met	N = No
NE = Not endorsed	

PA = Pre-approved	* Emerging denotes there are gaps in the traditional labor market information.
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b. [Modified Programs](#)

Motion: *Second:* *Recommended:* Yes No

1. [AS Degree: Respiratory Therapy](#), East LA College

Rationale: Changes to the curriculum stem from several internal curriculum reviews. The faculty examined our NBRC CSE results for the last three years and found a slight decreased in pass rates, as well as several content areas that were below a level, we deemed acceptable. Additionally, although our TMC content scores were all above the 85% threshold, we believe to align with our overall program goal of graduating competent registered respiratory therapists, we needed to better align our curriculum to the 2020 NBRC matrix. Furthermore, another internal review came from a Program Review Viability Committee (PRVC) decision that the respiratory therapy department review its current curriculum every four years to ensure alignment with current industry standards and requirements of external accrediting agencies. This, coupled with student feedback related to course sequencing and clinical affiliation feedback regarding length of clinical hours prompted a curricular change.

Changes:

- Increase in the respiratory program units from 50 to 52.5
- increase in clinical hours from 792 to 984 hours
- Course sequencing changes (i.e. basic to advanced content)

2. [AS Degree: Educational Paraprofessional Associate of Science](#), Mt. San Antonio College

- From 18 units (15 required and 3 electives) to 24 units (18 required and 6 electives)
- Add CHLD 50 (Teaching in a Diverse Society) to required courses
- Add CHLD 74 (Program Planning for School Age Child), CHLD 80 (Curriculum and Strategies for Children with Special Needs), and CHLD 84 (Guidance and Discipline in Child Development Setting) to elective courses
- Remove ENGL 81 (Language Acquisition), CHLD 64 (Health, Safety, and Nutrition of Children), KIN 3 (First Aid and CPR), and LIT 40 (Children’s Literature) from elective courses

VII. Action Items

- a. FY21-22 SWP Augmentation Application Ranking & DiscussionDr. Narineh Makijan
[Augmentation Application Rankings & Scores](#)
[Available 21-22 SWP Augmentation Funds & Distribution Scenarios](#)

b. Approval of Minutes Reflecting Today’s Program Recommendation Vote.....Dr. Narineh Makijan
Motion: *Second:* *Approved:* Yes No

VIII. Pending Items

- a. Leadership Academy.....Marla Uliana
Los Angeles Mission College
- b. Zoom Poll: August Business Meeting & RetreatDr. Narineh Makijan
- c. Meeting Request for Colleges: LARC Chair, Voting Member, & Alternate Voting Member.....Dr. Narineh Makijan

IX. College Updates

- a. Cerritos
- b. Citrus
- c. Compton
- d. East LA
- e. El Camino
- f. Glendale
- g. LA City
- h. LA Harbor
- i. LA Mission
- j. LA Pierce
- k. LA Southwest
- l. LA Trade-Tech
- m. LA Valley
- n. Long Beach
- o. Mt. SAC
- p. Pasadena

- q. Rio Hondo
- r. Santa Monica
- s. West LA

X. Adjourn

- a. Next LARC Business Meeting will take place Thursday, June 16, 2022, at 8:30 a.m.
Zoom Information: <https://pasadena-edu.zoom.us/j/99493008099>

Website Software Specialist AS / CoA						SMC GE				Revised April 2022	
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)	Interession 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	CIS 1	1	PR		YES	3	9		YES	Recommended CIS 1 interession prior to 1st semester (ADV for CIS 50)	
	ENGL 1 or BUS 31		GE	IV A		3	9				
	CIS 50	2	PR			3	9		YES		
	MATH		GE	IV B		3	9				
	GE		GE	II B / GC		3	9				
TOTAL Semester 1						15	45				
SEMESTER 2	CIS 51	1	PR			3	9	CIS 50			
	CIS 54	2	PR			3	9	CIS 51, 59A or GR DES 66			
	CIS 60A	3	PR			3	9	CIS 1	YES		
	COUNS 12		EL			1	3				
	GE		GE	III		3	9		YES	Recommended ENGL 2 for transfer options	
EL		EL			3	9			Dept recommends BUS 34		
TOTAL Semester 2						16	48				
SEMESTER 3	CIS 67	1	PR			3	9	CIS 50	YES		
	CIS 70	3	PR			3	9	CIS 1	YES		
	CIS 59A	2	PR			3	9	CIS 50			
	CS 87A	4	PR			3	9	CS 3			
	EL		EL			3	9				
TOTAL Semester 3						15	45				
SEMESTER 4	GE		GE	II A / GC		3	9				
	GE		GE	I / GC		3	9				
	EL		EL			3	3				
	EL		EL			3	9		YES		
	EL		EL			2	6		YES		
TOTAL Semester 4						14	36				

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.