



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, October 20, 2021, 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:

Dial:

- +1 669 900 6833 (US Toll)
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- Meeting ID: 935 2075 4825

International numbers available:

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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 Minutes4

V. Chair’s Report

VI. Information Items

1. Redesign of the Student Experience

(Non-Substantial Changes)

- 2. CS 3 Introduction to Computer Systems
- 3. CS 7 Programming for Non-Computer Science Majors
- 4. CS 9A Technology Project Management I
- 5. CS 9B Technology Project Management II
- 6. CS 15 Visual Basic Programming
- 7. CS 17 Assembly Language Programming
- 8. CS 19 Advanced Visual Basic Programming
- 9. CS 20A Data Structures with C++
- 10. CS 20B Data Structures with Java
- 11. CS 33 C # Programming
- 12. CS 36 Fortran Programming
- 13. CS 42 Digital Logic
- 14. CS 51 Visual C++ Programming
- 15. CS 54 Object-Oriented Analysis and Design
- 16. CS 80 Internet Programming
- 17. CS 81 Javascript Programming
- 18. CS 83R Server-Side Ruby Web Programming
- 19. CS 85 PHP Programming
- 20. CS 87A Python Programming
- 21. KIN PE 45D Competitive Softball

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online)

- a. DANCE 77 Navigating Careers in Dance
- b. FRENCH 1 Elementary French I
- c. FRENCH 2 Elementary French II
- d. FRENCH 3 Intermediate French I
- e. FRENCH 4 Intermediate French II
- f. KOREAN 1 Elementary Korean I
- g. KOREAN 2 Elementary Korean II
- h. KOREAN 3 Intermediate Korean I
- i. KOREAN 4 Intermediate Korean 2
- j. MATH 2 Precalculus
- k. MATH 3 Trigonometry with Applications
- l. MATH 4 College Algebra for STEM Majors
- m. SPAN 11 Spanish for Heritage Speakers I

(Consent Agenda: Program Maps)

- n. Cloud Computing AS/Certificate of Achievement 13
- o. Entrepreneurship Certificate of Achievement 14
- p. Graphic Design AS/Certificate of Achievement 15

(Courses: New)

- q. ETH ST 1 Introduction to Ethnic Studies 16
- r. KIN PE 29B Intermediate Pilates..... 21
- s. KIN PE 29C Advanced Pilates 24

(Courses: Substantial Changes)

t.	ANTHRO 1 Biological Anthropology (changed: course name – was “Physical Anthropology”)	27
u.	ANTHRO 5 Biological Anthropology with Lab (changed: course name – was “Physical Anthropology with Lab”)	30
v.	DANCE 19A Beginning Ballroom Dance (American Style) (changed: course number – was 19; course name – was “Ballroom Dance”; course description; hours and units – was 3 lecture/0 lab/3 units, now 1 lecture/3 lab/2 units; SLOs, objectives, methods of evaluation, textbooks, and assignments)	33
w.	GEOL 9/GEOG 9 Climate Change (changed: course number – was GEOL 7; addition of cross-listing (GEOG 9), catalog description, SLOs, objectives, course content, methods of evaluation)	35

(Courses: Distance Education)

x.	ETH ST 1 Introduction to Ethnic Studies	18
y.	GEOL 9/GEOG 9 Climate Change	38
z.	KIN PE 29B Intermediate Pilates.....	22
aa.	KIN PE 29C Advanced Pilates	25
bb.	SOCIOL 32 Asian Americans In Contemporary Society	116
cc.	WGS 20 Gender, Feminisms, and Social Movements: A Global Approach	121

(Courses: Global Citizenship)

dd.	ASL 1 American Sign Language 1	41
ee.	ASL 2 American Sign Language 2	44
ff.	GEOL 9/GEOG 9 Climate Change	37

(Programs: New)

gg.	Home Health Aide Pre-Certification Program Noncredit Certificate of Competency.....	47
hh.	Nurse Assistant Pre-Certification Training Program Noncredit Certificate of Competency.....	51

(Programs: Revisions)

ii.	Art AA	111
	Reduced major units from 24 units to 18 units	
	Added ART 13 to Required Core Courses (increasing required core from 6 units to 9 units)	
	Added “Select 1 Art History course (3 units)”	
	Added “Select 2 courses (6 units with a minimum of 3 units in Art)”	
	Added as electives: AHIS 11, 21, 22, 52, 71; ART 10A, 10C, 15, 17A, 17B, 20A, 20C, 21B, 30A, 30B, 30C, 31, 32, 33, 34A, 34B, 35, 40, 40C, 41A, 41B, 43A, 43B, 52B, 52C, 60, 60B, 61A, 61B, 62, 63	
jj.	Graphic Design AS/Certificate of Achievement	113
	Reduced major units from 40 units to 36 units	
	Increased “Required Courses” from 28 units to 36 units; removed “Required Concentration”	
	Added new courses DESIGN 21, 31, 32, 41, 42	
	Removed GR DES 34, 35, 38, 41, 44, 51, 60, 64, 65, 66, 67, 71, 75, 76	
kk.	Changes to degrees and certificates as a result of courses considered on this agenda	

VIII. New Business

•	Distance Education Resolution.....	114
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IX. Old Business

- Training
- Goals and Objectives

X. Adjournment

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



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, October 6, 2021, 3:00 p.m.

Zoom Meeting

Members Present:

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.)

Others Present:

Luis Andrade	Rachel Demski	Walter Meyer	Emily Silver
Sang Chi	Jamar London	Marisol Moreno	Sal Veas
Guido Davis Del Piccolo			

(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. *(Maria Muñoz and Lydia Strong not present for vote)*

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of September 15, 2021 with no revisions.

Motion made by: Esau Tovar; **Seconded by:** Estela Narrie

The motion passed unanimously. *(Maria Muñoz and Lydia Strong not present for vote)*

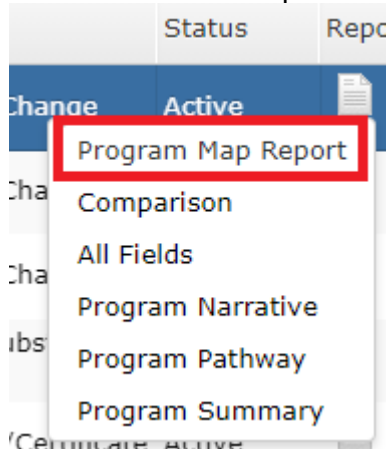
V. Chair’s Report

- Welcome our new Student Representatives! Dominic Prendergast, the Vice President of Associated Students and Denise White-Odimo, the Director of Instructional Support of Associated Students
- META is working to update the textbook rationale from 5 years to 7 years. The rationale box may still appear; if so, you can enter “5-6 years” in the rationale field in the interim.
- Emergency Distance Education to Fully Online – if a course was approved for emergency DE and is being submitted for fully online, it will be placed on the consent agenda to vote on. Any item from the consent agenda can be pulled and discussed if you wish.
- Reminder: Emergency DE to DE applications are due by the May 4 agenda – submit before April 22
- DE committee – synchronous best practices (waiting unit after Title 5 changes – expected November)
- DE chair: Joelle Adams – the Senate Ad Hoc Committee to discuss modalities – not approved at the senate yet. Once or if it is approved our committee will be asked to participate. No number for voting members and such but participation is encouraged.

- ASCCC Fall Curriculum Regional Meeting will be held online Monday, [October 18](#) in the morning or Thursday [October 21](#) in the afternoon. The links for registration were sent Monday evening.

VI. Information Items

1. Redesign of the Student Experience
META now has the option to view the program maps as part of the Reports menu:



Redesign presented to the Chairs and showed the program mapper to the departments, including how maps can help with revising curriculum and how programs are being publicized to students. Meetings will be set up with specific departments upon request.

(Non-Substantial Changes)

2. MATH 41 Mathematics for Elementary School Teachers
3. CPA Track Certificate of Achievement

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online)

- a. ESL 10G Multiple Skills Preparation: Listening, Speaking, and Grammar
 - b. ESL 10W Multiple Skills Preparation: Reading and Writing
 - c. ESL 11A Basic English 1
 - d. ESL 19A English Fundamentals 1
 - e. ESL 19B English Fundamentals 2
- Motion to approve Consent Agenda of ESL 10G (VII. a.), ESL 10W (VII. b.), ESL 11A (VII. c.), ESL 19A (VII. d.), and ESL 19B (VII. e.) with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
 The motion passed unanimously.

(Courses: New)

- f. ART 53A Introduction to Wheel Throwing
Motion to approve ART 53A with revision to add UC transfer.
Motion made by: Esau Tovar; **Seconded by:** Dominic Prendergast
The motion passed unanimously.

(Courses: Substantial Changes)

- g. ART 10B Design Theory & Practice (changed: course name – was “Principles of Design”)
Motion to approve change to ART 10B with additional revisions to course content #1 (30%) to “Universal Principles of Design, including design principles that are derived from research in the social sciences.” and change to SLO #2 “Synthesize design elements in a logical and increasingly complex sequential manner, by completing projects that will address the integrated use of all design elements.”

Motion made by: Susan Caggiano; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

- h. ART 13 Form and Space: Introduction to 3D Design (changed: course name – was “3D Design”, course description, SLOs, objectives, and sample assignments)
Motion to approve changes to ART 13 with additional revision With revision to SLO #1 to “Create three-dimensional forms based on independent research and design using the knowledge and techniques learned in the course.” And SLO #2 to “Synthesize knowledge gained from various sources throughout the semester, and develop their own artistic ideas in design and craftsmanship.”
Motion made by: Walker Griffy; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- i. ART 52A Introduction to Ceramics (changed: course name – was “Ceramics I”)
Motion to approve changes to ART 52A with no additional revisions.
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Courses: Distance Education)

- j. ART 53A Introduction to Wheel Throwing
Motion to approve distance education for ART 53A with no revisions.
Motion made by: Lisa Collins; **Seconded by:** Briana Simmons
The motion passed unanimously.

(Programs: Revisions)

- k. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve the following changes to degrees and certificates as a result of courses considered on this agenda:
- Add ART 53A to Art AA (“Choose one foundation course from the following: (3 units)”); Art History AA-T (List B) and Studio Arts AA-T (List B) (*addition to AA-Ts pending articulation with CSU*)
- Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.

VIII. New Business

- Area F (CSU and IGETC) vs Ethnic Studies Graduation Requirement Discussion – *Estela Narrie*
 - A bill was passed that CSU must require an Ethnic Studies course for graduation. CSU decided they would like it to be lower division, which impacted us via the GE pattern. However, many campuses throughout the CSU system are using Ethnic Studies as upper division.
 - The CSUGE has changed effective Fall 2021 to include Area F: Ethnic Studies; Area D was also changed from 3 courses/9 units in two disciplines to 2 courses/6 units, and both courses can be within the same discipline.
 - None of the courses we submitted initially for Area F were approved; we have a link on our website where students can find courses for Area F on California Virtual Campus. For students starting in Fall 2021, many won't transfer until at least Fall 2023; we're hoping to have at least one course for Area F by Fall 2022.
 - There are still a lot of questions regarding the guidance – ex: a document was released earlier today which stated students can only retain catalog rights for the old CSUGE pattern if they attended a California public institution. If a student was enrolled in an out-of-state or California private school, they must follow the CSUGE Fall 2021 pattern. This isn't what is listed in Title 5.
 - IGETC has not changed at all. If a student is completing an ADT with IGETC, they will still have to take Area F from the CSUGE for graduation purposes.
- Ethnic Taskforce Resolution (see page 5) – *Ethnic Studies Taskforce*
 - The background is about two years ago, a group of about twenty faculty members began meeting to discuss Ethnic Studies – the possibility of an Ethnic Studies graduation requirement, and revisions to our existing Ethnic Studies program. Faculty have reported many interactions with

students looking for an Ethnic Studies department. The group started prior to the CSU requirement. When the CSU requirement was announced, the group shifted with a new focus. The task force is currently all volunteer based.

- Estela Narrie requested revision to paragraph one, to list CSU as a “graduation requirement” rather than a “lower division requirement” (as not all campuses require it as lower division.)
- The taskforce is currently six faculty across multiple disciplines, all with expertise and experience in Ethnic Studies. Currently, the top priority is to get an Introduction to Ethnic Studies course approved and offered. (ETH ST 1 is currently in process for the Curriculum Committee)
- Questions whether our current courses can be modified to meet the Ethnic Studies requirement, or if these should all be brand new courses. Discussion regarding whether courses submitted to CSU were truly Ethnic Studies, and how/if the local Ethnic Studies graduation requirement for SMC will align with the CSU requirement. The Chancellor’s Office issued a memo today (see page 7) stating the courses rejected did not meet 3 of the 5 core competencies. The COR needs to show the alignment they’re looking for.
- The timeline for new courses (ex: ETH ST 1), would be to go CSU for Area F approval in December 2021. However, it won’t go to UC until June 2022, and then IGETC in December 2022, so the course wouldn’t be effective until Fall 2023. If it doesn’t meet the deadlines for CSU Area F/UC/IGETC, it wouldn’t be offered until Fall 2024. Articulation Officers across the state have been pushing for prioritizing review of Ethnic Studies courses due to the timelines restrictions.
- The resolutions are what the task force feels needs to be done – how the task force can work with various constituencies and stakeholders, to eventually create an Ethnic Studies department. Studies have been conducted showing Ethnic Studies offerings increase student retention and close equity gaps. Preliminary templates and guidelines have been created and shared with various departments. The task force is doing work that aligns with the SMC mission to close equity gaps across the college and is looking to be recognized by the Curriculum Committee and the Senate to assist faculty with navigating these conversations and discussions.

Motion of the Curriculum Committee supporting the resolution of the Ethnic Studies Taskforce.

Motion made by: Redelia Shaw; **Seconded by:** Lisa Collins

The motion passed unanimously.

- Distance Education Resolution
Due to time constraints, Distance Education Resolution has been moved to the October 20 agenda.

IX. Old Business

- Training
Due to time constraints, Training has been moved to the October 20 agenda.
- Goals and Objectives
Due to time constraints, Goals and Objectives have been moved to the October 20 agenda.

X. Adjournment

Motion to adjourn the meeting at 4:59 pm.

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

The motion passed unanimously.

Align Ethnic Studies Courses and Program with CSU and CCC General Education Requirements

Whereas, the Community Colleges Board of Governors approved on July 2021 the creation of an Ethnic Studies general education requirement for students earning an Associates degree and the state legislature in-August 2020 passed AB 1460 that created an Area F requirement in Ethnic Studies that must be fulfilled with the completion of a lower-level course for California State University students graduating 2024-2025,

Whereas, the creation of Ethnic Studies courses will have a significant impact on Santa Monica College students who may fulfill this requirement prior to transfer thus saving students additional expenses and time;

Whereas, the California State University (CSU) has made clear that courses used to fulfill this requirement must align with the core competencies for Ethnic Studies as delineated by the CSU system, and for the California Community Colleges (CCC) this alignment is best achieved by offering courses through established Ethnic Studies programs with Ethnic Studies prefixes;

Whereas, Santa Monica College needs guidance to develop Ethnic Studies courses in such a way as to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation for the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Whereas, the recognition of Ethnic Studies as a clearly defined and valid discipline allows for the establishment of an Ethnic Studies program at Santa Monica College in alignment with current graduation requirements established by the CSUs and the forthcoming CCC Ethnic Studies general education requirement;

Be it resolved, that the Academic Senate for Santa Monica College recognize, for the purposes of graduation and general education requirements, that Ethnic Studies is defined as an interdisciplinary and comparative study of race, ethnicity, and culture in the United States, with specific emphasis on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o/x Americans—and each core discipline has distinct epistemologies, theories, and methodologies that center a critical Ethnic Studies lens;

Be it resolved, that the Academic Senate for Santa Monica College work with the Ethnic Studies Task Force, which will act as the official recommending body for the development of SMC's Ethnic Studies program, and other stakeholders to develop a rubric, professional development materials, and processes to provide guidance regarding curriculum elements, such as core competencies and learning outcomes for Ethnic Studies courses that align student educational outcomes with legislation and regulation; and

Be it resolved, that the Academic Senate for Santa Monica College work with the Ethnic Studies Task Force and other stakeholders to make recommendations on how to sustain and grow an Ethnic Studies-based program that includes Native American, African American, Asian American, and Latina/o/x studies in order to facilitate the transfer and articulation process between the college and the CSU System in regard to the new Ethnic Studies requirements.



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs

FROM: Dr. Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, Academic Senate for California Community Colleges

RE: Ethnic Studies Implementation

This memorandum provides guidance regarding the California State University's (CSU) course review and approval process for the new Area F ethnic studies requirement (lower-division CSU general education requirement established to fulfill title 5, §89032) and an update on next steps for the implementation of the California Community Colleges' (CCC) ethnic studies graduation requirement.

CSU Area F Ethnic Studies Course Review and Approval

Assembly Bill 1460 was signed into law in August 2020. This legislation requires each CSU campus to offer courses in ethnic studies beginning fall 2021, and requires that “commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies.” Additionally, AB 1460 requires CSU “to develop core competencies to be achieved by students who complete an ethnic studies course.”

To comply with AB 1460, the CSU Office of the Chancellor (CSUCO) created a new GE Breadth Area F. Given the California Community Colleges essential intersegmental collaboration with CSU in support of CCC students' transfer and academic success, all California Community Colleges are expected to provide the ethnic studies courses our students will now need to prepare them for transfer to the CSU system. For courses to fulfill Area F, the course must meet three of the five core competencies listed in the CSU Guiding Notes for GE Course Review as updated in December 2020 by the CSU Chancellor's Office, and have the appropriate prefix as stated in the Guiding Notes. Most community colleges submitted ethnic studies courses for review to the CSUCO by the extended deadline of February 5, 2021.

During the CSUCO course review process of the courses submitted by the February 5, 2021 deadline, many of the courses submitted by community colleges were not approved. For those courses that were denied, colleges had an opportunity to resubmit courses for re-review. During the re-review process, community colleges continued to face high levels of course disapprovals. In discussion with CSUCO regarding the causes of the high level of course disapprovals the below information was provided.

Ethnic Studies Implementation

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The primary issues found with courses that were **not** approved were:

- The competencies were **not** listed within the Course Outline of Record (COR). CSUCO's feedback (as well as the instructions given throughout the process) clearly state that this information must be in the COR.
- The competencies **were** included in the COR, however, there was no clear link between the competencies and the course content described in the COR. In those instances, the CSUCO responded via feedback that colleges must make this connection more explicit and definitive.

The CSUCO is bound by the COR as the official document for the course. The key to successful approval of ethnic studies courses for the CSU Area F requirement is the Course Outline of Record. Even for courses that may have been previously or historically approved, community colleges must review and revise the COR to include the CSU ethnic studies core competencies (three of the five) and demonstrate alignment to those core competencies across the COR's content.

Community Colleges should make the necessary changes to CORs before submitting them for CSU review and approval during the next regular review cycle this December. The CSUCO has agreed to provide an additional re-review in late spring 2022 for courses not approved during the fall 2021 cycle. For courses approved through this late spring 2022 re-review, the approval will be backdated to a fall 2021 approval status.

Please also review CSU memorandum "Implementation Guidance for CSU General Education Policy and Transfer" disseminated by Dr. Alison Wrynn (CSU Associate Vice Chancellor, Academic Programs, Innovations and Faculty) and Dr. Suzanne Phillips (CSU Interim Associate Vice Chancellor, Student Affairs and Enrollment Management) which discusses the implications of the Area F Ethnic Studies requirement on catalog rights for California Community Colleges.

California Community Colleges Ethnic Studies Graduation Requirement Implementation

In June 2020, the Chancellor's Office released the Diversity, Equity and Inclusion (DEI) Call to Action which called for, among other things, campuses to audit classroom climate and create action plans to create inclusive classrooms and anti-racism curriculum. Historically, ethnic studies is the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups—Native Americans, African Americans, Asian Americans & Pacific Islanders, and Latina/o Americans. As such, instituting ethnic studies as a graduation requirement for the Associate degree is an important step in diversifying curriculum and one important tool for creating anti-racism curriculum.

Also in 2020, the Academic Senate for California Community Colleges (ASCCC) adopted [resolution 9.03](#) calling for an ethnic studies graduation requirement. The Student Senate for California Community Colleges (SSCCC) similarly adopted [resolution S21.01.05](#) also advocating for an ethnic studies graduation requirement. Additionally, the California Community Colleges [Ethnic Studies Faculty Council](#), consisting of 200 ethnic studies faculty from across the CCC system, hosted two CCC Ethnic Studies Summits advocating for this (and other) ethnic studies reform. There was a clear call from both faculty and students to implement an ethnic studies graduation requirement.

The Chancellor's Office and the California Community Colleges Curriculum Committee (5C) responded to that call and developed revisions to title 5 regulations to implement an ethnic

Ethnic Studies Implementation

October 6, 2021

studies graduation requirement. At the July 2021 Board of Governors meeting the Board unanimously approved revisions to title 5, §55063, Minimum Requirements for the Associate Degree, adding an ethnic studies graduation requirement. In collaboration with the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Ethnic Studies Faculty Council, a short-term (2021-2022) Ethnic Studies Taskforce has been established to support the implementation of the CCC ethnic studies graduation requirement.

The goals of the Ethnic Studies Taskforce are as follows:

- To determine an implementation date for the new requirement
- To determine if and how to establish a unified definition of ethnic studies and/or core competencies for the California Community Colleges
- To help coordinate professional development and technical assistance for CCCs to ensure ethnic studies is implemented with fidelity to the discipline
- To coordinate with CSU for intersegmental alignment

The Ethnic Studies Taskforce will begin meeting as soon as possible this term. We look forward to sharing further details about the work and results of this taskforce.

If you have any questions regarding this guidance, please contact Dean Dr. Candice Brooks (cbrooks@CCCCO.edu).

Attachments:

- CCC Memorandum ESS 21-300-001, Impact of AB 1460: Ethnic Studies Transfer Alignment (2/22/2021)
- CSU memorandum, Implementation Guidance for CSU General Education Policy and Transfer (8/31/2021)
- CCC Ethnic Studies Taskforce Charter

cc:

Dr. Daisy Gonzales, Acting Chancellor
Marty Alvarado, Executive Vice Chancellor
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, ESS
CCCCO Staff

Cloud Computing AS / CoA							SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ENGL 1		GE	IV A		3	9				
	GE		GE	II B / GC		3	9				
	CS 70	2	PR			3	9				
	COUNS 20		EL			3	9			YES	
	CS 3	1	PREREQ		YES	3	9			YES	
TOTAL Semester 1						15	45				
SEMESTER 2	CS 80	1	ADVISORY		YES	3	9	CS 3		YES	
	CS 79A	2	PR			3	9		CS 3 (P)		
	CS 87A	3	PR		YES	3	9	CS 3		YES	
	EL		EL			3	9				
	MATH		GE	IV B		3	9				
TOTAL Semester 2						15	45				
SEMESTER 3	RE	3	RE			3	9		CS 79A (P)		AWS Track (CS 79B) or Azure Track (CS 33)
	RE	4	RE			3	9	CS 79A	CS 79A; CS 55/87A/83A/85 (P)		AWS Track (CS 79C) or Azure Track (CS 79Z)
	CS 81	1	PR			3	9	CS 80		YES	
	GE		GE	III		3	9			YES	Recommended ENGL 2 for transfer options
	CS 41 or 43	2	PR			3	9	CS 50 or 70			
TOTAL Semester 3						15	45				
SEMESTER 4	GE		GE	I / BC		3	9				
	GE		GE	II A / GC		3	9			YES	
	RE	1	RE			3	9	CS 79A & 79Z	CS 79A (P)		AWS Track (CS 79D) or Azure Track (CS 79Y)
	RE	2	RE			3	9	Varies			CS 55/79E/79F/82/83R
	EL		EL			3	9			YES	
TOTAL Semester 4						15	45				

Entrepreneurship CoA						N/A					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	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)	Intercession Option? - YES -- (MAX of 8 units)		
ACCTG or CIS		PR			3	9	Varies		YES	ACCTG 1 (5 units) or ACCTG 21 or CIS 35A or CIS 35B	
BUS 1		PR		YES	3	9		YES			
RE		RE			3	9					
BUS 63		PR		YES	3	9					
TOTAL Semester 1					12	36					
BUS 5 or 8 or 9		PR			3	9			YES		
RE		RE			3	9					
TOTAL Semester 2					6	18					
TOTAL Semester 3					0	0					
TOTAL Semester 4					0	0					

OVERALL COMMENTS:

Graphic Design AS / CoA

SMC GE

rev 09.22.2021

	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	ENGL 1		GE	IV A		3	9			YES	
	GE		GE	IV B		3	9			YES	Dept recommends BUS 45/ACCT 45
	DESIGN 11	3	PR		YES	3	9				
	DESIGN 12	2	PR			3	9				
	DESIGN 13	1	PR		YES	3	9				
	COUNS 12		EL			1	3				
TOTAL Semester 1						16	48				
SEMESTER 2	GE		GE	I		3	9			YES	
	DESIGN 21	1	PR			3	9	DESIGN 11			
	DESIGN 22	2	PR			3	9	DESIGN 12			
	DESIGN 23	3	PR			3	9				
	EL		EL			3	9				Dept recommends DESIGN 24 - or any DESIGN course
TOTAL Semester 2						15	45				
SEMESTER 3	GE		GE	II A / GC		3	9			YES	Recommended HIST 10 for IxD Program
	GE		GE	III		3	9			YES	Recommended ENGL 2 for transfer options
	DESIGN 31	1	PR			3	9	DESIGN 11			
	DESIGN 32	3	PR			3	9	DESIGN 11			
	DESIGN 33	2	PR			3	9	DESIGN 23			
TOTAL Semester 3						15	45				
SEMESTER 4	GE		GE	II B / GC		3	9			YES	Recommended PSYCH 1 for IxD Program
	DESIGN 41	2	PR			3	9	DESIGN 11			
	DESIGN 42	1	PR			3	9	DESIGN 11			
	DESIGN 43	3	PR			3	9	DESIGN 11			
	EL		EL			3	9				Recommended DESIGN elective
TOTAL Semester 4						15	45				

OVERALL COMMENTS: Graphic Design CoA and/or Associate degree can be completed in two years and can serve as a pathway to the BS Interaction Design at SMC. It is advised that you meet with a Counselor at the CMD (Center for Media and Design) for individualized educational planning.

New Course: ETHNIC STUDIES 1, Introduction to Ethnic 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
Date Submitted:	September 2021
Transferability:	Transfers to CSU, UC (pending review)
CSU GE Area:	D3 - Ethnic Studies (pending review) F - Ethnic Studies (pending review)
IGETC Area:	3B: Humanities (pending review) 4C: Ethnic Studies (pending review)
SMC GE Area:	None
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	220300 - Ethnic Studies / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	African American Studies; Chicano Studies; Ethnic Studies; Other Asian American Studies - Master's Required; Other American Studies/Ethnicity, Latino/a/x Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations (Master's Required) - or the equivalent
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • Ethnic Studies ADT

Rationale

The Introduction to Ethnic Studies course is needed to fulfill new requirements for transfer to the CSU system as well as a graduation requirement for all CCCs. This course is also needed to support retention and graduation rate goals in SMC Equity efforts. The target population would be all SMC students, specifically those seeking to graduate with an AA degree and all students with transfer aspirations.

I. Catalog Description

Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of Native Americans, African Americans, Asian Americans, Latina/o/x Americans, and other people of color within and beyond the United States. This course explores key theories, scholarly works, and ideas that have formed the basis of the broad multidisciplinary field of Ethnic Studies. Various perspectives are examined to discover the ways in which race and racism have been, and continue to be, powerful social, cultural and political forces, and their connections to other axes of stratification including gender, class, sexuality and legal status. This course examines the effects of institutional racism, coloniality, marginalization, socio-economic and political discrimination, and ethnocentrism on American ethnic and racial groups.

II. Examples of Appropriate Text or Other Required Reading:

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

1. Race and Racism: A Critical Approach, 2nd, Tanya Golash-Boza, Oxford University Press © 2017, ISBN: 978-0190663780
2. Racial and Ethnic Groups, 15th, Richard Schaefer, Pearson © 2019, ISBN: 9780137527946
3. Recognizing Race and Ethnicity: Power, Privilege, and Inequality, 3rd, Kathleen J. Fitzgerald, Routledge © 2020, ISBN: 978-0367182236
4. Different Mirror: A History of Multicultural America, Ronald Takaki, Back Bay Books © 2008, ISBN: 978-0316022361
5. The Ethnic Dimension in American History, 4th, James S. Olson and Heather Olson Beal, Wiley-Blackwell © 2011, ISBN: 978-1405182515
6. Articles, periodicals, scholarly, online publications, and OER materials

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 one or more of the following groups: Native Americans, African Americans, Asian Americans, and Latina/o/xs.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina/o/x American communities to describe the critical events, histories, cultures, 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, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina/o/x American communities.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina/o/x 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 Native American, African American, Asian American and/or Latina/o/x communities to build a just and equitable society.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
8.000%	Introduction to Ethnic Studies: History of the Ethnic Studies discipline and specific terminology; Key frameworks and concepts such as Race and Racialization, Ethnicity, Intersectionality, Ethnocentricity, White Supremacy, Anti-Racism, Settler Colonialism, and Imperialism.
16.000%	Survey of Diverse Analytical Frameworks and Theoretical Concepts: Analysis of social, cultural, economic, and other significant elements of the Native American, African American, Asian American, Latinas/o/x experience through application of frameworks and concepts as outlined by the Ethnic Studies discipline.
24.000%	Comparative Analysis of Historical and Contemporary Native American, African American, Asian American, Latina/o/x Experiences: Key points of identification and analysis include Race and Racialization; Labor and Globalization; Migration and Diaspora; Race and Citizenship; Self-Determination, Sovereignty, and Liberation; Family, Community, and Culture.
16.000%	Intersectionality: Exploration and analysis of the intersection of race and racism with other hierarchies and identities such as Class, Gender, Sexuality, National Origin, Immigration Status, Religion, Spirituality, Age and Ability across all main groups (Native Americans, African Americans, Asian Americans, and Latina/o/xs).
20.000%	Struggle, Resistance, Solidarity, and Racial and Social Justice: Examination and analysis of national and transnational social movements, organizations, alliances, and other forms of political and social resistance and solidarity; Efforts and movements would include anti-racism, decolonization, anti-imperialism, reparations, equity, gender equality, labor rights, civil rights, immigrant rights, and human rights/self-determination.
16.000%	Reimagining Power Dynamics and Structures: 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; Student-guided research aimed at possible reimaginings of more equitable futures within and without these power dynamics and structures.

100.000%	Total
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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: Discussions, Peer Reviews, Interactive Assignments
25%	Written assignments
100%	Total

VII. **Sample Assignments:**

Small Group and Class Discussion: Students will review and practice analyzing the concept (1) race and (2) ethnicity in relation to a given minoritized group with the goal of clarifying the difference between the two concepts as it relates to said minoritized group. In a small group discussion, students will apply both concepts to assigned minoritized group to distinguish five characteristics of race and five characteristics of ethnicity of that minoritized group. They will share the characteristics for each concept with the class for additional input and analysis.

Short Writing Exercise: Students will be assigned a concept from the assigned reading and they will apply the concept to the experiences of an ethnic/racial group. They will analyze and explain the ways in which the concept does and does not apply to the ethnic/racial group. They will determine the ways the concept might both help and hinder the understanding of the ethnic/racial group from both inside and outside the ethnic/racial group.

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

Research/Group Project: In small groups, students will 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. Analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, settler colonialism, equity, ethno-centrism, Eurocentrism, and white supremacy.
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color 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 communities of color 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.

ETH ST 1 Distance Education Application

Fully Online

Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:

Providing online or telephone office hours; Regular announcements; 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 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	Percentage 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:

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 and be familiar with Canvas 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, 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 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, compare the struggles of two of the following groups and highlight some of the ways in which they overcame them: Native Americans, African Americans, Asian Americans, and/or Latina/o/x Americans. 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: KINESIOLOGY PHYSICAL EDUCATION 29B, Intermediate Pilates

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	0.00
Transferability:	Transfers to CSU, UC (pending review)
CSU GE Area:	Area E: Lifelong Understanding and Self-Development (pending review)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2023
TOP/SAM Code:	083510 - Physical Fitness and Body Movement / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Kinesiology
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Athletic Coaching AS/Certificate of Achievement

Rationale

Our current class KIN PE 19E has been extremely popular for many years. Students would like to continue doing Pilates but were limited by the no repeatability rule. By creating a series of Pilates classes, we are meeting our students' interests.

I. Catalog Description

This course is an intermediate level Pilates class, building on the Basic/Essential Pilates level and applying the principles to an intermediate Matwork class. Students will be introduced to more challenging variations of the 30 Basic Exercises and new intermediate exercises

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 seven years)

1. Return to Life Through Contrology, Revised Edition, Joseph H Pilates, Presentation Dianamics © 2012, ISBN: 1928564909
2. Pilates: Body In Motion, Revised Edition, Alycea Ungaro, DK Press © 2016, ISBN: 0789484005
3. The Complete Book of Pilates for Men, First Edition, Daniel Lyon Jr., HarperCollins Publisher © 2005, ISBN: 978-0-06-082077-0
4. Alycea Ungaro. Pilates: Body In Motion, DK Press

III. Course Objectives

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

1. Apply Pilates five basic principles to Intermediate level Matwork exercises
2. Understand the original Essential Principles (Centering, Concentration, Control, Precision, Breath, and Flow)
3. Demonstrate intermediate level Pilates exercises

IV. Methods of Presentation:

Distance Education, Lab, Observation and Demonstration, Discussion, Critique, Projects, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Review of Five Basic Principles and Matwork, Terminology, Anatomy
25.000%	Six Essential/Original Principles (Centering, Concentration, Control, Precision, Breath, Flow)

50.000%	Intermediate Matwork Exercises (30)
10.000%	Dynamic Postural Assessment/Self-Assessment
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
65%	Class Participation: Participation and Demonstration of Skill Improvement
20%	Exams/Tests
15%	Final exam
100%	Total

VII. Sample Assignments:

Self-designed Pilates workout: Design your own sequence of intermediate Pilates exercises, modifying and adjusting for your own needs.

Intermediate Matwork Series: Perform the entire Intermediate Matwork series in a continuous workout

VIII. Student Learning Outcomes:

1. Apply Pilates Five Basic principles to intermediate level Matwork exercises and demonstrate an understanding of the progression
2. Understand and apply the Essential/Original Principles and incorporate them into the intermediate Matwork series of exercises.

KIN PE 29B Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

The Pilates course will begin with a detailed introductory packet from the instructor that includes a welcome letter detailing equipment and supplies necessary for the class as well as additional material that may include but will not be limited to PDF files, videos, and audio recordings sent to students by email, and also posted on the distant learning platform used by the college (e.g. Canvas). Students will receive their detailed syllabus, SLO's, and expectations and resources for success in the online format by no later than the first day of the semester. New content and activities will be provided weekly as Modules on Canvas. Each week, the instructor posts and/or emails regular announcements and reminders regarding assignments, quizzes and exams, including all upcoming due dates. The instructor explains in detail how the online platform is organized, so that students feel oriented and informed about where to look for additional information on the course. Topic based discussion boards encourage students to interact with each other and the instructor. The instructor provides regular feedback on discussion boards. These discussion boards also act as a format for online office hours. Individual students (or groups of students) that do not feel comfortable with the online open discussion group format, as well as those that require additional help, may address their needs through email threads, and when necessary, through individual or small group video chats (e.g. Zoom; Skype). Instructor provides feedback on all student graded assessments, as is the case in the on-ground version of this course. New content and activities will be provided weekly as Modules on Canvas.

1b. Student - Student Interaction:

Students engage in weekly discussion boards where they address course material previously covered. Additionally, students may be assigned partner activities, brainstorming activities, and or small discussion groups, and are then expected to report to the larger group. The instructor monitors these discussions and gives guidance and feedback as needed. Additional general student discussion boards encourage students to interact with one another outside the framework of the course material. In the student discussion area, participants can share course material, create study groups, organize extra credit activities, help each other, and exchange contact information. Since written discussions of a Pilates technique can be difficult, students are prompted to submit video posts of Pilates practice.

1c. Student - Content Interaction:

Variety of assignments and activities are provided to encourage students to interact with course content, as well as the instructor and other students, multiple times each week. These assignments will correspond to weekly topics and will include presented video and PDF documents. Students will attend class for verbal feedback as they perform the exercises given by the instructor.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion	Review of Five Basic Principles and Matwork, Terminology, Anatomy	15.00%
Study and/or Review Sessions	Six Essential/Original Principles (Centering, Concentration, Control, Precision, Breath, Flow)	25.00%
Project Presentation	Dynamic Postural Assessment/Self-Assessment	10.00%
Online Lecture	Live, biweekly classes/practices on Zoom Intermediate Matwork Exercises (30) Class participation on an individual level.	50.00%

2. Organization of Content:

Content will be organized in modules. Each module will have a personal assessment, a short quiz, and individual skills work. Students will be asked to evaluate themselves regularly and do technique training on their own.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Tests	Exams/Tests - Test/Assignment
15.00%	Final exam	Final Exam
65.00%	Live, biweekly classes/practices on Zoom	Live, biweekly classes/practices on Zoom. Participation and Demonstration of Skill Improvement. Students will submit a post-session reflection on Canvas after every workout. There will be prompt for them to state attendance for the day and also to include a summary/reflection/question. Each summary/reflection is worth 5 points. Total of 30 posts.

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 and is also vital.

5. Student Support Services:

Technical support for the online learning platform General link for Santa Monica College Student Support and Online Services (Instructor will provide additional specific links/contact information based on individual student needs) Mobile app for Canvas, Tech Support, Student Support Resources and many others.

6. Accessibility Requirements:

This course is designed and delivered to optimize access for all students. 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:

Each of the lessons and activities listed in the Course Outline of Record are readily adaptable to an online format for student learning, and all of these are designed to facilitate student learning of the objectives. The use of multimedia presentations, discussion threads, videos, peer review and online office hours will be an effective method of delivery.

Sample Assignments: Design your own sequence of intermediate Pilates exercises, modifying and adjusting for your own needs. Perform the entire Intermediate Matwork series in a continuous workout

New Course: KINESIOLOGY PHYSICAL EDUCATION 29C, Advanced Pilates

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	0.00
Transferability:	Transfers to CSU, UC (pending review)
CSU GE Area:	Area E: Lifelong Understanding and Self-Development (pending review)
\Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2023
TOP/SAM Code:	083510 - Physical Fitness and Body Movement / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Kinesiology
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Athletic Coaching AS/Certificate of Achievement

Rationale

We have offered KIN PE 19E for many years. It has been very popular with our students. Due to the no repeatability rule, students have been limited to only one course. This will enable our students to continue learning and doing Pilates.

I. Catalog Description

This course is an advanced level Pilates class. Students will build on the intermediate level exercises and move into the full Pilates Advanced Repertoire.

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 seven years)

1. Return to Life Through Contrology, Revised Edition, Joseph H Pilates, Presentation Dianamics © 2012, ISBN: 1928564909
2. The Complete Book of Pilates for Men, First Edition, Daniel Lyon Jr., HarperCollins Publisher © 2005, ISBN: 978-0-06-082077-0
3. The Pilates Bible, First Edition, Joe Ferris, Basic Health Publications © 2013, ISBN: 1591203171

III. Course Objectives

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

1. Apply the Five Basic Principles and the Essential/Original Principles to the Advanced Matwork Repertoire
2. Understand movement principles and exercise goals at the Advanced level
3. Use strength and endurance to safely maintaining core stability and specific alignment. Applying modifications when needed.
4. Understanding cues and corrections for safety and effectiveness

IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Projects

V. Course Content

% of Course	Topic
25.000%	Review of: Five Basic Principles, Six Essential/Original Principles (Centering, Concentration, Control, Precision, Breath, Flow) and Intermediate Matwork.
60.000%	Advanced Matwork Exercises (30)

15.000%	Sequences, Program Planning, Mind-Body Connection
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
65%	Class Participation: Participation and Demonstration of Skill Improvement
20%	Exams/Tests: Test/Assignment
15%	Final Exam
100%	Total

VII. Sample Assignments:

Warm Up Series Knowledge: Perform a warm up series using Pilates Advanced Matwork Exercises, modifying and adjusting for their own needs.

Pilates Exercise Demonstration: Demonstrate an understanding of postural assessment, including core stability and alignment.

VIII. Student Learning Outcomes:

1. Apply Pilates Five Basic Principles and the Six Essential/Original Principles to Advanced Pilates Matwork series.
2. Demonstrate an understanding of postural assessment, including core stability and alignment.

KIN PE 29C Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

The Pilates course will begin with a detailed introductory packet from the instructor that includes a welcome letter detailing equipment and supplies necessary for the class as well as additional material that may include but will not be limited to PDF files, videos, and audio recordings sent to students by email, and also posted on the distant learning platform used by the college (e.g. Canvas). Students will receive their detailed syllabus, SLO's, and expectations and resources for success in the online format by no later than the first day of the semester. New content and activities will be provided weekly as Modules on Canvas. Class will be synchronous. Each week, the instructor posts and/or emails regular announcements and reminders regarding assignments, quizzes and exams, including all upcoming due dates. The instructor explains in detail how the online platform is organized, so that students feel oriented and informed about where to look for additional information on the course. Topic based discussion boards encourage students to interact with each other and the instructor. The instructor provides regular feedback on discussion boards. These discussion boards also act as a format for online office hours. Individual students (or groups of students) that do not feel comfortable with the online open discussion group format, as well as those that require additional help, may address their needs through email threads, and when necessary, through individual or small group video chats (e.g. Zoom; Skype). Instructor provides feedback on all student graded assessments, as is the case in the on-ground version of this course. To optimize accessibility and availability, students are provided with multiple methods to contact instructor.

1b. Student - Student Interaction:

Students engage in weekly discussion boards where they address course material previously covered. Additionally, students may be assigned partner activities, brainstorming activities, and or small discussion groups, and are then expected to report to the larger group. The instructor monitors these discussions and gives guidance and feedback as needed. Additional general student discussion boards encourage students to interact with one another outside the framework of the course material. In the student discussion area, participants can share course material, create study groups, organize extra credit activities, help each other, and exchange contact information. Since written discussions of a Pilates technique can be difficult, students are prompted to submit video posts of Pilates practice.

1c. Student - Content Interaction:

Variety of assignments and activities are provided to encourage students to interact with course content, as well as the instructor and other students, multiple times each week. These assignments will correspond to weekly topics and will

include presented video and PDF documents. Students will attend class for verbal feedback as they perform the exercises given by the instructor.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Review of: Five Basic Principles, Six Essential/Original Principles (Centering, Concentration, Control, Precision, Breath, Flow) and Intermediate Matwork.	25.00%
Online Lecture	Live, biweekly classes/practices on Zoom Advanced Matwork Exercises (30)	60.00%
Discussion	Sequences, Program Planning, and Mind-Body Connection	15.00%

2. Organization of Content:

Content will be organized in modules. Each module will have a personal assessment, a short quiz, and individual skills work component. Students will be asked to evaluate themselves regularly and do technique training on their own.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Assignments	Exams/Tests - Test/Assignment
15.00%	Final Exam	Final exam
65.00%	Live, biweekly classes/practices on Zoom	Live, biweekly classes/practices on Zoom. Participation and Demonstration of Skill Improvement. Students will submit a post-session reflection on Canvas after every workout. There will be prompt for them to state attendance for the day and also to include a summary/reflection/question. Each summary/reflection is worth 5 points. Total of 30 posts.

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 and is also vital.

5. Student Support Services:

Technical support for the online learning platform General link for Santa Monica College Student Support and Online Services (Instructor will provide additional specific links/contact information based on individual student needs) Mobile app for Canvas, Tech Support, Student Support Resources and many others.

6. Accessibility Requirements:

This course is designed and delivered to optimize access for all students. 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:

Each of the lessons and activities listed in the Course Outline of Record are readily adaptable to an online format for student learning, and all of these are designed to facilitate student learning of the objectives. The use of multimedia presentations, discussion threads, videos, peer review and online office hours will be an effective method of delivery.

Sample Assignments:

Perform a warmup series using Pilates Advanced Matwork exercises, modifying and adjusting for their own needs. Perform a Progressive Pilates Advanced Matwork Program with special focus on stability, sequencing, endurance and coordination.

Substantial Change: ANTHROPOLOGY 1, Biological Anthropology

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
CSU GE Area:	Area B2 - Life Science
IGETC Area:	Area 5B: Biological Science
SMC GE Area:	Area I: Natural Science
Changes Start:	Fall 2022

I. Catalog Description

A survey of human biology, this course focuses on human origins and evolution by investigating the major aspects of physical anthropology including Mendelian and human genetics, primate and hominid evolutionary processes, contemporary human variability and facets of primate ethology and human behavior that make our species unique in the animal kingdom.

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 seven years)

1. Essentials of Physical Anthropology, 10, Jurmain, Robert et al. , Wadsworth Publishing © 2016, ISBN: 978-1305633810
2. Essentials of Physical Anthropology, 4, Larsen, Clark, W. W. Norton & Company © 2018, ISBN: 978-0393667431
3. Physical Anthropology, 11, Stein, Philip and Bruce Rowe, McGraw-Hill Education © 2013, ISBN: 978-0078035036

III. Course Objectives

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

1. Explain the role of physical anthropology within the broader context of the discipline of anthropology.
2. Explain the history and development of biological evolutionary theory.
3. Explain the scientific method and scientific inquiry.
4. Identify evolutionary mechanisms responsible for human variation.
5. Understand the principles of genetics including Mendelian, molecular, and population genetics.
6. Understand the taxonomy of primates, as well as their behavioral and biological adaptations.
7. Analyze and interpret the hominin fossil record and understand the dating methods used to date fossils.

IV. Methods of Presentation:

Lecture and Discussion, Other Methods: Lecture, lecture-discussion, PowerPoint presentations, Video - DVD, Computer problem sets, presentations, internet sites.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Anthropological perspective (4 field approach).
10.000%	Historical context of biological evolutionary thought.
10.000%	Scientific method.
15.000%	Mendelian, molecular and population genetics.
15.000%	Evolution (microevolution and macroevolution), mechanisms: gene flow, non random mating, mutation, natural selection, genetic drift.
15.000%	Comparative primate anatomy, primate adaptations and behavior, and primate taxonomy.

15.000%	The interaction between evolutionary mechanisms and culture in shaping modern human biological variation.
15.000%	Fossil record - evidence for human evolution.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
60%	Exams/Tests: 3 Midterm Exams
20%	Final exam: Cumulative Final Exam
10%	Homework
100%	Total

VII. Sample Assignments:

Sample Assignment #1: Dating Technology: You have just joined a team of paleoanthropologists working in Ethiopia, where you have been asked to evaluate the age of two sites. Site A was dug several years ago, Site B is currently undergoing investigation. This is what you know about site A. Level 1—sandy material with broken pottery Level 2—hard soil, with skeletal remains of pigs, baboons, and some small rodents and pottery remains Level 3—nothing but some crystalline rocks, no human or animal remains Level 4—modern human and pig skeletal remains, igneous rocks, pottery Level 5—thick layer of hard soils Level 6—early hominin fossils Level 7—thin layer of volcanic ash Level 8—early anthropoid and small mammal skeletal remains Level 9—thin layer of volcanic ash Level 10—granite bedrock What relative dating technique will tell you whether Level 4 or Level 9 is older? What absolute dating technique will tell you the age of Level 8? Describe all the dating techniques that you can apply to determine the ages of the following levels. Level 2 Level 3 Level 4 Level 5 Supposing you find out that Level 9 dates to 38 myr. What epoch of the Cenozoic Era do the fossils in Level 8 come from? Your hominin expert tells you the remains found in Level 6 belong to an australopithecine. How can you determine the maximum age of these fossils? This is what you know about Site B: Level 1—sandy soil Level 2—hard dense soil Level 3—remains of a village with human skeletal remains, pottery and bits of wood Level 4—metamorphic rock Level 5—remains of pig, baboon and small rodents Level 6—hard dense soil Level 7—early hominin remains Level 8—sea shell, coral, and deep sea sediment Level 9—granite bedrock What relative dating technique can be used to date Levels 5 and 7? What absolute dating method can be used to date Level 3?

Sample Exercise #2: Primate Behavior Exercise: Take a trip to a zoo to observe living primate species. Pick one of the primate groups a spend 1 hour observing the behavior of these individuals. Begin your exercise by filling out the identification portion of the recording form passed out in class. Identify both the common and scientific names of the group you have chosen. Then identify their taxonomy by listing the names of their superfamily, infraorder, and suborder affiliations. Describe the anatomical characteristics of this species, with respect to the expression of the primate characteristics. Determine the group composition (Number of adults, juveniles, infants, males and females). Identify up to five individuals by assigning them names. These are the animals whose behavior you will be assessing. Conduct ten 5 minute scans of the group, observing the behavior of each of the individuals in your group. After each 5 minute scan, record the behaviors for each individual on your recording form. Record the following categories of behavior: E eating M moving about (walking, running, leaping) R resting F friendly interactions (Grooming, Huddling, Playing) A aggressive interactions (Fighting, Chasing, Threat displays) S Sexual Behavior Note which individuals are engaged in interactive behaviors. It is equally informative to note which individuals avoid each other. Use your own judgment about whether a behavior is friendly or aggressive. Construct an activity budget for each animal by calculating the percentage of time each animal spent engaged in each of the behaviors you observed. Write a 1–2 page essay summarizing your observations. Comment on any problems you encountered and how you dealt with them. Discuss the ways in which the behavior of non-human primates was similar or different from that of humans. Attach your recording form to the essay and turn both in.

VIII. Student Learning Outcomes:

1. Demonstrate an understanding of the mechanisms underlying the processes of evolution, including natural selection, genetic drift and gene flow.
2. Demonstrate an understanding of how primates are classified and their major behavioral and biological adaptations.
3. Demonstrate the capability of judging the consequences of evolution through the appraisal of human variation, human osteology, primatology, and the primate and hominin fossil record.

Substantial Change: ANTHROPOLOGY 5, Biological Anthropology with Lab

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	Area B2 - Life Science; Area B3 - Laboratory Sciences
IGETC Area:	Area 5B: Biological Science; Area 5C: Physical or Biological Science LABORATORY
SMC GE Area:	Area I: Natural Science
Changes Start:	Fall 2022

I. Catalog Description

A survey of human biology, this course focuses on human origins and evolution by investigating the major aspects of physical anthropology including Mendelian and human genetics, population genetics, primate and hominid evolutionary processes, contemporary human variability, and facets of primate ethology and human behavior that make our species unique in the animal kingdom. This course consists of three hours of lecture and three hours of laboratory work weekly. The laboratory projects will parallel the lecture topics hence the lab projects will pertain to genetics, human variation, primate anatomy, human osteology, and analysis of hominid (human) and primate fossils.

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 seven years)

1. Lab Manual and Workbook for Physical Anthropology, 8, France, Diane, Wadsworth Publishing © 2017, ISBN: 978-1305259041
2. Laboratory Manual and Workbook for Biological Anthropology: Engaging with Human Evolution, 2, Soluri, Elizabeth and Sabrina Agarwal, W. W. Norton & Company © 2020, ISBN: 978-0393680683
3. Essentials of Biological Anthropology, 4, Larsen, Clark Spencer, W. W. Norton & Company © 2019, ISBN: 978-0393667431
4. Explorations: An Open Invitation to Biological Anthropology, 1, Beth Shook, Katie Nelson, Kelsie Aguilera and Lara Braff (Editors), American Anthropological Association © 2019, ISBN: 978-1-931303-62-0

III. Course Objectives

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

1. Explain the role of physical anthropology within the broader context of the discipline of anthropology.
2. Explain the history and development of biological evolutionary theory.
3. Explain the scientific method and scientific inquiry.
4. Identify evolutionary mechanisms responsible for human variation.
5. Demonstrate an understanding of the principles of genetics including Mendelian, molecular, and population genetics.
6. Demonstrate an understanding of the taxonomy of primates, as well as their behavioral and biological adaptations.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Other Methods: Canvas. Zoom. Google slides/PowerPoint presentations. Videos. Websites and internet resources. Discussion boards.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Anthropological perspective (4 field approach).
10.000%	Historical context of biological evolutionary thought.
10.000%	Scientific method.

15.000%	Mendelian, molecular and population genetics.
15.000%	Evolution (microevolution and macroevolution), mechanisms: gene flow, non-random mating, mutation, natural selection, genetic drift.
15.000%	Comparative primate anatomy, primate adaptations and behavior, and primate taxonomy.
15.000%	The interaction between evolutionary mechanisms and culture in shaping modern human biological variation.
15.000%	Fossil record - evidence for human evolution.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Lab Reports: 15% Laboratory Assignments 15% Lab Practica
30%	Exams/Tests: Three non-cumulative exams.
20%	Other: Discussion board posts and response.
10%	Quizzes: Reading quizzes.
6%	Other: Scientist Spotlight assignments.
1%	Other: Primate description and presentation.
3%	Final exam: Cumulative final exam.
100%	Total

VII. Sample Assignments:

Osteology review questions: 1. What are these lines of separation between cranial bones called? Why do you think they exist? 2. Identify and label the following cranial features: a) occipital condyles b) squamosal suture c) temporal line d) foramen magnum e) mastoid process f) coronal suture g) nuchal lines h) external auditory meatus i) sagittal suture j) lambdoidal suture k) zygomatic arch l) mandible 3. Write the dental formula for humans. What do these numbers mean? 4. What morphological feature can be used to identify the cervical vertebrae? 5. What morphological feature can be used to identify the thoracic vertebrae? 6. What is the function of the clavicle in a primate? 7. What is scapular rotation and why is it necessary in primates? 8. What is the name of the articulation facet where the scapula meets the humerus? 9. What occurs in an anatomical sense when someone hits the "funny bones"? 10. Name the three bones that make up the os coxa. 11. Why is the femur more difficult to dislocate than the humerus? 12. Is the ulna on the medial or lateral side of the arm (when the arm is in anatomical position)? 13. What is the name of the lateral bone in the lower leg? 14. Name the types of bones found in the feet.

Scientist Spotlight: Kotrina Kajokaite: Kotrina Kajokaite is an evolutionary anthropologist finishing her PhD at UCLA. She is a former SMC student. Her primary interest is in primate social behavior, focusing on how individual strategies and the social structure interact. She uses a combination of statistical and social network methods to study decision making in coalitions, male migration, and the functional aspects of sociality in wild capuchin monkeys. Kotrina does fieldwork in Costa Rica where she works with the Lomas Barbudal Monkey Project. This fall Kotrina is planning to join a research group at the Max Planck Institute for Evolutionary Anthropology as a postdoctoral scholar. UCLA Magazine article (has more information about her background): <http://magazine.ucla.edu/depts/style/welcome-to-the-jungle/> (Links to an external site.) Lomas Barbudal Monkey Project: <http://capuchinfoundation.org/index.html> (Links to an external site.) Read Kotrina's biography above and follow the links to read about her background and the capuchin monkey project. Next, read this article [linked paper]. Kotrina published on capuchin monkey coalitions in the scientific journal *Animal Behaviour*. You only need to read the highlighted portions but feel free to read the entire article, if you like. Write or upload at least a 200 word (or record a 2 minute or more video/audio) reflection. You may choose to use the prompts below. 1. What did you find most interesting about Kotrina's research? 2. Did you find any part(s) confusing? 3. When reading her interview, what was your reaction to finding out she was a former SMC student? 4. What do Kotrina's biography

and article tell you about the types of people who do science? 5. If you were to meet Kotrina in person, what would you like to chat about or what question(s) would you like to ask her?

VIII. Student Learning Outcomes:

1. Explain the mechanisms underlying the processes of evolution, including natural selection, genetic drift and gene flow.
2. Describe how primates are classified and their major behavioral and biological adaptations.
3. Describe the consequences of evolution through the appraisal of human variation, human osteology, primatology, and the primate and hominin fossil record.

Substantial Change: DANCE 19A, Beginning Ballroom Dance (American Style)

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	Transfers to CSU, UC
Changes Start:	Fall 2022

Rationale

We are proposing to increase the hours/unit of Dance 19 Ballroom Dance to two hours per class, along with the title change to 19A. Dance 19A is an introductory course and a majority of the students enrolled are first-time or beginning-level dancers. The instructor must take substantial time to explain basic body placement and alignment, muscular engagement and anatomy, and movement principles to maintain a safe and knowledgeable environment. The instructor needs 30-40 minutes to lead a comprehensive warmup that prepares students' bodies fully, stretches them properly, prevents injuries, and cover historical aspects. The instructor must explain and demonstrate these exercises in detail, allow students to try them, observe and give individual students corrections, and then allow students to workshop the material further on their own or in partnerships. After these progressions, the instructor takes the last portion of class to teach simple ballroom dance phrases and combinations to music that challenge students to integrate principles of technique, dynamics, musicality, partnering and performance. The students need time to process the choreography, especially since most are new to picking up and executing dance steps. As it stands currently, the 80-minute class time does not allow for students to progress through a full ballroom dance class with enough time to successfully process and perform the material, along with the historical studies. Adding the extra 40 minutes per class would give students more time to absorb the material, receive instructor and peer feedback, and improve their skills at a more consistent rate throughout the semester.

I. Catalog Description

This course gives students the opportunity to learn various social dance forms based on the DVIDA (Dance Vision International Dance Association) American Style bronze syllabus at a beginning level. It is designed for students with no dance experience as well as experienced dance students who want to be introduced to social dance forms new to them. Examples of ballroom dance forms that may be included are: Fox Trot, Waltz, Tango, Swing, Rumba, and Samba. The course will focus on exploring the differences and similarities among styles while also developing coordination skills, dance technique, understanding the musical structure and terminology for each dance along with elements of body placement, style and partnering techniques and characteristics of each dance. Critical analysis of ballroom dance choreography, along with its cultural significance, history and origins as an art form, are also emphasized.

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 seven years)

1. Complete Book of Ballroom Dancing, Richard M. Stephenson and Joseph Iaccarino, Broadway Books © 2001
2. Ballroom Dancing, 4th, Alex Moore, Pomona Press © 2008
3. Craig Revel Horwood's Ballroom Dancing, Craig Revel Horwood, Teach Yourself © 2019
4. American Style Rhythm – DVIDA (Dance Vision International Dance Association) Bronze manual, DVIDA, Bronze manual © 2006
5. American Style Rhythm – DVIDA (Dance Vision International Dance Association) Bronze manual, DVIDA, Bronze manual © 2008

III. Course Objectives

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

1. Discuss the history and geography of the region(s) identified with each Ballroom dance form: Foxtrot, Waltz, Tango, Rumba, Swing, and Samba)
2. Demonstrate the style and aesthetic characteristics of the various Ballroom dances
3. Demonstrate the differences in musicality, various techniques and rhythm patterns of each Ballroom dance form at a beginning level
4. Apply cultural influences of each dance form and see how that came to create the image and style of each Ballroom dance
5. Demonstrate lead or follow in each Ballroom dance at a beginning level
6. Demonstrate the ability to improvise the various dances within a social dance setting at a beginning level

IV. **Methods of Presentation:**

Discussion, Lecture and Discussion, Observation and Demonstration; Other Methods: Visual presentation

V. **Course Content**

% of Course	Topic
10.000%	Orientation and procedures. Discussion on appropriate shoes and dress.
10.000%	First two steps in Fox Trot and Waltz. Lead and follow plus learning about the line of dance, style and rise and fall.
10.000%	Continue with Fox Trot and Waltz and add Swing plus new step patterns. Discuss the rhythm patterns of each step in each dance.
5.000%	Continue to work on "lead and follow."
20.000%	Introduce Cha Cha and discuss distinctions between styles of dance.
15.000%	Begin working on Rumba and continue working on lead and follow.
30.000%	Review all dances and work on improvisation.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation - improvement of skills
40%	Exams/Tests: Final and midterm exams: Practical/dance = 25% Vocabulary/written = 15%
20%	Papers - Dance concert reports
10%	Written assignments
100%	Total

VII. **Sample Assignments:**

Video Review: Students will watch videos on YouTube of current professional dancers in all styles of ballroom dancing. Students will be watching three ballroom dance videos and writing a critique based on observation.

Dance Concert Review: Write a live dance concert or video review, describing the overall content of the program, and at least one dance of particular interest. Dance title, choreographer, music title, and composer should be identified. The meaning, theme, and/or traditional origin of the dance should be discussed. The movement style, quality, and compositional design should be described. The effectiveness of production elements (lighting, costuming, etc.) in supporting the intention of the work will be analyzed. A reflection of one's personal response to the dance will complete the assignment.

Demonstration: Demonstrate a short, improvised movement study with a partner developed from specific vocabulary presented in class.

VIII. **Student Learning Outcomes:**

1. Demonstrate beginning level techniques of Fox Trot, Waltz, Tango, Swing, Rumba and Samba dance forms as well as physical knowledge of placement and anatomical structure during partner work
2. Articulate and document beginning level knowledge regarding history, terminology, aesthetics, and culture of the various styles of Ballroom dance
3. Demonstrate Fox Trot, Waltz, Tango, Swing, Rumba and Samba patterns with lead or follow in the appropriate style of dance performing artistry through rhythmic phrasing, movement style/characteristics and individual expressivity.
4. Employ elements of improvisation and awareness of interpersonal connectivity with a partner at a beginning level.

Substantial Change: GEOLOGY 9/GEOGRAPHY 9, Climate Change

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:	B1 - Physical Science (pending review)
IGETC Area:	5A: Physical Science (pending review)
SMC GE Area:	Area I: Natural Science
Degree Applicability:	NONE
Proposed Start:	Fall 2022
TOP/SAM Code:	193000 - Earth Science / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Earth Science
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • Environmental Science AA/Certificate of Achievement • Environmental Studies AA/Certificate of Achievement • Geography AA-T • Global Studies AA/Certificate of Achievement

I. Catalog Description

This course explores the geologic causes of climate change and explores how climate has varied in the geologic past. The course will investigate how the oceans and atmosphere regulate both climate and weather today. Moreover, it will examine human contributions to current warming, and how policy decisions shape future emission scenarios. The course will also highlight societal impacts of current and future emission scenarios.

II. Examples of Appropriate Text or Other Required Reading:

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

1. Robert L. Wilby, *Climate Change in Practice: Topics for Discussion with Group Exercises*, Cambridge University Press © 2017
2. *Climate Change: Observed Impacts on Planet Earth, Third Edition*, Trevor Letcher, Elsevier © 2021, ISBN: 9780128215753
3. *Climate Change: The Science of Global Warming and Our Energy Future*, 2nd, Edmond A. Mathez and Jason E. Smerdon, Columbia University Press © 2018
4. *Climate Change: What the Science Tells Us*, 2nd, Charles Fletcher, Wiley © 2018
5. Eugenia Kalnay & Ming Cai. *Impact of urbanization and land-use change on climate*, *Nature* Volume 423 2003
6. Palmer, M.A., et al. . *Mountaintop Mining Consequences*, *Science* Volume 327 2010
7. Kumar, K.K., et al.. *Unraveling the Mystery of Indian Monsoon Failure During El Niño*, *Science* Volume 314 2006
8. Hansen, J., et al. . *Assessing "Dangerous Climate Change": Required Reduction of Carbon Emissions to Protect Young People, Future Generations and Nature*, *PLOS One* Volume 8 2013
9. Timmerman, A., et al. . *El Niño–Southern Oscillation complexity*, *Nature* Volume 559 2018
10. Blogs written, edited, and moderated by Michelle L'Heureux (NOAA Climate Prediction Center), Emily Becker (University of Miami/CIMAS), Nat Johnson (NOAA Geophysical Fluid Dynamics Laboratory), and Tom DiLiberto and Rebecca Lindsey (contractors to NOAA Climate Program Office), with periodic guest contributors. <https://www.climate.gov/news-features/department/enso-blog>

III. Course Objectives

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

1. Demonstrate an understanding of how tectonic-scale geologic changes affect climate.
2. Explain how changes in past climate impacted global ecosystems.

3. Evaluate the human contributions to climate change, including how policy decisions impact climate.
4. Explain and use case studies to show how global climate change impacts various areas of the world differently depending on geographic location, economic position, and culture.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Discussion, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
6.000%	Climate versus weather: how climate is determined and how the timescales are used to calculate climate averages.
15.000%	Climate through geologic time: how climate has varied on Earth over the last 4.5 billion years including how changes in atmospheric composition have influenced those changes and orbital scale climate change (Milankovitch cycles). Geologic controls on climate including weathering, erosion, mountain building, closing and opening of ocean basins. Examination of global extinction events and the role that climate may have played (i.e. End Ordovician event, Cretaceous- Paleogene event).
12.000%	Global energy balance and the greenhouse effect: how various greenhouse gases act as heat-trapping blankets and changes the global energy balance and thus impact climate. Examination of the changes in atmospheric greenhouse gas composition over the last 250 years and how those changes have influenced climate over the same time period including discussions of short term and long term feedback loops from the warming. Calculations of incoming and outgoing radiation over time, particularly changes at 65°N latitude which controls glacial cycles.
10.000%	Atmospheric circulation: idealized air flow cells and how they compare to observed air flow, the role of continents and the ocean in the flow of air, how the different heat capacities of land versus the ocean impact air flow including seasonal systems like the monsoons over Asia.
15.000%	Global ocean circulation and heat transfer: deep water circulation (thermohaline circulation) and the role it plays in long term heat storage (and CO ₂ storage) and long feedback loops including the release of that heat and CO ₂ over thousands of years.
7.000%	Climate sensitivity and feedbacks: what climate modelers use to determine future climate scenarios and the difference between short term and long term feedback loops. Why global climate change does not manifest as the same changes everywhere/ globally.
10.000%	Energy sources: examination of fossil fuels and their fuel efficiency (lbs CO ₂ per kWh), how fossil fuel powerplants operate (classic Carnot heat engines, energy expended on pollution controls, gas peaking plants, combined cycle power plants) and an examination of the CO ₂ output of various energy sources in the US and other countries (transportation, industry, homes, etc). Green energy sources (wind, water, solar, tides) and their CO ₂ footprint, examination of the benefits and drawbacks of each of these energy sources and the timelines and cost for implementation of 100% renewable energy sources worldwide.
10.000%	History of climate policy in the US and abroad (i.e. China, India, Germany, UK): how those policies shape societal beliefs in climate change (i.e. polarization in the US, leapfrogging of technology in developing countries, sustainability mindset in many European countries)
10.000%	International policy success: looking at how the Montreal Protocol brought the globe to an agreement on ozone and the impact that had on the ozone layer recovery and climate. Examining the Paris Accord and what that means for global climate and climate policy both in the US and abroad until 2030. The role of the Intergovernmental Panel on Climate Change, what that body does, what the reports say, reading and discussing excerpts of the executive summaries.
5.000%	The scientific method: how to create and test a hypothesis, how scientists collect information from the geologic past and interpret that data; how we apply the geologic past to our current and future climate system understanding. How climate models are built, tested, and used to make predictions about future climates.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Exams/Tests: Two midterms will be administered
10%	Final exam
30%	Written assignments
30%	Quizzes: Weekly reading quizzes
10%	Final Project: Communicating climate science project
100%	Total

VII. Sample Assignments:

Hansen, et al. 2013 paper reading and discussion guide:

As you read the Hansen, et. al 2013 paper (Assessing “Dangerous Climate Change”: Required Reduction of Carbon Emissions to Protect Young People, Future Generations and Nature), provide 2-3 sentences on each of the following questions. We will have a class discussion next week and these answers will help guide your response. Questions are also to be uploaded to the LMS before the discussion. 1. Why do the authors argue that temperature change must be limited to 1°C rather than the previously agreed upon 2°C? 2. How is climate change impacting species range today? 3. Where is the majority of earth’s excess energy (energy imbalance) being stored? Why is that worrisome? 4. How will climate change affect biodiversity? Why does it matter? 5. How does ending fossil fuel emissions (and when/ how we end them) impact future atmospheric CO2 concentrations? 6. How does Hansen, et al.’s estimates of doubling CO2 compare to the Wolfson estimate (at which 2x CO2 yields 1.5°C-4°C temperature rise)? 7. How do future temperature rise scenarios change as we delay cuts in fossil fuel emissions? 8. Why do the authors pose that geoengineering to take CO2 out of the atmosphere is a ridiculous idea? 9. What are the challenges associated with non- fossil fuel energy? Can we overcome them? How? 10. What are the three basic strategies proposed here to limit global warming?

ENSO reading guide:

ENSO “Flavor of the Month” Blog Assignment and the Kumar, et. al 2006 paper “Unraveling the Mystery of Indian Monsoon Failure During El Niño” Read the NOAA blog <https://www.climate.gov/news-features/blogs/enso/enso-flavor-month> Answer the following questions, please write 3-5 sentences per question and upload your answers to the LMS. 1. What is the importance of rainfall to Indian culture and history? 2. What is the relationship between the strength of ENSO and the strength of the Indian monsoon? 3. Draw a diagram of normal Walker cell circulation over the Pacific ocean (use lecture notes and your book if needed). 4. Draw a diagram of normal Walker cell circulation over the Pacific ocean during a conventional ENSO (use lecture notes and your book if needed). 5. Looking at the figures in both articles, draw Walker cell circulation over the Pacific during a central Pacific ENSO (Modoki). 6. Using your figure from question 5, how would this type of ENSO (the central warm pool) likely impact India? 7. The Kumar, et al. paper states that the worst droughts in Indian record occurred during El Niño years, yet the presence of El Niño does not mean a drought. Why? 8. Describe how ENSO can have many different “flavors”. 9. If the flavors of ENSO can have such a strong impact on Indian monsoon, how do you think they might influence rainfall in Southern California? 10. Which of these flavors is more likely to lead to higher than normal rainfall in Southern California and why?

VIII. Student Learning Outcomes:

1. Students will demonstrate an understanding of the geologic factors that regulate climate change.
2. Students will demonstrate an understanding of climate cycles and environmental change over the course of Earth's history and will demonstrate how climatic changes influenced global environments and organisms.
3. Students will demonstrate an understanding of how human activities and policies impact global climate.

Global Citizenship Application

Global Citizenship Category

- Global Studies

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a course must meet three criteria (see below).

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).

Course Outline of Record

Course outline of record was updated August 2021

Outcomes that pertain to this Global Citizenship Category

Students will demonstrate an understanding of climate cycles and environmental change over the course of Earth's history and will demonstrate how climatic changes influenced global environments and organisms.

Students will demonstrate an understanding of how human activities and policies impact global climate.

Narrative

Climate change is a global issue. This course investigates how national and international policies impacts global climate models and future climate scenarios. We will examine in detail US policies as well as the policies of India, China, Germany, and the UK. Students will learn about the science behind the policies as well as how economic, political, and cultural beliefs shape these policies.

Contemporary significance: Climate change will be examined both in deep time (geologic history) and in the modern times. We use the geologic record and geologic past to build climate models and understand what our future climates will look like based on how the climate system operated in the geologic past. Climate change is the most pressing wicked problem of our time.

Interconnected systems: Our examination of climate includes the modern day climate change that has occurred in the past 50 years. We cannot examine that warming without looking at the political and economic systems that lead to the policies and that warming. We will examine the impact on ecological systems of that warming as well as ecological impacts of past, geological scale climate change.

Department Vote:

Yes 9; No 0; Abstain 0; Not Voting 0

GEOL 9/GEOG 9 Distance Education Application

- Fully Online

1a. Instructor - Student Interaction:

There will be frequent instructor student interactions. Each week a new module will release on the LMS and the first item will be a communication from the instructor detailing the week's activities. Modules will include pre-recorded videos pertinent to that week, such as pre-recorded lectures and/or videos relevant to the concepts introduced, and where applicable, a virtual walkthrough of aspects of the week that require more detailed explanation. The instructor will be available during regularly scheduled office hours each week on video conference such as zoom. Additional office hours will be scheduled, if needed for student convenience. The course will have a Q&A Discussion Board where the instructor and students may communicate readily about course content and questions concerning weekly activities. The instructor will also be available through email; all emails sent M-F will be replied to within 48 hours of receiving the email (holidays excepted).

1b. Student - Student Interaction:

Students will interact with one another via threaded discussion boards. Virtual discussion boards will provide multiple opportunities for students to interact with one another and with the instructor in the course. Discussion boards will be used in assignments where student interaction is a core aspect of the assignment, and they will be used as informal spaces to study, collaborate on course work, share resources, organize meetings, and discuss questions related to the course. In addition, a virtual student lounge will be created to encourage students to interact more on a personal level. Students have the option of submitting written assignments as a collaborative group. Students will be allowed to form groups of 2-3 students by indicating to the professor that they either 1) already have a group or 2) wish to work in a group. Students wishing to work together will be connected via groups in the LMS.

1c. Student - Content Interaction:

Students will regularly engage with the content on a weekly basis. This will be done through recorded lectures, online videos, written assignments, reading guides, and weekly quizzes to help guide the students through the content. Weekly quizzes, with two opportunities to take, will provide a low-stakes opportunity for students to test their mastery and understanding of the course material before exams. All video content including recorded lectures will have captioning. Videos of demonstrations will be posted for students to further deepen their understanding along with instructions for the students if they chose to try to the experiment/ demonstration at home on their own.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Exams	Three exams will be administered through the course, two midterms and one final. They will use question banks and include multiple choice, true/ false, fill in the blank, and short answer questions.	10.00%
Online Lecture	Recorded lectures will be used to help clarify content and guide students in their learning. These videos will include demonstrations of concepts by the instructor and will include drawings/ cartoons to help convey concepts.	30.00%
Written assignments	Students will read articles and/ or watch videos about a diverse set of geoscientists as part of a "scientist spotlight" series. This series shows students the diversity of people who are geoscientists and help break down stereotypes of who does science. Students will respond to the material they read and view with a reflective prompt.	20.00%
Other (describe)	Students will complete activities at home that pertain to lecture and class material. Some of these activities will require that they watch video demonstrations first. These activities are designed to further engage learning and increase their depth of understanding. For example: the instructor will post a video demonstrating how water temperature affects water circulation and moves heat around the world. Students will view this video and further heat and water circulation of the oceans.	20.00%
Threaded Discussions	Students will respond weekly to a threaded discussion. This will be a space for the instructor to check comprehension, answer questions as needed, and for students to provide peer-to-peer instruction	20.00%

2. Organization of Content:

Content will be organized around weekly themes (typically 1-2 chapters from the textbook) which are based on the course content. Students will engage in course material in the following ways: 1) weekly lectures will be delivered via zoom. All lectures will be recorded and posted for students to watch at their convenience. 2) For each chapter, course reading will be assigned from the textbook. Reading quizzes for each unit will be assigned and will help students test their understanding of the material. 3) For each chapter, a threaded discussion post will be posted where the instructor and students can interact with each other to ask and answer questions related to the week's topic. 4) Written assignments will be assigned to reinforce course learning with the option for students to collaborate with classmates and submit materials as a group if they choose. 5) Other course-specific components will be developed and provided as necessary. All material is presented through the available technologies and primarily relies on the College preferred LMS. The assigned activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Exams	Two midterms and one final exam, each worth 10% of the total grade.
30.00%	Written Assignments	Weekly assignments will include written assignments such as scientist spotlights, highlighting diverse climate scientists. Written assignments includes the weekly discussions that will occur via threaded discussions. These assignments will help students practice their scientific communication skills as they write about topics we are learning about in class.
30.00%	Reading quizzes	Weekly quizzes will be assigned based on the reading for the module. These quizzes are a low stakes opportunity for students to test their initial understanding of the material. Students will be

		provided with reading outlines they can fill in as they read and the quizzes will focus in that material. There will be two attempts for each quiz allowing students to see which questions they got wrong so they have an opportunity to learn even more from the quiz and take it again. They will also be allowed to check in via office hours or email with the instructor to further clarify their understanding.
10.00%	Final Project	Students will be assigned a final project where they demonstrate their understanding of climate change by taking a concept they learned in class and communicating it to the class. They can create a video, a TikTok, a twitter thread, a blog post, or an artist rendering to communicate the concept.

4. Instructor's Technical Qualifications:

An instructor would need knowledge and experience delivering course content remotely through the LMS. They would need to know how to schedule secure Zoom meetings for virtual meetings with students. Instructor needs to know how to upload and caption videos to YouTube.

5. Student Support Services:

All student support services should be integrated into the online classroom to facilitate easier access to these resources for our students. These links are currently available through Direct Connect on the college LMS.

6. Accessibility Requirements:

Recorded lectures will have captioning, all videos will have closed captioning as well. Documents and assignments will incorporate accessible features such as alternative text, headings for data tables, and skip navigation. All additional and supplemental material will also be accessible to the fullest extent possible, when that is not possible, appropriate alternative accommodations will be made by the instructor.

7. Representative Online Lesson or Activity:

DISCUSSION PROMPT, used in online threaded discussion

Go to <https://www.latimes.com/projects/la-me-climate-change-ocean-game/> and play the climate change retreat game. You will be acting like a public official who is trying to save an oceanfront community. You will be able to try to armor your coast, add sand to widen your beach, or get more information. Each step will cost a different amount of money. Can you successfully save your coast without losing any lives and without going over budget?

Keep track of each step you take, why are taking that step? What is your thinking? (there are 8 decision steps to make, keep track of each one) In a discussion post, tell us what decisions you made and when and what your reasoning was. Were you able to win the game? If you were to play again, how would your strategy change? How does this relate to the decisions our city council members have to make?

Once you have posted in the discussion, you will be able to see what your classmates did. Identify a classmate that made similar moves to you and respond to their post evaluating how your thoughts were similar and different.

Global Citizenship: AMERICAN SIGN LANGUAGE 1, American Sign Language 1

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)

Rationale

Delete Arranged Hour Requirement Language programs at many community colleges included an additional 1-hour lab requirement so that students could reinforce the material presented in class with listening and speaking exercises in a lab facility. The publishers provided the audio and video resources, initially as audio and VHS tapes, and later as digital files, and these were stored in internal network servers because of copyright limitations. Most students lacked the tools to access the internet and so the lab facilities were the only places where many students had access to these exercises. This has changed tremendously in the last 10 years! Most students now have access to the internet on multiple devices, the publishers now provide rich resources through subscriptions, and most Learning Management Systems make audio and video viewing and recording possible. Most colleges in the L.A. area that offer 5-unit courses have done away with the 1 hour arranged hour (West LA College, Pasadena City College, East LA College, Pierce College, LA City College, Citrus College, Orange Coast College). Nowadays, instructors are integrating activities within their curriculum to practice with textbook online components, and other online resources such as authentic videos, LMS activities, and social media posts. Because of this, having a lab requirement has become obsolete. Additionally, remote access to the servers and the tracking of hours has proven quite complicated because of the different types of devices (Windows, Macs, Chromebooks, iPads, the various cell phones) and the constantly changing operating systems for these and for the browsers being used. Having access to the lab and to the programs housed internally will still be important for our students, for the languages with fewer internet and publisher resources, and for oral assessment. We have consulted with Jason Beardsley and with our Articulation Officer, Estela Narrie, and they have both reassured us that eliminating the requirement will have no impact on our lab, on the units, or on the transferability of the courses. We believe that removing the requirement will not change our objectives or affect the learning experience since the faculty are already doing it through other venues/ resources.

I. Catalog Description

This is an introductory course of American Sign Language (ASL) with an emphasis on signing, receptive skills, signing parameters, the glossing system and numbers. This course provides a historical introduction, cultural awareness and cross-cultural adjustment skills. Non-verbal communication is emphasized. Homework assignments will include, but are not limited to, attendance and involvement at community events.

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 seven years)

1. A Basic Course in American Sign Language, Humphries, Tom L and Padden, Carol L., O'Rourke, TJ et. al, TJ Publishers © 1994
2. VISTA: Signing Naturally, Level 1 DVD and Workbook, Smith, C., Mikos, K., and Lentz, E.M., Dawn Sign Press © 2003
3. Other materials provided at the discretion of the professor include, but are not limited to, audio/video tapes.

III. Course Objectives

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

1. Use and comprehend expressions in ASL, utilizing proper tense expression
2. Demonstrate comprehension of physical and personality traits, clothing and familial relationships using appropriate ASL vocabulary, grammar and structure
3. Apply basic principles of ASL grammar and syntax to communicate
4. Apply basic principles of ASL grammar and syntax to communicate questions and answers
5. Appropriately analyze and categorize grammar structure and tenses of ASL-expressively and receptively
6. Compare and contrast ASL grammatical features with other Sign systems

7. Demonstrate expressive and receptive skills utilizing the manual alphabet
8. Demonstrate expressive and receptive skills utilizing numbers in accurate patterns
9. Evaluate and critique basic ASL linguistic structure
10. Compare and contrast the Deaf culture with hearing cultures within the United States and with other cultures.

IV. Methods of Presentation:

Discussion, Lab, Lecture and Discussion, Other Methods: Audio-visual

V. Course Content

<u>% of Course</u>	<u>Topic</u>
19.000%	Introduction to Deafness and the Deaf community; history – educational access, Americans with Disabilities Act; cultural definitions; introduction to interpreting and interpreter training programs; communication methods and skill building.
9.000%	Non-manual markers and behaviors; negating comments; confirming comments; asserting comments; doubting comments
9.000%	Utilize appropriate grammar and expression for "true" WH (who, what, where, why, how) and yes/no questions
9.000%	Develop openings and closing for conversations that are culturally and grammatically appropriate
9.000%	Manual alphabet
9.000%	Numbers
9.000%	Utilizes spatial perceptions and diagrams with shapes i.e. Classifiers (CL?)
9.000%	Describe appearances
9.000%	Describe locations
9.000%	Describe activities
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
35%	Final exam
10%	Class Participation
5%	Homework
25%	Midterm exams
10%	Other: Written/Oral Report
15%	Quizzes: 4 Quizzes
100%	Total

VII. Sample Assignments:

- 1.: Translate (Parse) English sentences into grammatically and structurally correct ASL for expressive practice.
- 2.: Research a famous Deaf person who has made a critical difference in the Deaf and/or Hearing world. Write and present this report to the class.

VIII. Student Learning Outcomes:

1. Employ fundamental skills and knowledge of American Sign Language, such as basic sign vocabulary, principles, and linguistic information, in order to communicate at a basic level in ASL.
2. Demonstrate how general knowledge of Deaf culture, Deaf education, family relationships, and other relevant topics are significant aspects to communicating in ASL.
3. Properly use and differentiate sign vocabulary that have multiple standard meanings and grammatical usages.

Global Citizenship

Global Citizenship Category

- Global Studies

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a course must meet three criteria (see below).

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).

Course Outline of Record

- In the course content:
 - Introduction to Deafness and the Deaf communities (education, history, cultural definitions, etc.)
- In course objectives :
 - Compare and contrast ASL grammatical features with other Sign systems
 - Compare and contrast the Deaf culture with hearing cultures within the United States and with other cultures.

Outcomes that pertain to this Global Citizenship Category

Demonstrate how general knowledge of Deaf culture, Deaf education, family relationships, and other relevant topics are significant aspects to communicating in ASL.

Narrative

ASL 1 prepares students to interact with Deaf individuals who use ASL or one of its dialects in the US and abroad in various parts of the world such as Anglophone Canada, Bolivia, Costa Rica, China, Ghana, Nigeria, etc. ASL 1 introduces students to the cultural, economic and social issues that impact these countries and as they relate to the Deaf Community. The courses teach key cultural and social factors that impact the Deaf Community in these countries and the varied cultural contributions of their Deaf inhabitants. Students examine various social and cultural aspects of the countries where ASL or one of its dialects is used, including the economic disparities impacting the Deaf Community and family and societal structures in these countries.

Department Vote:

Yes 10; No 0; Abstain 0; Not Voting 0

Global Citizenship: AMERICAN SIGN LANGUAGE 2, American Sign Language 2

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Date Submitted:	September 2021
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
Degree Applicability:	Credit – Degree Applicable
Skills Advisory(s):	ASL 1 *The advisory for this course is comparable to two years of high school American Sign Language.

Rationale

Delete Arranged Hour Requirement Language programs at many community colleges included an additional 1-hour lab requirement so that students could reinforce the material presented in class with listening and speaking exercises in a lab facility. The publishers provided the audio and video resources, initially as audio and VHS tapes, and later as digital files, and these were stored in internal network servers because of copyright limitations. Most students lacked the tools to access the internet and so the lab facilities were the only places where many students had access to these exercises. This has changed tremendously in the last 10 years! Most students now have access to the internet on multiple devices, the publishers now provide rich resources through subscriptions, and most Learning Management Systems make audio and video viewing and recording possible. Most colleges in the L.A. area that offer 5-unit courses have done away with the 1 hour arranged hour (West LA College, Pasadena City College, East LA College, Pierce College, LA City College, Citrus College, Orange Coast College). Nowadays, instructors are integrating activities within their curriculum to practice with textbook online components, and other online resources such as authentic videos, LMS activities, and social media posts. Because of this, having a lab requirement has become obsolete. Additionally, remote access to the servers and the tracking of hours has proven quite complicated because of the different types of devices (Windows, Macs, Chromebooks, iPads, the various cell phones) and the constantly changing operating systems for these and for the browsers being used. Having access to the lab and to the programs housed internally will still be important for our students, for the languages with fewer internet and publisher resources, and for oral assessment. We have consulted with Jason Beardsley and with our Articulation Officer, Estela Narrie, and they have both reassured us that eliminating the requirement will have no impact on our lab, on the units, or on the transferability of the courses. We believe that removing the requirement will not change our objectives or affect the learning experience since the faculty are already doing it through other venues/ resources.

I. Catalog Description

This course is a continuation of ASL 1. Instruction will include further studies of the elementary skills for the fundamentals of ASL: grammar, receptive, and expressive. There will also be extensive instruction on the Deaf Culture and Community, which will be presented in readings, videos and discussion in ASL. Non-verbal communication is emphasized.

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 seven years)

1. A Basic Course in American Sign Language, Humphries, Tom L and Padden, Carol L., O'Rourke, TJ et. al, TJ Publishers © 1994
2. Inside Deaf Culture, Humphries, Tom L and Padden, Carol L., O'Rourke, TJ et. al, Harvard University Press © 2005

III. Course Objectives

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

1. Exhibit mastery of receptive and expressive skills at the Intermediate level
2. Recognize and produce nuances of signs as conveyed by formation rate and rhythm in conjunction with body language and facial grammar
3. Express and read finger spelling at level 2

4. Learn and demonstrate correctly ASL idiomatic expressions such as "TOUCH FINISH" etc.
5. Apply basic principles of ASL grammar and syntax to formulate level 2 conversational structures (see Course content below).
6. Demonstrate knowledge of Deaf cultural behaviors and norms
7. Demonstrate knowledge of major Deaf historical events and historical figures
8. Recognize ASL accents dialects; local, regional, and global differences; and what differentiates ASL as a language from signing systems (i.e. Pidgin Signed English and S.E.E.)

IV. Methods of Presentation:

Other (Specify), Activity, Lecture and Discussion, Observation and Demonstration

Other Methods: Audio-visual, conversational interaction between students and instructor, cultural activities

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Grammatical Structures, Syntax, and Idiomatic Usage a. Quantifiers, plurals and classifiers
5.000%	b. Negative quantifiers and use of NOTHING
5.000%	c. Directional Verbs incorporating 2 objects/EACH/ALL
5.000%	d. Time measurements using number
5.000%	e. Tense indicators
5.000%	f. Time Reduplication
5.000%	g. Using clauses as Topic
5.000%	h. Comparative sentences
5.000%	i. Conjunctions
5.000%	j. Verb Inflection –repeatedly/continually
5.000%	k. Adjective modulation: very/repeatedly/continually
5.000%	l. Conditional sentences
5.000%	m. Rhetorical Questions
5.000%	n. Signing shape and detail using appropriate classifiers
10.000%	Finger spelling practice activities
10.000%	Cultural Activities and History
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
55%	Exams/Tests: 4 Tests
15%	Homework: Cultural Assignments
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
100%	Total

VII. Sample Assignments:

Assignment 1: Students will attend a Deaf event of their choosing and write a report about their experiences, the people they meet and the different vocabulary and grammatical structures they encounter in the process. They will also discuss cultural differences they encounter in their report.

Assignment 2: Each week students will read a chapter from the text *INSIDE DEAF CULTURE*, and will discuss as a group the cultural and historical events and figures they read about. The discussion will be in ASL guided by the professor who will incorporate recently learned grammatical structures during the discussion.

VIII. Student Learning Outcomes:

1. Demonstrate use of appropriate techniques to write in ASL signings, comprehend lengthy conversations, and distinguish between subtle differences in meanings of words.
2. Paraphrase, summarize and respond to short questions from English into ASL.
3. Demonstrate understanding of how Deaf history informs current Deaf culture, linguistics and the Deaf community's interaction with the greater hearing community.

Global Citizenship

Global Citizenship Category

Global Studies

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a course must meet three criteria (see below).

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).

Course Outline of Record

- In Course Objectives :
 - Demonstrate knowledge of Deaf cultural behaviors and norms
 - Recognize ASL accents dialects; local, regional, and global differences; and what differentiates ASL as a language from signing systems (i.e. Pidgin Signed English and S.E.E.)
 - Demonstrate knowledge of major Deaf historical events and historical figures
- In Course Content :
 - Cultural activities and history

Outcomes that pertain to this Global Citizenship Category

Demonstrate understanding of how Deaf history informs current Deaf culture, linguistics and the Deaf community's interaction with the greater hearing community.

Narrative

ASL 2 prepares students to interact with Deaf individuals who use ASL or one of its dialects in the US and abroad in various parts of the world such as Anglophone Canada, Bolivia, Costa Rica, China, Ghana, Nigeria, etc. ASL 2 introduces students to the cultural, economic and social issues that impact these countries and as they relate to the Deaf Community. The courses teach key cultural and social factors that impact the Deaf Community in these countries and the varied cultural contributions of their Deaf inhabitants. Students examine various social and cultural aspects of the countries where ASL or one of its dialects is used, including the economic disparities impacting the Deaf Community and family and societal structures in these countries.

Department Vote:

Yes 10; No 0; Abstain 0; Not Voting 0

**Santa Monica College
Program Of Study
Home Health Aide Pre-Certification Program
Certificate of Competency (Noncredit)**

The Home Health Aide Pre-Certification Program is consistent with SMC's Mission to assist students in the development of skills needed to succeed in college and prepare for a career as a certified home health aide. The 54-hour curriculum prepares students to build upon the knowledge, skills and abilities of a nurse assistant to work as entry level home health aides caring for patients in home health and hospice settings. The courses consist of 5 lecture and 5 lab modules as required by the California Department of Public Health which focus on essential aspects of patient care, such as medical and social needs of people being served in the home setting.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for home health aides working as a member of the healthcare team as evidenced by providing safe, quality care, communicating effectively, incorporating legal and ethical values, and assisting patients in attaining and maintaining maximum functional independence.

Required Courses

	Units
HEALTH 987 Home Health Aide Pre-Certification Foundational Training	0.0
HEALTH 988 Home Health Aide Pre-Certification Training Clinical Lab	0.0
	Total: 0.0

Narrative for Certificate of Competency in Home Health Aide Pre-Certification Program

The noncredit certificate of competency is for students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL. The certificate of competency is a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress in a career path or to undertake degree applicable or nondegree-applicable credit courses.

1. Program Goals:

The Home Health Aide Pre-Certification Training Program is consistent with SMC's Mission to assist students in the development of skills needed to succeed in college and prepare students for a career in the healthcare industry. The goal of the program is to prepare the graduates to:

- a. earn California Department of Public Home Health Aide Certification
- b. obtain employment in home health and hospice settings.

Students completing the noncredit Home Health Aide Pre-Certification Training Program certificate of competency may qualify for entry into the career education programs below or pursue credit study.

- a. Registered Nurse
- b. Licensed Vocational Nurse

Program Learning Outcomes, including Occupational Competencies:

Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for nurse assistants working as a member of the healthcare team as evidenced by providing safe, quality care, communicating effectively, incorporating legal and ethical values, and assisting patients in attaining and maintaining maximum functional independence.

Students will be able to:

- a. provide basic care to patients in a variety of healthcare settings
- b. communicate and interact effectively with residents and their families, with sensitivity to the psychosocial needs of residents.
- c. assist patients in attaining and maintaining maximum functional independence.
- d. protect, support and promote the rights of residents.
- e. provide safety and preventive measures in the care of residents.
- f. function effectively as a member of the health care team.

Estimated Cost of Program Materials and Equipment:

- Textbook and workbook: (\$90)
- Blood pressure cuff (\$20+)*
- Stethoscope (\$30+)*
- Watch with sweep second hand (\$15)*
- Uniform and shoes (\$50)*
- Gait belt (\$15.00)*
- American Heart Association CPR Training (\$60) [renew if expired]
- Fire Safety Training (\$60) [renew if expired]
- California Department of Public Health Home Health Certification (\$35)
- Health clearance vaccinations (price varies)* [renew if expired]
- Drug and Alcohol Clearance (\$90)*
- Criminal Background Check (\$80.00)*

Note: Students who have completed the Nurse Assistant Pre-Certification Program will not need to purchase or repeat items with an (*).

2. **Catalog Description:**

The Home Health Aide Pre-Certification Program is consistent with SMC's Mission to assist students in the development of skills needed to succeed in college and prepare for a career as a certified home health aide. The 54-hour curriculum prepares students to build upon the knowledge, skills and abilities of a nurse assistant to work as entry level home health aides caring for patients in home health and hospice settings. The courses consist of 5 lecture and 5 lab modules as required by the California Department of Public Health which focus on essential aspects of patient care, such as medical and social needs of people being served in the home setting

Successful candidates of the program will earn a Certificate of Completion and be eligible for the California Department of Public Health Home Health Aide Certification. After completion of the program, students can enroll in health and health occupations programs to advance their education in a variety of professional healthcare fields. This program is a great foundation for an Associate Degree in Applied Science.

- **Program Learning Outcomes:** Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for nurse assistants working as a member of the healthcare team as evidenced by providing safe, quality care, communicating effectively, incorporating legal and ethical values, and assisting patients in attaining and maintaining maximum functional independence.
- **Potential noncredit or credit programs and careers:**
 - Credit Programs
 - Pre-licensure Registered Nursing Program
 - Pre-licensure Vocational Nursing Program
 - Careers
 - Certified Nurse Assistant
 - Certified Home Health Aide
- **Accrediting and/or licensing standards**
 - California Code of Regulations (CCR) Title 22, Section 71835(n) specifies the mandatory theory and suggested clinical hours for each course module. California requires 40 hours of training to complete the program. The required minimum number classroom theory training is 20 hours and 20 hours of supervised clinical training.
 - The Home Health Aide Training Program must provide a minimum of 20 hours of clinical training in a Department approved long-term care facility. There must be a written agreement between the Nurse Assistant Training Program and the long-term care clinical facility where the training is provided. The agreement must be approved by the Department prior to clinical training taking place.
 - Each student enrolled in the certification program shall have a health examination which includes a medical history and physical examination, a purified protein derivative, intermediate strength intradermal skin test for tuberculosis or a chest x-ray. A report signed by the examiner shall indicate that the student does not have any health condition that would create a hazard to themselves, fellow employees, or patients. The physical health examination must be done within 90 days prior to clinical training/direct patient contact.
 - Upon enrollment in the Home Health Aide Training Program for home health aide certification, a candidate for training shall submit a training application along with the proof of Live Scan

fingerprinting to the Department of Public Health. The application and Live Scan must be submitted prior to any direct patient contact with residents.

- A Home Health Aide Department of Public Health certification will not be issued by the state until student have passed the Certified Nurse Assistant Competency Examination.

For further information related to accrediting and/or licensing standards go to

<https://www.cdph.ca.gov/Programs/CHCQ/LCP/Pages/40-Hour-Home-Health-Aide-Training-Program-Applicants.aspx> and <https://www.cdph.ca.gov/Programs/CHCQ/LCP/Pages/HHA.aspx>

- **Enrollment limitations**

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

3. Program Requirements:

To earn the Certificate of Competency in Nurse Assistant/Home Health Aide Pre-Certification Program, students must successfully complete the following courses:

Dept Name/#	Full Name	Minimum Hours
Health 986	Home Health Aide Foundational Training	27
Health 987	Home Health Aide Training Clinical Lab	27

It is recommended that students complete the courses in the following order:

1.	Home Health Aide Foundational Training (concurrent with #2)
2.	Home Health Aide Training Clinical Lab (concurrent with #1)

4. Master Planning

The Home Health Aide Pre-Certification Training Program is consistent with SMC's Mission to assist students in the development of skills needed to prepare for a career in healthcare industry and is part of the College's current California Adult Education Program, Career Education, and Strong Workforce Program (Noncredit) initiatives.

The demand for Home Health Aides (HHA) is high and projected to grow. Most students complete HHA training and disadvantaged groups might meet academic requirements for HHA training relatively easily. Students completing HHA training can bundle it with other short-term trainings to improve employment opportunities in the healthcare industry.

SMC can:

- assist students to attain the California Department of Public Health certification by helping them prepare to take and pass the examination.
- offer and encourage students in the nurse assistant training program to bundle it with other short-term trainings or credit programs. Anecdotal evidence suggests this can improve their job opportunities and wages.
- consider partnering with California Assisted Living Association to create nurse assistant apprenticeships or extended programs that offer ways for certified nurse assistants to gain additional skills and earn more while working.
- assist those who would like to move up in the nursing profession by providing financial, academic, and other support to enable low-income individuals to enter and complete longer-term health occupation programs.

Santa Monica College
Program Of Study
Nurse Assistant Pre-Certification Training Program
Certificate of Competency (Noncredit)

The Nurse Assistant Pre-Certification Program is consistent with SMC's Mission to assist students in the development of skills needed to succeed in college and prepare for a career as a certified nurse assistant and home health aide. The 180-hour curriculum prepares students to achieve the knowledge, skills and abilities essential to work as entry level nurse assistants caring for patients in hospitals, assisted living, and long-term care settings. The courses consist of 17 lecture and 17 lab modules as required by the California Department of Public Health which focus on essential aspects of patient care, such as patients' rights, body mechanics, taking vital signs, rehabilitative nursing, and more.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for nurse assistants working as a member of the healthcare team as evidenced by providing safe, quality care, communicating effectively, incorporating legal and ethical values, and assisting patients in attaining and maintaining maximum functional independence.

Required Courses

	Units
HEALTH 985 Nurse Assistant Pre-Certification Foundational Training	0.0
HEALTH 986 Nurse Assistant Pre-Certification Foundational Clinical Training Lab	0.0
	Total: 0.0

Narrative for Certificate of Competency in Nurse Assistant Pre-Certification Program

The noncredit certificate of competency is for students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL. The certificate of competency is a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress in a career path or to undertake degree applicable or nondegree-applicable credit courses.

1. Program Goals:

The Nurse Assistant Pre-Certification Training Program is consistent with SMC's Mission to assist students in the development of skills needed to succeed in college and prepare students for a career in the healthcare industry. The goal of the program is to prepare the graduates to:

- a. earn California Department of Public Health Nurse Assistant Certification
- b. obtain employment in long-term care, nursing home, residential care and hospital settings.

Students completing the noncredit Nurse Assistant Pre-Certification Training Program certificate of competency may qualify for entry into the career education programs below or pursue credit study.

- a. Registered Nurse
- b. Licensed Vocational Nurse

Program Learning Outcomes, including Occupational Competencies:

Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for nurse assistants working as a member of the healthcare team as evidenced by providing safe, quality care, communicating effectively, incorporating legal and ethical values, and assisting patients in attaining and maintaining maximum functional independence.

Students will be able to:

- a. provide basic care to patients in a variety of healthcare settings
- b. communicate and interact effectively with residents and their families, with sensitivity to the psychosocial needs of residents.
- c. assist patients in attaining and maintaining maximum functional independence.
- d. protect, support and promote the rights of residents.
- e. provide safety and preventive measures in the care of residents.
- f. function effectively as a member of the health care team.

Estimated Cost of Program Materials and Equipment:

- Textbook and workbook: (\$90)
- Blood pressure cuff (\$20+)
- Stethoscope (\$30+)
- Watch with sweep second hand (\$15)
- Uniform and shoes (\$50)
- Gait belt (\$15.00)
- American Heart Association CPR Training (\$60)
- Fire Safety Training (\$60)
- California Department of Public Health Certification Nurse Assistant Examination (\$90)
- Health clearance vaccinations (price varies)
- Drug and Alcohol Clearance (\$90)
- Criminal Background Check (\$80.00)

2. Catalog Description:

The Nurse Assistant Pre-Certification Program is consistent with SMC's Mission to assist students in the development of skills needed to succeed in college and prepare for a career as a certified nurse assistant and home health aide. The 180-hour curriculum prepares students to achieve the knowledge, skills and abilities essential to work as entry level nurse assistants caring for patients in hospitals, assisted living, and long-term care settings. The courses consist of 17 lecture and 17 lab modules as required by the California Department of Public Health which focus on essential aspects of patient care, such as patients' rights, body mechanics, taking vital signs, rehabilitative nursing, and more.

Successful candidates of the program will earn a Certificate of Completion and be eligible to take the California Nurse Assistant Competency exam. After passing the written and skills competency exam, the candidate will become a Certified Nurse Assistant. Additionally, after completion of the program, students can enroll in health and health occupations programs to advance their education in a variety of professional healthcare fields. This program is a great foundation for an Associate Degree in Applied Science.

- **Program Learning Outcomes:** Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for nurse assistants working as a member of the healthcare team as evidenced by providing safe, quality care, communicating effectively, incorporating legal and ethical values, and assisting patients in attaining and maintaining maximum functional independence.
- **Potential noncredit or credit programs and careers**
 - Credit Programs
 - Pre-licensure Registered Nursing Program
 - Pre-licensure Vocational Nursing Program
 - Careers
 - Certified Nurse Assistant
- **Accrediting and/or licensing standards**
 - California Code of Regulations (CCR) Title 22, Section 71835(n) specifies the mandatory theory and suggested clinical hours for each course module. California requires 160 hours of training to complete the program. The required minimum number classroom theory training is 60 hours and 100 hours of supervised clinical training is required.
 - The Nurse Assistant Training Program must provide a minimum of 100 hours of clinical training in a Department approved long-term care facility. There must be a written agreement between the Nurse Assistant Training Program and the long-term care clinical facility where the training is provided. The agreement must be approved by the Department prior to clinical training taking place.
 - Each student enrolled in the certification program shall have a health examination which includes a medical history and physical examination, a purified protein derivative, intermediate strength intradermal skin test for tuberculosis or a chest x-ray. A report signed by the examiner shall indicate that the student does not have any health condition that would create a hazard to themselves, fellow employees, or patients. The physical health examination must be done within 90 days prior to clinical training/direct patient contact.
 - Upon enrollment in a Nurse Assistant Training Program for nurse assistant certification, a candidate for training shall submit a training and examination application along with the proof of Live Scan fingerprinting to the Department. The application and Live Scan must be submitted prior to any direct patient contact with residents.

For further information related to accrediting and/or licensing standards for nurse assistant certification go to <https://www.cdph.ca.gov/Programs/CHCQ/LCP/Pages/Nurse-Assistant-Training-Program-Applicants.aspx>

and <https://www.cdph.ca.gov/Programs/CHCO/LCP/Pages/CNA.aspx>

- **Enrollment Limitations**

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

3. Program Requirements:

To earn the Certificate of Competency in Nurse Assistant/Home Health Aide Pre-Certification Program, students must successfully complete the following courses:

Dept Name/#	Full Name	Minimum Hours
Health 985	Nurse Assistant Pre-Certification Foundational Training	72
Health 986	Nurse Assistant Pre-Certification Training Clinical Lab	108

It is recommended that students complete the courses in the following order:

1.	Nurse Assistant Pre-Certification Foundational Training (concurrent with #2)
2.	Nurse Assistant Pre-Certification Training Clinical Lab (concurrent with #1)

4. Master Planning

The Nurse Assistant Pre-Certification Training Program is consistent with SMC's Mission to assist students in the development of skills needed to prepare for a career in healthcare industry and is part of the College's current California Adult Education Program, Career Education, and Strong Workforce Program (Noncredit) initiatives.

The demand for Certified Nurse Assistants (CNA) is high and projected to grow. Most students complete CNA training and disadvantaged groups might meet academic requirements for CNA training relatively easily. Students completing CNA training can bundle it with other short-term trainings to improve employment opportunities in the healthcare industry.

SMC can:

- assist students to attain the California Department of Public Health certification by helping them prepare to take and pass the examination.
- offer and encourage students in the nurse assistant training program to bundle it with other short-term trainings or credit programs. Anecdotal evidence suggests this can improve their job opportunities and wages.
- consider partnering with California Assisted Living Association to create nurse assistant apprenticeships or extended programs that offer ways for certified nurse assistants to gain additional skills and earn more while working.
- assist those who would like to move up in the nursing profession by providing financial, academic, and other support to enable low-income individuals to enter and complete longer-term health occupation programs.

Job Posting Analytics

Emsi Q4 2020 Data

Set November 2020



1900 Pico Blvd.
Santa Monica, California 90405
310.434.4040

Parameters

Regions:

Code	Description
------	-------------

6037	Los Angeles County, CA
------	------------------------

Job Title:

Results should include

Description

"nursing assistant" Job Titles with 130 matches


Minimum Experience Required: Any

Education Level: Any

Keyword Search:

Timeframe: Sep 2016 - Jul 2020

Job Postings Summary

<p style="text-align: center;">12,116 Unique Postings 61,998 Total Postings</p>	<p style="text-align: center;">5 : 1 Posting Intensity</p>  <p style="text-align: center;">Regional Average: 4 : 1</p>	<p style="text-align: center;">33 days Median Posting Duration Regional Average: 31 days</p>
---	--	--

There were **61,998** total job postings for your selection from September 2016 to July 2020, of which **12,116** were unique. These numbers give us a Posting Intensity of **5-to-1**, meaning that for every 5 postings there is 1 unique job posting.

This is higher than the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they may be trying harder to hire for this position.

Advertised Salary

There are **1,347** advertised salary observations (11% of the 12,116 matching postings).

\$30.1K
Median Advertised Salary



Job Postings Regional Breakdown



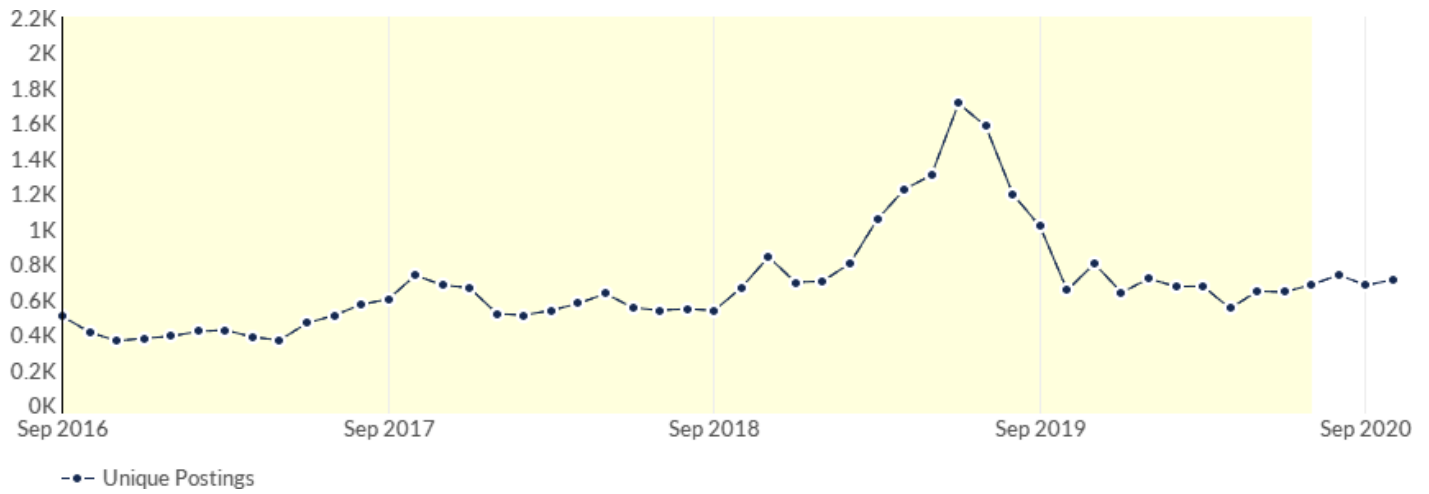
County

Unique Postings (Sep 2016 - Jul 2020)

Los Angeles County, CA

12,116

Unique Postings Trend













Month	Unique Postings	Posting Intensity
Oct 2020	709	7 : 1
Sep 2020	678	8 : 1
Aug 2020	736	9 : 1
Jul 2020	681	10 : 1
Jun 2020	639	10 : 1
May 2020	644	9 : 1
Apr 2020	546	10 : 1
Mar 2020	672	9 : 1

Feb 2020	671	9 : 1
Jan 2020	715	8 : 1
Dec 2019	636	8 : 1
Nov 2019	801	6 : 1











Education & Experience Breakdown

Education Level	Unique Postings	% of Total	Minimum Experience	Unique Postings	% of Total
Unspecified	8,700	72%	No experience listed	9,039	75%
High school or GED	2,618	22%	0 - 1 Years	2,585	21%
Associate's degree	997	8%	2 - 3 Years	420	3%
Bachelor's degree	932	8%	4 - 6 Years	60	0%
Master's degree	88	1%	7 - 9 Years	1	0%
Ph.D. or professional degree	30	0%	10+ Years	11	0%











Top Companies Posting

	Total/Unique (Sep 2016 - Jul 2020)	Posting Intensity	Median Posting Duration
Mycnajobs	1,664 / 454	4 : 1 	32 days
Genesis Healthcare, Inc.	6,067 / 453	13 : 1 	47 days
Mission Cafe	1,462 / 408	4 : 1 	32 days
CareInHomes.com	1,809 / 382	5 : 1 	45 days
Maxim Healthcare Services, Inc.	865 / 267	3 : 1 	25 days
Nurse Bank Inc	488 / 243	2 : 1 	22 days
Home Care Assistance	996 / 237	4 : 1 	30 days
Kindred Healthcare, Inc.	2,036 / 201	10 : 1 	31 days
Providence Health & Services	1,602 / 199	8 : 1 	43 days
Ensign Services, Inc.	1,211 / 193	6 : 1 	65 days





Top Cities Posting

City	Total/Unique (Sep 2016 - Jul 2020)	Posting Intensity	Median Posting Duration
Los Angeles, CA	24,066 / 4,472	5 : 1 	33 days
Long Beach, CA	2,784 / 516	5 : 1 	40 days
Torrance, CA	2,813 / 385	7 : 1 	38 days
Pasadena, CA	2,353 / 347	7 : 1 	38 days
Glendale, CA	2,376 / 345	7 : 1 	34 days
Beverly Hills, CA	1,555 / 220	7 : 1 	31 days
Burbank, CA	1,129 / 216	5 : 1 	35 days
Santa Monica, CA	1,090 / 201	5 : 1 	30 days
Santa Clarita, CA	521 / 199	3 : 1 	32 days
Norwalk, CA	958 / 188	5 : 1 	33 days











Top Posted Occupations

	Total/Unique (Sep 2016 - Jul 2020)	Posting Intensity	Median Posting Duration
Nursing Assistants	42,747 / 7,529	6 : 1 	34 days
Home Health and Personal Care Aides	15,935 / 3,736	4 : 1 	30 days
Medical and Health Services Managers	859 / 220	4 : 1 	40 days
Registered Nurses	524 / 125	4 : 1 	30 days
Occupational Therapy Assistants	258 / 113	2 : 1 	31 days
Postsecondary Teachers	195 / 72	3 : 1 	50 days
Licensed Practical and Licensed Vocational Nurses	259 / 60	4 : 1 	33 days
Medical Assistants	372 / 36	10 : 1 	38 days
Executive Secretaries and Executive Administrative Assistants	150 / 20	8 : 1 	40 days
First-Line Supervisors of Retail Sales Workers	17 / 16	1 : 1 	56 days

Top Posted Job Titles

	Total/Unique (Sep 2016 - Jul 2020)	Posting Intensity	Median Posting Duration
Certified Nursing Assistants	32,389 / 5,794	6 : 1 	33 days
Caregivers/Certified Nursing Assistants	4,518 / 1,304	3 : 1 	30 days
Certified Nursing Assistants/Home Health Aides	6,535 / 1,238	5 : 1 	33 days
Nursing Assistants	3,948 / 617	6 : 1 	34 days
Assisted Living Certified Nursing Assistants	1,973 / 518	4 : 1 	34 days
Patient Care Assistants/Certified Nursing Assistants	1,813 / 473	4 : 1 	35 days
In Home Caregivers/Certified Nursing Assistants	1,796 / 346	5 : 1 	31 days
Certified Nurse Aides/Certified Nursing Assistants	1,130 / 252	4 : 1 	32 days
Assistant Directors of Nursing	745 / 185	4 : 1 	44 days
Skilled Nursing Facility Certified Occupational Therapy Assistants	257 / 116	2 : 1 	31 days

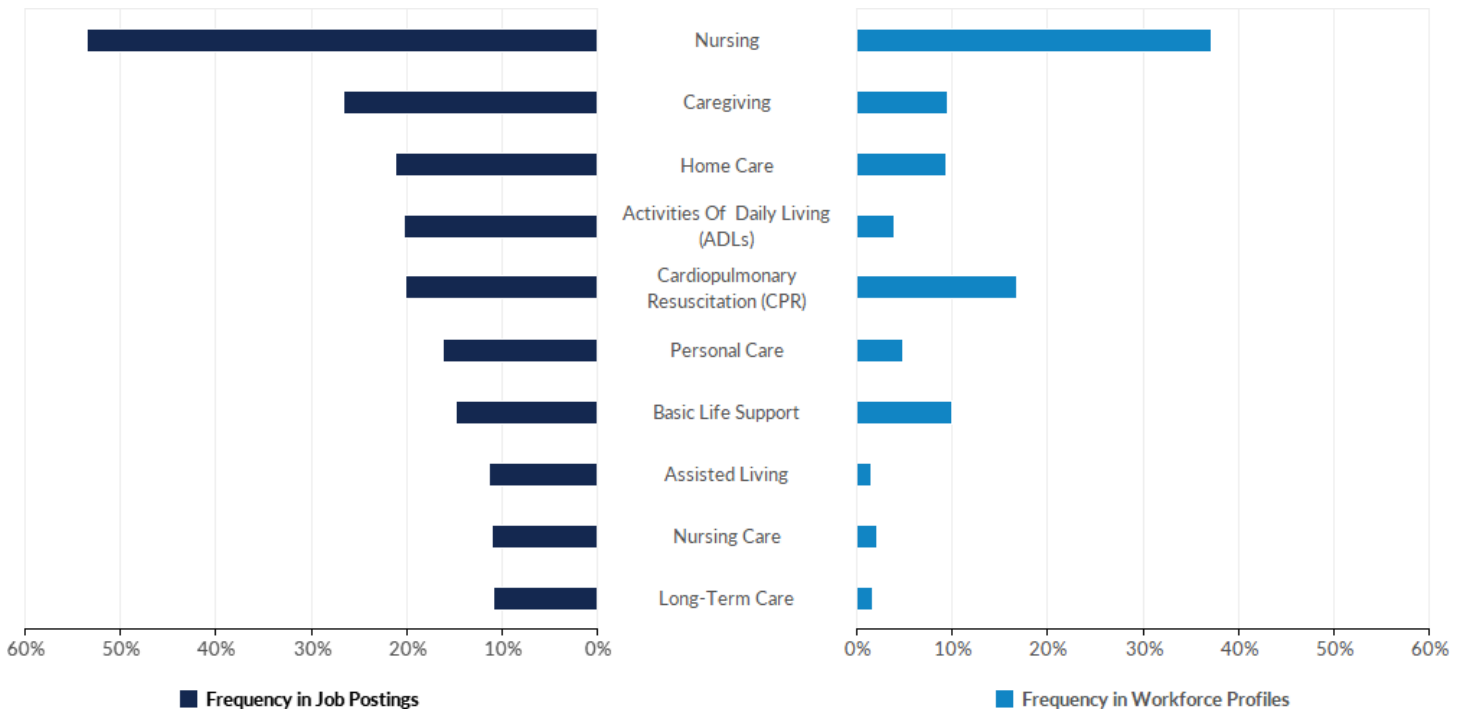
Top Industries

	Total/Unique (Sep 2016 - Jul 2020)	Posting Intensity	Median Posting Duration
Health Care and Social Assistance	41,701 / 6,600	6 : 1 	38 days
Administrative and Support and Waste Management and Remediation Services	7,103 / 1,971	4 : 1 	29 days
Accommodation and Food Services	1,693 / 491	3 : 1 	35 days
Real Estate and Rental and Leasing	1,392 / 282	5 : 1 	30 days
Educational Services	954 / 218	4 : 1 	33 days
Professional, Scientific, and Technical Services	795 / 216	4 : 1 	26 days
Retail Trade	448 / 160	3 : 1 	34 days
Construction	350 / 123	3 : 1 	48 days
Transportation and Warehousing	530 / 105	5 : 1 	47 days
Other Services (except Public Administration)	765 / 100	8 : 1 	30 days

The following provides insight into the supply and demand of relevant skills by comparing the frequency of skills present in job postings against skills present in today's workforce. Along with Emsi's job posting analytics, this comparison leverages Emsi's dataset of more than 100M online resumés and profiles. All resumés and profiles used in these comparisons have been updated within the last three years.

*The skills associated with workforce profiles represent workers of all education and experience levels.

Top Hard Skills

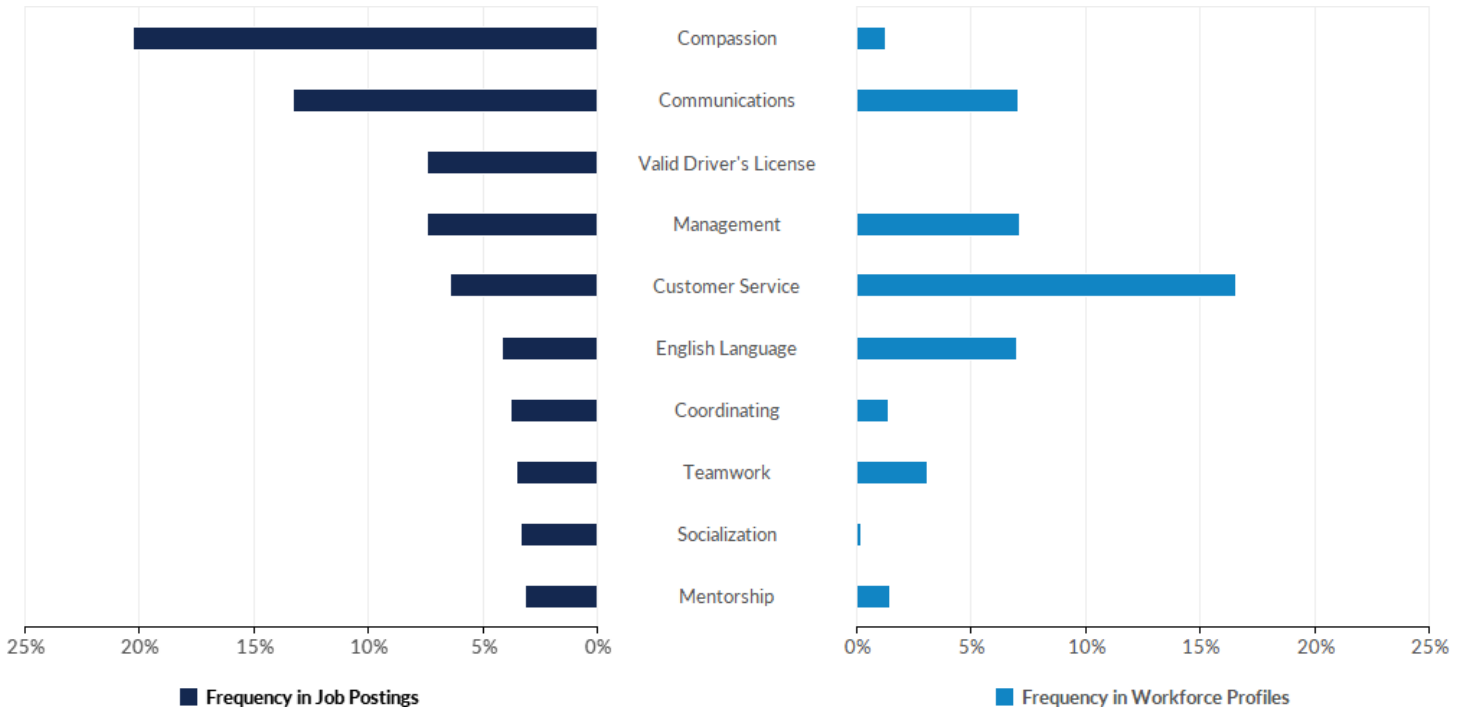


Top Hard Skills

	Frequency in Postings	Postings with Skill / Total Postings (Sep 2016 - Jul 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2018 - 2020)
Nursing	53%	6,479 / 12,116	37%	1,343 / 3,608
Caregiving	27%	3,221 / 12,116	10%	344 / 3,608
Home Care	21%	2,571 / 12,116	9%	340 / 3,608

Activities Of Daily Living (ADLs)	20%	2,459 / 12,116	4%	142 / 3,608
Cardiopulmonary Resuscitation (CPR)	20%	2,437 / 12,116	17%	605 / 3,608
Personal Care	16%	1,952 / 12,116	5%	173 / 3,608
Basic Life Support	15%	1,791 / 12,116	10%	361 / 3,608
Assisted Living	11%	1,371 / 12,116	1%	52 / 3,608
Nursing Care	11%	1,339 / 12,116	2%	75 / 3,608
Long-Term Care	11%	1,324 / 12,116	2%	60 / 3,608

Top Common Skills



Top Common Skills

	Frequency in Postings	Postings with Skill / Total Postings (Sep 2016 - Jul 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2018 - 2020)
Compassion	20%	2,454 / 12,116	1%	46 / 3,608
Communications	13%	1,608 / 12,116	7%	254 / 3,608
Valid Driver's License	7%	903 / 12,116	0%	0 / 3,608
Management	7%	899 / 12,116	7%	257 / 3,608
Customer Service	6%	779 / 12,116	17%	598 / 3,608
English Language	4%	506 / 12,116	7%	253 / 3,608

Coordinating	4%	459 / 12,116	1%	49 / 3,608
Teamwork	4%	427 / 12,116	3%	112 / 3,608
Socialization	3%	407 / 12,116	0%	6 / 3,608
Mentorship	3%	381 / 12,116	1%	52 / 3,608

Top Qualifications

Postings with Qualification

Advanced Practice Registered Nurse	114
Certified Home Health Aide	251
Certified Medical Assistant	116
Certified Nursing Assistant	11,071
Certified Occupational Therapy Assistant	120
Certified Registered Nurse Anesthetist (CRNA)	199
Licensed Practical Nurse	220
Licensed Vocational Nurses	855
Nurse Practitioner	201
Patient Care Technician	393

Appendix A

Top Posting Sources

Website	Postings on Website (Sep 2016 - Jul 2020)
Nexxt.com	3,669
Thejobnetwork.com	1,207
Beyond.com	988
Mycnajobs.com	806
Jobs.net	678
Learn4good.com	642
Careerbuilder.com	636
Allnurses.com	546
Careerboard.com	522
Monster.com	516
Careerarc.com	487
Jobsinanaheim.com	471

Anaheimrecruiter.com	460
Employmentcrossing.com	416
Resume-library.com	409
Losangelesrecruiter.com	376
Geebo.com	374
Snagajob.com	342
Recruiternetworks.com	296
Nettemps.com	288
Nurse.com	288
Retirementjobs.com	274
Glassdoor.com	272
My.jobs	254
Dejobs.org	250

Appendix B

Sample Postings

In Home Caregivers/Certified Nursing Assistants — Magnus, Incorporated in Los Angeles, CA (Jul 2020 - Aug 2020)

Caregiver or CNA | Part-time

Link to Live Job Posting: Posting is no longer active

Location: Los Angeles, CA

O*NET: 39-9021.00

Company: Magnus, Incorporated

Job Title: In Home Caregivers/Certified Nursing Assistants

Los Angeles (Downtown), California - USD Full Time Posted by:

Magnus Care Posted:

Thursday, 30 July 2020 Job Description Company Description Magnus Care is a caregiving and technology assistance company that helps older adults stay socially connected and live independently. For more information about us, visit us online at Requirements We are looking for inspired individuals to become a part of our team!

Candidates should have experience in:

- Companionship Care
- Transportation
- Light housekeeping
- Meal Planning and Preparation Requirements
- Current HCA Registration (PER

ID/HCA ID

-) • CPR/BLS Certified
- Driver's license
- Well-maintained vehicle
- Auto Insurance

Smartphone Job Type:

Part-time Salary:

\$14.25 to \$17.00/hour

Travel Certified Nursing Assistants — Corporate Technologies LLC in Los Angeles, CA (Jul 2020 - Aug 2020)

Certified Nursing Assistant (Travel)

Link to Live Job Posting: Posting is no longer active

Location: Los Angeles, CA

O*NET: 31-1014.00

Company: Corporate Technologies LLC

Job Title: Travel Certified Nursing Assistants

Certified Nursing Assistant (Travel) Los Angeles (Downtown), California - USD Full Time Posted by:

HonorVet Technologies Posted:

Friday, 31 July 2020

Job Description Job Title:

Certified Nursing Assistant (Travel)

Location:

Los Angeles, CA 90034

Duration:

2 months week contract with extension possibility

Shift:

07:00 AM to 03:30 PM Requirements

- 1-2 year experience required as CNA
- Active BLS. (AHA)

Active CNA license Company Description HonorVet Technologies is a technology-driven company that provides the reach of a large staffing organization with the feel of a specialized, boutique provider.

Our purpose is to lower the underemployment in the Veteran community by providing them with best-fit opportunities in civilian workplaces. We are disrupting Talent Acquisition with advanced recruitment solutions, a unique combination of Predictive Analysis, Artificial Intelligence, Processes, and Methodologies to support the company's "High Touch" Expertise. HonorVet Technologies deliver ideal recruitment solutions to our clients with suitable skillsets (preferably veterans, along with non-veterans, for the hard-to-fill positions).

Student Nursing Assistants — Nurses PRN in Lakewood, CA (Jul 2020 - Aug 2020)

Student Nursing Assistant - General

Link to Live Job Posting: Posting is no longer active

Location: Lakewood, CA

O*NET: 31-1014.00

Company: Nurses PRN

Job Title: Student Nursing Assistants

Student Nursing Assistant - General Nurses PRN -

Lakewood, CA Posted:

7/31/2020 [Apply Now](#) [Guardar el trabajo](#) [Imprimir](#) [Enviar a un amigo](#)
[Compartir](#) [Benefits + Weekly Pay](#) [+ Direct Deposit](#) + + + + + + + +
+ + [Joint Commission Certified Job Summary](#) [Company Details](#) [Company Name](#) [Nurses PRN](#) [Job Details](#) [Location Lakewood, CA](#)

Certified Nursing Assistants — Starbucks Corporation in Santa Clarita, CA (Jul 2020 - Aug 2020)

barista - Store# 10144, BOUQUET CANYON & HASKELL CANYO

Link to Live Job Posting: Posting is no longer active

Location: Santa Clarita, CA

O*NET: 35-3022.01

Company: Starbucks Corporation

Job Title: Certified Nursing Assistants

barista

- Store# 10144, BOUQUET

CANYON & HASKELL CANYO

Apply for job Save job

Company:

starbucks

Location:

United States, Santa Clarita, CALIFORNIA, CA

Salary:

negotiable / monthly

Job type: Full-Time

Posted:

2 days ago

Category:

Food / Bev / Hosp [

INS:

:

INS] Job Summary and Mission This position contributes to Starbucks success by providing legendary customer service to all customers. This job creates the Starbucks Experience for our customers by providing customers with prompt service, quality beverages and products, and maintaining a clean and comfortable store environment. Models and acts in accordance with Starbucks guiding principles. Summary of Key Responsibilities

Responsibilities and essential job functions include but are not limited to the following:

- Acts with integrity, honesty and knowledge that promote the culture, values and mission of Starbucks.
- Maintains a calm demeanor during periods of high volume or unusual events to keep store operating to standard and to set a positive example for the shift team.

 anticipates customer and store needs by constantly evaluating environment and customers for cues.

Communicates information to manager so that the team can respond as necessary to create the Third Place environment

during each shift.

- Assists with new partner training by positively reinforcing successful performance and giving respectful and encouraging coaching as needed.
- Contributes to positive team environment by recognizing alarms or changes in partner morale and performance and communicating them to the store manager.
- Delivers legendary customer service to all customers by acting with a customer comes first attitude and connecting with the customer. Discovers and responds to customer needs.
- Follows Starbucks operational policies and procedures, including those for cash handling and safety and security, to ensure the safety of all partners during each shift.
- Maintains a clean and organized workspace so that partners can locate resources and product as needed.
- Provides quality beverages, whole bean, and food products consistently for all customers by adhering to all recipe and presentation standards. Follows health, safety and sanitation guidelines for all products.
- Recognizes and reinforces individual and team accomplishments by using existing organizational methods.
- Maintains regular and punctual attendance Apply for job Save job [

INS:

:

INS]

Share:

Keyword? Location? Keyword? Location? Related job Shift Lead Jobdiagnosis United States, JACKSONVILLE, FLORIDA, FL
Featured Full-Time

Certified Nursing Assistants — De Vore Recruiting in Glendale, CA (Jul 2020 - Aug 2020)

CNA New Grad's - Certified Nursing Assistant

Link to Live Job Posting: Posting is no longer active

Location: Glendale, CA

O*NET: 31-1014.00

Company: De Vore Recruiting

Job Title: Certified Nursing Assistants

CNA New Grad's•Certified Nursing Assistant Devore Recruiting•

GLENDALE, CA

Posted:

7/31/2020_____Apply Now Guardar el trabajo Imprimir Enviar a un amigo

Compartir_____+

Location:

GLENDALE

+

Type:

Direct Hire + Job#2450 Certified Nursing Assistant•

CNA New Grads Job Title:

Certified Nursing Assistant Reports to: Charge Nurse

POSITION DESCRIPTION

As a certified nursing assistant responsible for providing routine nursing care in accordance with established policies and procedures and as may be directed by the Charge Nurse, RN Supervisor, Director of Nurses or Administrator, to assure that the highest degree of quality resident care can be maintained at all times.

QUALIFICATIONS

+ Currently enrolled in a school for nursing assistants or have a license as a certified nursing assistant. + A minimum of 6 months experience as a certified nursing assistant or clinical experience while enrolled in a nursing assistant certification class. + Must possess a sincere desire to serve the ill, aged and infirm. + Ability to read, write and speak the English language. •Possess the ability to deal tactfully with personnel, residents, family members, visitors, and the general public. + Willingness to work harmoniously with other personnel. •Must have patience, tact, cheerful disposition and enthusiasm, as well as be willing to handle residents based on whatever maturity level they are currently functioning. + Must be in good general health and demonstrate emotional stability. + Must be able to relate to and work with ill, disabled, elderly, emotionally upset, and, at times, hostile people within the facility. Pay range for Certified Nursing Assistant is \$16.50 / Hour-The post appeared first on . Job Summary_____Company Details Company_____

Appendix C - Data Sources and Calculations

Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Program Overview

Nursing Assistant/Aide and Patient Care

Assistant/Aide Emsi Q4 2020 Data Set

November 2020



1900 Pico Blvd.
Santa Monica, California 90405
310.434.4040

Parameters

Programs:

Code	Description
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide

Program Overview

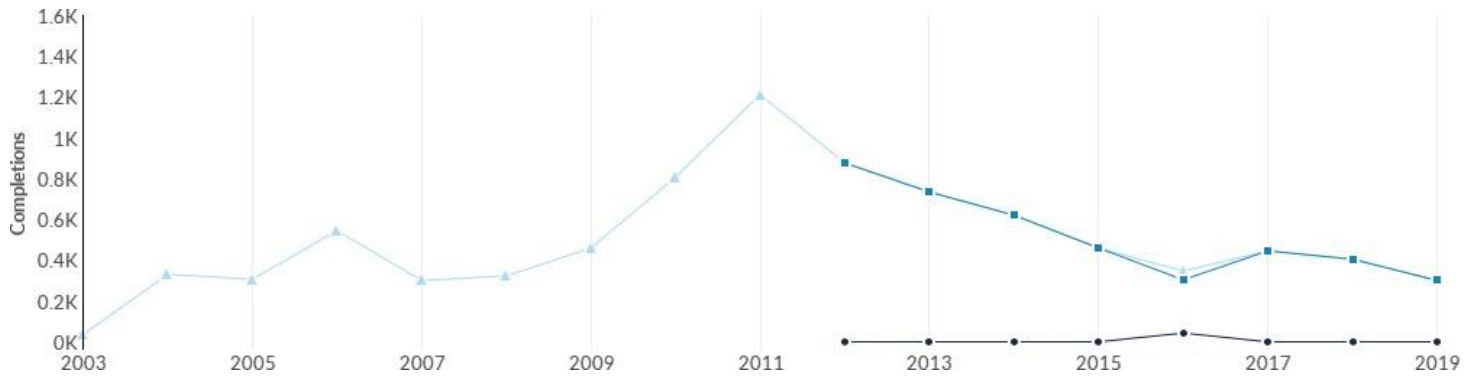


	Completions (2019)	% Completions	Institutions (2019)	% Institutions
● All Programs	301	100%	9	100%
● Distance Offered Programs	0	0%	0	0%
● Non-Distance Offered Programs	301	100%	9	100%

Completions by Institution

Institution	Completions (2019)	Growth % YOY (2019)	Market Share (2019)	IPEDS Tuition & Fees (2019)
Trinity School of Health and Allied Sciences	60	-55.2%	19.9%	N/A
Platt College-Los Angeles	53	-41.8%	17.6%	\$14,354
East San Gabriel Valley Regional Occupational Program	47	23.7%	15.6%	N/A
Healthcare Career College	46	155.6%	15.3%	N/A
Hacienda La Puente Adult Education	41	10.8%	13.6%	N/A
West Coast Ultrasound Institute	33	-10.8%	11.0%	\$18,600
Medical Allied Career Center	10	-50.0%	3.3%	N/A
Angeles College	6	-76.0%	2.0%	N/A
Los Angeles Mission College	5	0.0%	1.7%	\$1,220

Regional Trends



	2012 Completions	2019 Completions	% Change
Distance Offered Programs	0	0	0.0%
Non-Distance Offered Programs	877	301	-65.7%
All Programs	877	301	-65.7%

Regional Completions by Award Level



Award Level	Completions (2019)	Percent
<ul style="list-style-type: none"> Award of less than 1 year 	245	81.4%
<ul style="list-style-type: none"> Award of at least 1 but less than 2 academic years 	56	18.6%
Associate's Degree	0	0.0%
Award of at least 2 but less than 4 academic years	0	0.0%
Bachelor's Degree	0	0.0%
Postbaccalaureate certificate	0	0.0%
Master's Degree	0	0.0%
Post-masters certificate	0	0.0%
Doctor's Degree	0	0.0%

Similar Programs

<p>2</p> <p>Programs</p>	<p>805</p> <p>Completions</p>
--	---

CIP Code	Program	Completions (2019)
51.0000	Health Services/Allied Health/Health Sciences, General	598
51.3999	Practical Nursing, Vocational Nursing and Nursing Assistants, Other	207

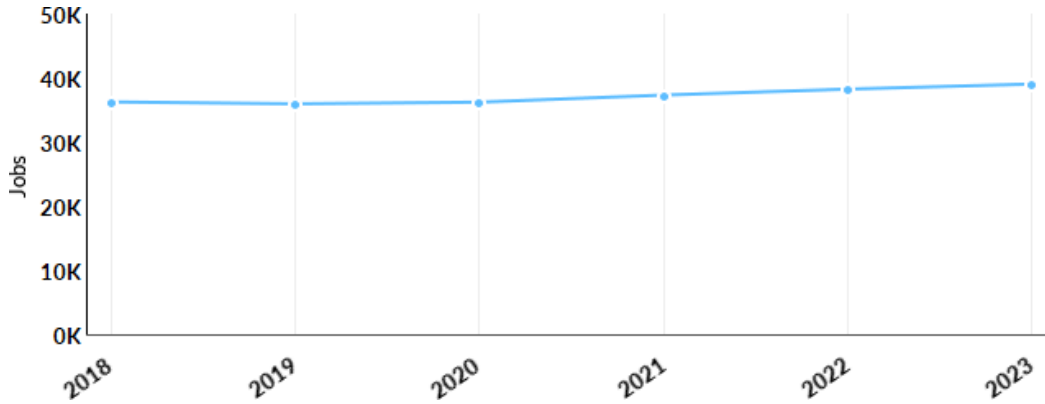
Target Occupations

<p>36,222</p> <p>Jobs (2018)</p> <p>26% below National average</p>	<p>+7.7%</p> <p>% Change (2018-2023)</p> <p>Nation: +1.3%</p>	<p>\$15.98/hr \$33.2K/yr</p> <p>Median Earnings</p> <p>Nation: \$14.23/hr; \$29.6K/yr</p>	<p>4,740</p> <p>Annual Openings</p>
---	--	--	---

Occupation	2018 Job	Annual Openings	Median Earnings	Growth (2018 - 2023)	Location Quotient (2018)
Nursing Assistants	34,821	4,586	\$15.91/hr	+8.34%	0.73
Orderlies	1,400	154	\$18.31/hr	-8.57%	0.84


Growth

36,222 2018 Jobs	39,006 2023 Jobs	2,784 Change (2018-2023)	7.7% % Change (2018-2023)
----------------------------	----------------------------	------------------------------------	-------------------------------------



Occupation	2018 Jobs	2023 Jobs	Change	% Change
Nursing Assistants (31-1131)	34,821	37,726	2,905	8%
Orderlies (31-1132)	1,400	1,280	-120	-9%

Job Postings Summary

<p>15,471 Unique Postings 82,440 Total Postings</p>	<p>5 : 1 Posting Intensity  Regional Average: 4 : 1</p>	<p>34 days Median Posting Duration Regional Average: 31 days</p>
---	--	--

There were **82,440** total job postings for your selection from September 2016 to July 2020, of which **15,471** were unique. These numbers give us a Posting Intensity of **5-to-1**, meaning that for every 5 postings there is 1 unique job posting.

This is higher than the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they may be trying harder to hire for this position.

Job Postings vs. Hires

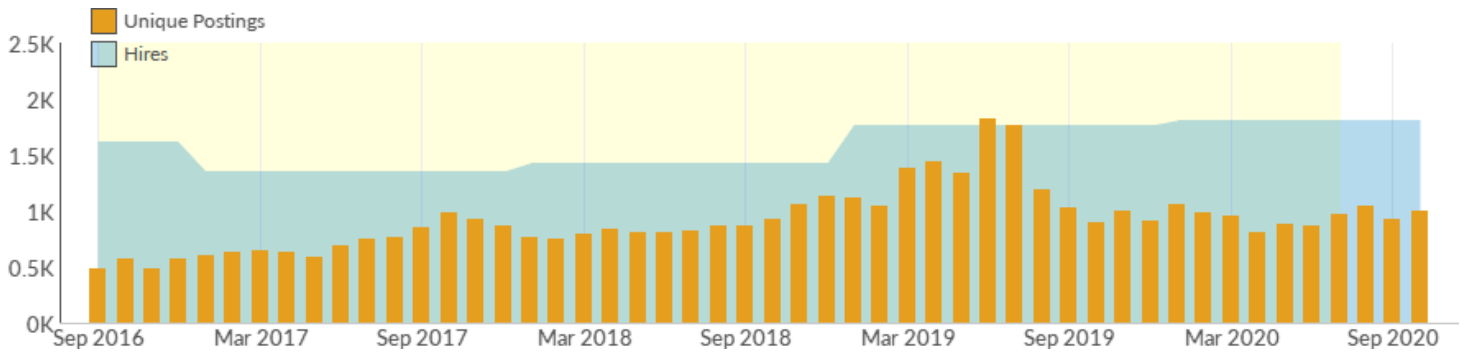
914

Avg. Monthly Postings (Sep 2016 - Jul 2020)

1,569

Avg. Monthly Hires (Sep 2016 - Jul 2020)

In an average month, there were **914** active job postings for 2 Occupations, and **1,569** actually hired. This means there were approximately 2 hires for 2 Occupations for every 1 unique job posting.













Occupation	Avg Monthly Postings (Sep 2016 - Jul 2020)	Avg Monthly Hires (Sep 2016 - Jul 2020)
Nursing Assistants	912	1,520
Orderlies	2	49

Top Companies Posting

Company Jul	Total/Unique (Sep 2016 - 2020)	Posting Intensity	Median Posting Duration
CareInHomes.com	2,470 / 564	4 : 1	45 days
Providence Health & Services	3,984 / 541	7 : 1	43 days
Genesis Healthcare, Inc.	6,464 / 521	12 : 1	48 days
Nurse Bank Inc	1,354 / 353	4 : 1	22 days
Kindred Healthcare, Inc.	3,081 / 323	10 : 1	44 days
Ahmc Healthcare Inc.	616 / 297	2 : 1	25 days
Maxim Healthcare Services, Inc.	927 / 284	3 : 1	27 days
Dignity Health	1,753 / 267	7 : 1	47 days
Davita Inc.	792 / 253	3 : 1	35 days
Kaiser Permanente	1,734 / 252	7 : 1	32 days

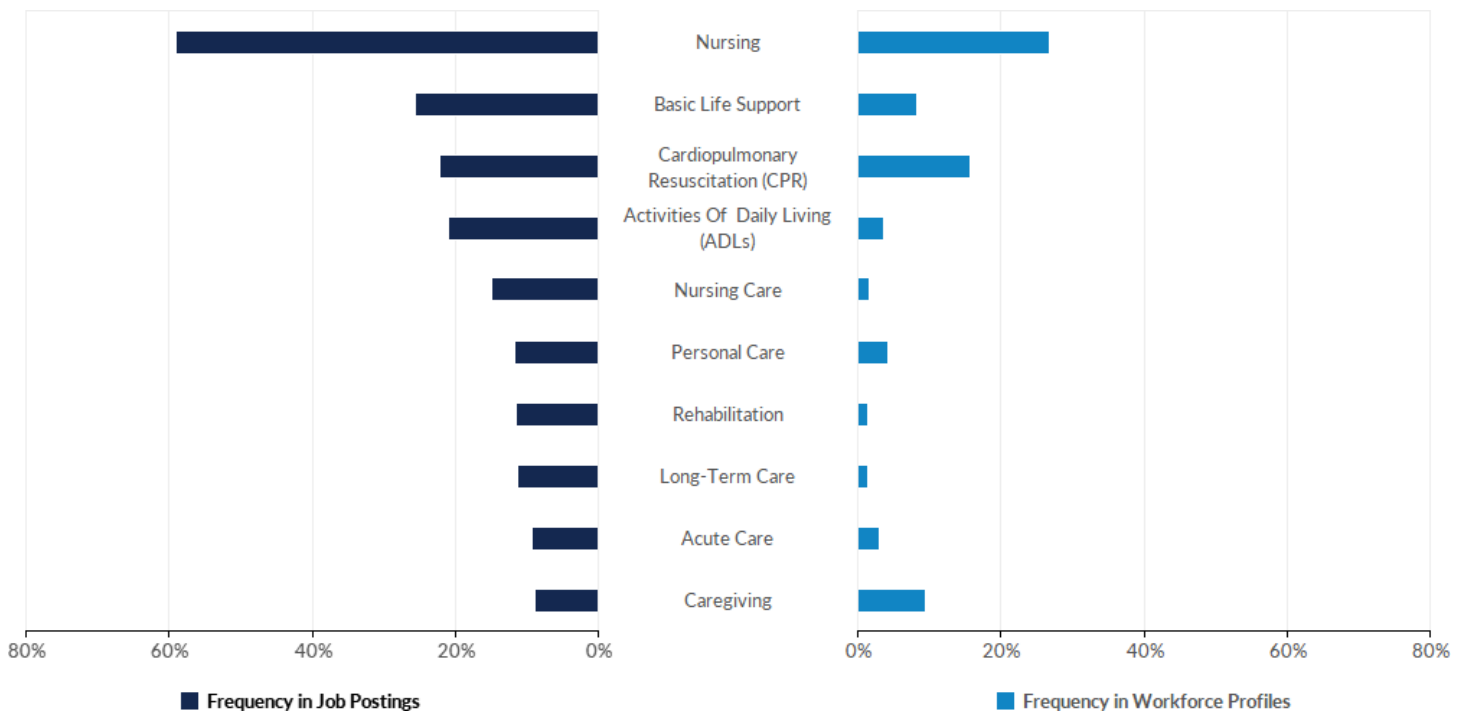
Top Posted Job Titles

Job	Total/Unique (Sep 2016 - Jul 2020)	Posting Intensity	Median Posting Duration
Certified Nursing Assistants	31,678 / 5,539	6 : 1 	34 days
Certified Nurse Assistants	2,585 / 800	3 : 1 	34 days
Nursing Assistants	3,891 / 588	7 : 1 	35 days
Patient Care Technicians	1,975 / 482	4 : 1 	33 days
Patient Care Assistants	2,310 / 241	10 : 1 	45 days
Certified Nurse Aides/Certified Nursing Assistants	1,060 / 233	5 : 1 	34 days
Caregivers/Certified Nursing Assistants	667 / 212	3 : 1 	34 days
Nurse Shift Managers	356 / 174	2 : 1 	44 days
Patient Transporters	911 / 174	5 : 1 	45 days
Skilled Nursing Facility Registered Nurses	1,102 / 174	6 : 1 	33 days

The following provides insight into the supply and demand of relevant skills by comparing the frequency of skills present in job postings against skills present in today's workforce. Along with Emsi's job posting analytics, this comparison leverages Emsi's dataset of more than 100M online resumés and profiles. All resumés and profiles used in these comparisons have been updated within the last three years.

*The skills associated with workforce profiles represent workers of all education and experience levels.

Top Hard Skills

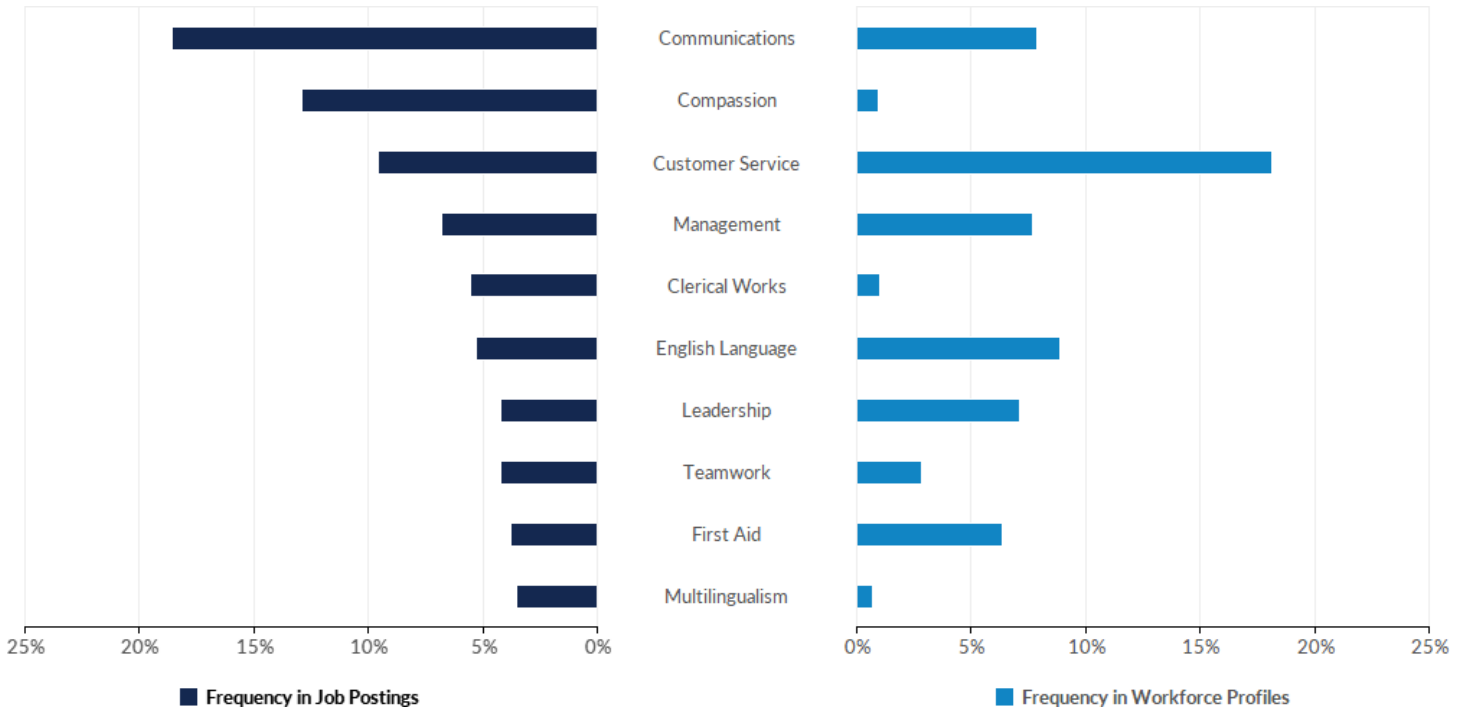


Top Hard Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Sep 2016 - Jul 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2018 - 2020)
Nursing	59%	9,124 / 15,471	27%	1,560 / 5,841
Basic Life Support	26%	3,971 / 15,471	8%	488 / 5,841
Cardiopulmonary Resuscitation (CPR)	22%	3,433 / 15,471	16%	923 / 5,841

Activities Of Daily Living (ADLs)	21%	3,249 / 15,471	4%	215 / 5,841
Nursing Care	15%	2,311 / 15,471	2%	96 / 5,841
Personal Care	12%	1,822 / 15,471	4%	244 / 5,841
Rehabilitation	12%	1,790 / 15,471	1%	86 / 5,841
Long-Term Care	11%	1,741 / 15,471	1%	79 / 5,841
Acute Care	9%	1,446 / 15,471	3%	173 / 5,841
Caregiving	9%	1,368 / 15,471	9%	548 / 5,841

Top Common Skills



Top Common Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Sep 2016 - Jul 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2018 - 2020)
Communications	19%	2,873 / 15,471	8%	461 / 5,841
Compassion	13%	1,996 / 15,471	1%	55 / 5,841
Customer Service	10%	1,481 / 15,471	18%	1,059 / 5,841
Management	7%	1,050 / 15,471	8%	447 / 5,841
Clerical Works	6%	854 / 15,471	1%	58 / 5,841
English Language	5%	819 / 15,471	9%	518 / 5,841

Leadership	4%	648 / 15,471	7%	415 / 5,841
Teamwork	4%	648 / 15,471	3%	167 / 5,841
First Aid	4%	587 / 15,471	6%	373 / 5,841
Multilingualism	4%	548 / 15,471	1%	42 / 5,841

Top Qualifications

Qualification	Postings with Qualification
Certified Nursing Assistant	11,972
Licensed Vocational Nurses	1,304
Patient Care Technician	1,270
Certified Medical Assistant	427
Certified Hemodialysis Technician	359
Licensed Practical Nurse	256
Nurse Practitioner	180
Certified Registered Nurse Anesthetist (CRNA)	159
Advanced Practice Registered Nurse	88
Certified Home Health Aide	83

Appendix A - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry.

Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Occupational Employment (May 2019) & Wage (2020 - 1st Quarter) Data
Occupational Employment Statistics (OES) Survey Results
 (Sorted by SOC Code)

(Released June 2020)

These survey data are from the 2019 Occupational Employment Statistics (OES) survey. The wages have all been updated to the **first quarter of 2020** by applying the US Department of Labor's Employment Cost Index to the 2019 wages. Occupations are classified using the Standard Occupational Classification (SOC) codes. For details of the methodology, see the Overview of the OES Survey at <http://www.labormarketinfo.edd.ca.gov>.

Geography: Los Angeles-Long Beach-Glendale MD

Counties: Los Angeles

MSA Code	Geographic Area Name	SOC Code	Occupational Title	2020 - 1st Quarter Wages						
				May 2019 Employment Estimates	Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (1)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
031084	Los Angeles-Long Beach-Glendale	31-0000	Healthcare Support Occupations	306,900	\$16.72	\$34,776	1.71	\$13.41	\$14.42	\$17.89
031084	Los Angeles-Long Beach-Glendale	31-1120	Home Health and Personal Care Aides	208,300	\$15.69	\$32,637	2.66	\$13.41	\$13.61	\$15.02
031084	Los Angeles-Long Beach-Glendale	31-1131	Nursing Assistants	35,820	\$17.35	\$36,070	1.37	\$14.81	\$16.55	\$19.15
031084	Los Angeles-Long Beach-Glendale	31-1132	Orderlies	1,140	\$19.51	\$40,575	1.94	\$16.28	\$18.88	\$22.54
031084	Los Angeles-Long Beach-Glendale	31-1133	Psychiatric Aides	430	\$15.98	\$33,239	2.84	\$14.59	\$15.68	\$17.37
031084	Los Angeles-Long Beach-Glendale	31-2011	Occupational Therapy Assistants	380	\$31.84	\$66,227	5.49	\$26.96	\$32.65	\$37.75
031084	Los Angeles-Long Beach-Glendale	31-2012	Occupational Therapy Aides	150	\$20.68	\$43,029	3.91	\$16.78	\$19.23	\$24.46
031084	Los Angeles-Long Beach-Glendale	31-2021	Physical Therapist Assistants	1,120	\$31.47	\$65,455	6.63	\$25.22	\$34.17	\$39.04
031084	Los Angeles-Long Beach-Glendale	31-2022	Physical Therapist Aides	1,480	\$17.19	\$35,759	5.76	\$13.41	\$15.51	\$18.68
031084	Los Angeles-Long Beach-Glendale	31-9011	Massage Therapists	4,950	\$22.09	\$45,950	7.51	\$14.45	\$16.61	\$28.59
031084	Los Angeles-Long Beach-Glendale	31-9091	Dental Assistants	13,530	\$19.96	\$41,517	2.59	\$15.56	\$19.26	\$23.85
031084	Los Angeles-Long Beach-Glendale	31-9092	Medical Assistants	24,130	\$18.64	\$38,775	1.89	\$14.60	\$17.42	\$20.88
031084	Los Angeles-Long Beach-Glendale	31-9093	Medical Equipment Preparers	2,420	\$23.55	\$48,983	3.37	\$18.94	\$23.72	\$28.28
031084	Los Angeles-Long Beach-Glendale	31-9094	Medical Transcriptionists	2,350	\$16.63	\$34,591	7.95	\$13.40	\$13.41	\$16.95
031084	Los Angeles-Long Beach-Glendale	31-9095	Pharmacy Aides	2,520	\$18.72	\$38,938	4.28	\$14.13	\$16.09	\$23.06
031084	Los Angeles-Long Beach-Glendale	31-9096	Veterinary Assistants and Laboratory Animal Caretakers	2,210	\$16.48	\$34,272	4.98	\$14.20	\$15.17	\$17.52
031084	Los Angeles-Long Beach-Glendale	31-9097	Phlebotomists	3,600	\$20.32	\$42,277	1.65	\$17.12	\$19.79	\$23.33
031084	Los Angeles-Long Beach-Glendale	31-9099	Healthcare Support Workers, All Other	2,360	\$23.00	\$47,851	2.01	\$18.88	\$22.19	\$25.70

Data Footnotes:

- (1) The 'Mean Relative Standard Error' is a measure of the relative precision of the wage estimate. A low number denotes relatively high validity.
- (2) For some occupations, workers may not work full-time all year-round. For these occupations it is not feasible to calculate an hourly wage.
- (3) An estimate of employment could not be provided.
- (4) An estimate of wage could not be provided.
- (5) There is wide variation in the number of hours worked by those employed as actors, dancers, musicians, and singers.

Many jobs are for a duration of 1 day or 1 week and it is extremely rare for a performer to have guaranteed employment for a period that exceeds 3 to 6 months.

*These May 2019 OES estimates are based on a "hybrid" structure that is a combination of the 2010 and 2018 Standard Occupational Classification (SOC) system.

[See the "Technical Notes for the May 2019 Estimates" on the Bureau of Labor Statistics Web site for additional information about the OES survey.](#)

Program Table
Nursing Assistant/Aide and Patient Care Assistant/Aide in Los Angeles County, CA
Emsi Q4 2020 Data Set
November 2020
1900 Pico Blvd.
Santa Monica, California 90405
310.434.4040

Parameters	
Programs	
Code	Description
51.3902	Nursing Assistant/Aide and Patient Care Assistant/A

de

CIP Code	Description	2020 Jobs	2018 Jobs	2023 Jobs
51.3902	Nursing Assistant/A	36,185	36,222	39,006

Jobs Change	% Jobs Change	All Completions > All Program Types > 2018 Completions	All Completions > All Program Types > % Completions Change (2017- 2018)	Openings
2,785	8%	405	(9%)	23,698

Annual Openings
4,740

Appendix A - Data Sources and Calculations

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

**Santa Monica College
Program Of Study
Art Associate in Arts (AA)**

In the Art Associates of Arts degree, students will be guided through a mix of material and conceptual exploration grounded in core foundational skills. Students will be able to demonstrate a diverse skillset in a broad range of media, materials and processes. They will define and use core concepts in 2D, 3D and new genres. Students will produce original work that demonstrates a high level of craft, with the ability to describe, analyze, and provide criticism of works of art in various media. This multi-faceted program will prepare our students to transfer, organize art works/art practice for exhibition, if applicable, and understand safe and hazard-free use of art materials and equipment.

Program Learning Outcomes:

Upon completion of the program in Art, students will demonstrate an appreciation and understanding of Art and Art History in order to develop creative and critical thinking solutions to various Art and Art History issues. Students will look at an artistic situation, whether in implementation or analysis, in order to develop and create a strategy for its solution.

Required Core Courses: (9 units required)	Units: 9.0
ART 10A ^{DE} Design I	3.0
ART 13 ^{DE} 3D Design	3.0
ART 20A ^{DE} Drawing I - Introduction to Drawing	3.0

Select 1 Art History course:	Units: 3.0
-------------------------------------	-------------------

AHIS 2 is recommended

AHIS 1 ^{DE} Western Art History I	3.0
AHIS 2 ^{DE} Western Art History II	3.0
AHIS 3 ^{DE} Global Art History Since 1860	3.0
AHIS 5 Latin American Art History 1	3.0
AHIS 6 Latin American Art History 2	3.0
AHIS 11 ^{DE} Art Appreciation: Introduction to Global Visual Culture	3.0
AHIS 15 Mexican Art History	3.0
AHIS 17 ^{DE} Arts of Asia	3.0
AHIS 18 ^{DE} Introduction To African Art History	3.0
AHIS 21 ^{DE} Architectural History: Ancient to 1850	3.0
AHIS 22 ^{DE} Architectural History and Theory - 1850 to Present	3.0
AHIS 52 ^{DE} History of Photography (<i>same as PHOTO 52</i>)	3.0
AHIS 71 ^{DE} African American Art History	3.0
AHIS 72 ^{DE} American Art History	3.0

Select 2 courses (6 units), with a minimum of 3 units in Art	Units: 6.0
---	-------------------

Art: Select 1 to 2 courses (3-6 units)

ART 21A recommended

ART 10A ^{DE} Design I	3.0
ART 10B ^{DE} Principles of Design	3.0
ART 10C ^{DE} Digital Media	3.0
ART 13 ^{DE} 3D Design	3.0
ART 15 Lettering	3.0
ART 17A ^{DE} 3D Jewelry Design I	3.0
ART 17B 3D Jewelry Design II	3.0
ART 20A ^{DE} Drawing I - Introduction to Drawing	3.0
ART 20B ^{DE} Drawing II - Drawing with Color	3.0
ART 20C Digital Drawing	3.0

ART 21A ^{DE} Figure Drawing I	3.0
ART 21B ^{DE} Figure Drawing II	3.0
ART 30A Beginning Watercolor Painting I	3.0
ART 30B Watercolor Painting II	3.0
ART 30C ^{DE} Acrylic Painting Techniques	3.0
ART 31 ^{DE} Beginning Oil Painting	3.0
ART 32 ^{DE} Intermediate Painting	3.0
ART 33 Figure Painting	3.0
ART 34A ^{DE} New Genres	3.0
ART 34B Contemporary Art Theory and Practice	3.0
ART 35 Airbrush Techniques	3.0
ART 40A ^{DE} Sculpture I	3.0
ART 40B ^{DE} Sculpture II	3.0
ART 40C ^{DE} Sculpture III	3.0
ART 41A ^{DE} Figure Modeling Sculpture I	3.0
ART 41B ^{DE} Figure Modeling Sculpture II	3.0
ART 43A Glass Sculpture I	3.0
ART 43B Glass Sculpture II	3.0
ART 52A ^{DE} Ceramics I	3.0
ART 52B Ceramics II	3.0
ART 52C Ceramics III	3.0
ART 60 ^{DE} Introduction To Printmaking	3.0
ART 60B Introduction To Digital Printing	3.0
ART 61A Etching	3.0
ART 61B Advanced Etching	3.0
ART 62 Serigraphy (Silkscreen)	3.0
ART 63 Lithography	3.0
ART 74 ^{DE} Introduction to Programming in the Arts	3.0
ART 75 ^{DE} Form and Information	3.0

Art History: Select 1 course (3 units), if less than 2 courses (6 units) are completed from Art

AHIS 1 ^{DE} Western Art History I	3.0
AHIS 2 ^{DE} Western Art History II	3.0
AHIS 3 ^{DE} Global Art History Since 1860	3.0
AHIS 5 ^{DE} Latin American Art History 1	3.0
AHIS 6 ^{DE} Latin American Art History 2	3.0
AHIS 11 ^{DE} Art Appreciation: Introduction to Global Visual Culture	3.0
AHIS 15 Mexican Art History	3.0
AHIS 17 ^{DE} Arts of Asia	3.0
AHIS 18 ^{DE} Introduction to African Art History	3.0
AHIS 21 ^{DE} Architectural History: Ancient to 1850	3.0
AHIS 22 ^{DE} Architectural History and Theory - 1850 to Present	3.0
AHIS 52 ^{DE} History of Photography (<i>same as PHOTO 52</i>)	3.0
AHIS 71 ^{DE} African American Art History	3.0
AHIS 72 ^{DE} American Art History	3.0

Total: 18.0

Santa Monica College
Program Of Study
Graphic Design Associate in Science (AS)/Certificate of Achievement

Graphic Design program is a comprehensive study of the knowledge, skills and competencies necessary to research, conceptualize, prototype and implement all aspects of graphic design projects in a variety of modern visual communication media.

The required coursework begins with the first semester focused on **Design Technologies**, during which the students learn the foundations of the design toolset, including the history of its development, its modern applications and the skills required to use those tools in their own projects. The second semester focuses on a wide set of **Design Methodologies** currently in use in the design industry. The students start exploring Web and digital design as possible media for their work. The third semester is focused on designing for **User Experience** and allows students to practice a more holistic approach to their designs taking into consideration the medium, the goals, the needs of the target audience, and the implications to all stakeholders. The fourth and final semester is centered around **Professional Practices**. Students will learn how to work collaboratively on real-world design challenges, manage their design practice and showcase their skills in a portfolio.

The main goal of the program is to prepare the students for the next step in their design career, whether it's an entry-level design position or a transfer to continue their studies.

Program Learning Outcomes:

Upon completion of the Graphic Design program, students will be able to effectively apply appropriate skills and methodologies to all stages of a visual design project, and develop an effective portfolio for transfer or entry-level employment in the design and visual communication industry.

Required Courses	Units: 36.0
DESIGN 11 ^{DE} Design Foundations (<i>formerly GR DES 31</i>)	3.0
DESIGN 12 ^{DE} Typography 1 (<i>formerly GR DES 33</i>)	3.0
DESIGN 13 ^{DE} Digital Design Tools (<i>formerly GR DES 18</i>)	3.0
DESIGN 21 Design Methods	3.0
DESIGN 22 ^{DE} Typography 2 (<i>formerly GR DES 43</i>)	3.0
DESIGN 23 ^{DE} User Experience Design 1 (<i>formerly GR DES 61</i>)	3.0
DESIGN 31 Interactive Advertising	3.0
DESIGN 32 Communication Design	3.0
DESIGN 33 ^{DE} User Experience Design 2 (<i>formerly GR DES 62</i>)	3.0
DESIGN 41 Industry Project	3.0
DESIGN 42 Information Design	3.0
DESIGN 43 ^{DE} Design Portfolio (<i>formerly GR DES 50</i>)	3.0
	Total: 36.0

Academic Senate Resolution

Title: Emergency Distance Education Modality

Approval Date: ??????

Whereas, the declaration of an emergency due to the Covid-19 pandemic necessitated the immediate transition from an on-ground instructional modality to a remote instructional modality for all courses offered by the college;

Whereas, emergency-only distance education approval by the SMC Curriculum Committee authorizes those courses to be offered remotely only during a declared emergency;

Whereas, the Academic Senate officially recognized synchronous instruction as a fully-approved distance education modality on June 8 2021 and this change in allowed distance education modalities will result in departments re-examining whether courses approved for emergency-only distance education will be submitted for full distance education approval;

Whereas, department chairs are already engaged in scheduling for Spring 2022 and there is insufficient time for departments to discuss, investigate, propose, and seek approval for new fully online distance education before Spring 2022 schedules are set;

Whereas, the potential of an abrupt and unplanned end to emergency-only distance education approvals will cause serious damage to student educational progress and to the ability of departments to meet student need in this on-going pandemic;

Resolved, the Academic Senate recommends that in the Fall 2021 semester each discipline/department discuss and investigate the impact of the new distance education guidelines allowing for synchronous instruction, and decide whether they intend to convert any emergency-only approved distance education courses to fully approved.¹

¹ This will allow departments to submit rigorously developed applications for full distance education approval to the Curriculum Committee before *[insert date needed by Curriculum]* in order to be approved by the full Senate before its last meeting of Spring 2022. This will also allow departmental chairs to begin scheduling for Fall 2022 with full knowledge of the available modalities.

***Resolved*, the Academic Senate recommends that if the COVID-19 emergency is declared over, all emergency-only distance education authorizations shall continue through Summer 2022 or any already scheduled semester or intersession thereafter.²**

² The potential disruption to student educational progress due to an abrupt withdrawal of approval is enormous given that SMC schedules so far in advance of the first day of classes. The timeline provided in the first resolution will allow departments to prepare for future withdrawals of emergency-only approval once the emergency is declared over by determining which courses are appropriate for full distance education approval. This resolution also educates all parties that the declaration that the COVID-19 emergency is “over” has real consequences related to planning, curriculum, and educational advancement.

Distance Education: SOCIOLOGY 32, Asian Americans In Contemporary Society

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
CSU GE Area:	D0 - Sociology and Criminology
IGETC Area:	4J: Sociology & Criminology
SMC GE Area:	II-B: Social Science (Group B)
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

This course introduces students to the social conditions and issues facing Asian/Pacific Americans. Using a sociological perspective, the pan-ethnic identity of Asian/Pacific Americans will be critically examined. Attention will be given to the social, cultural, economic, and political factors impacting the various Asian/Pacific groups, as well as how those factors impact both intra- and intergroup relations.

II. Examples of Appropriate Text or Other Required Reading:

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

1. The Contemporary Asian American Experience: Beyond the Model Minority, 3rd, Fong, Timothy P, Prentice Hall © 2020, ISBN: 9780131850613
2. Asian Americans: Experiences and Perspectives, Fong Timothy P. and Larry H. Shinagawa, Pearson © 2020, ISBN: 9780137429660
3. Asian Americans: Emerging Minorities, Kitano, Harry and Roger Daniels, Pearson © 2018, ISBN: 9780131928817
4. The Sum of Our Parts: Mixed Heritage Asian Americans, Williams-Leon, Teresa and Cynthia L. Nakashima, Temple University Press © 2001, ISBN: 9781566398473
5. Asian American Dreams: The Emergence of an American People, Zia, Helen, Farrar, Straus, and Giroux © 2001, ISBN: 97810374527365
6. The Making of Asian America, Less, Erika Lee, Simon and Schuster © 2016, ISBN: 9781476739410
7. Strangers from a Different Shore: A History of Asian Americans, Takaki, Ronald, Little, Brown and Company © 1998, ISBN: 9780316831307
8. Bhattacharjee, Yudhijit. *How South Asian americans Are building a New American Dream*, National Geographic magazine Volume 9 2018
9. Mahajan, Karan. *The Two Asian Americas*, New Yorker magazine Volume Oct 21 2015

III. Course Objectives

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

1. Understand the processes of the social construction of Asian/Pacific identity in this society.
2. Identify the demographic characteristics of the various Asian/Pacific groups.
3. Compare and contrast the experiences of the various Asian/Pacific groups.
4. Apply major sociological concepts, theories, and paradigms to the realities of Asian/Pacific Americans
5. Analyze the interconnections between race, ethnicity, social class, and gender in particular relations to Asian/Pacific populations.
6. Identify common issues, coalitions, and conflicts among Asian/Pacific populations and other groups.
7. Distinguish between discrimination and prejudice, as well as, direct and indirect institutional discrimination.
8. Analyze relevant laws, social policies, and economic changes that have impacted Asian/Pacific communities.
9. Analyze the role that U.S. policy has played in the lives of Asian and Pacific Islander peoples, nationally and internationally.
10. Propose sociologically informed alternative scenarios for the future of racial and ethnic relations in this society.

IV. Methods of Presentation:

Visiting Lecturers, Other (Specify), Discussion, Service Learning

Other Methods: Collaborative learning, experiential learning, films

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
5.000%	Introduction to the course and the sociological study of the Asian/Pacific American
10.000%	Sociological Theories of Race, Ethnicity, Nation and Culture
7.000%	Asian American Studies and sociological definitions, concepts and paradigms
5.000%	Who are Asian/Pacific Americans? Why is it important to study Asian/Pacific Americans?
7.000%	Historical Overview: How Asians became (and are becoming) Asian Americans
6.000%	Asian Immigration in the 19th and 20th Centuries
6.000%	Asian American Community Formations: Chinese, Japanese, Korean
6.000%	Asian American Community Formations: South Asian Indian, Filipino
6.000%	Asian American Community Formations: Southeast Asian (Vietnamese, Cambodian, Hmong, Laotian, Thai)
6.000%	New Communities and Ethnicities
6.000%	Education and Employment in the Asian/Pacific Community
6.000%	Asian/Pacific Americans and the Legal Institution: Anti Asian Violence and Hate Crimes
6.000%	Asian/Pacific Americans and the Media: Images and Representations
6.000%	Gay, Lesbian, Bisexual Asian/Pacific Americans
6.000%	Marriage and Families in Asian/Pacific Americans
6.000%	The future of the Asian/Pacific American Community
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation: Class participation and in-class assignments
15%	Final exam
25%	Other: Written and Oral presentations
25%	Papers: Papers and projects
25%	Quizzes
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: In an essay, apply the concept of intersectionality to an understanding of the realities of Asian/Pacific Americans.

Sample Assignment #2: Identify common issues, coalitions, and conflicts among Asian/Pacific populations and other groups.

Sample Assignment #3: Debate the role the U.S. has played in the lives of Asian and Pacific Islander peoples, both nationally and internationally.

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. Demonstrate through oral and/or written work knowledge of the course content: the processes of the social construction of Asian/Pacific identity, the demographic characteristics of the various Asian/Pacific groups, the experiences of these groups, the interconnections between race, ethnicity, social class, and gender, the common issues, coalitions, and conflicts among Asian/Pacific populations and other groups, the distinction between discrimination and prejudice and between direct and indirect institutional discrimination, the relevant laws, social policies, and economic changes that have impacted these groups.
3. Demonstrate the research, analytical, and communication skills necessary to present, orally and/or in writing, the social forces (relevant laws, policies, and socio-economic changes) impacting the experiences of Asian Americans in the United States and which utilize the dominant sociological paradigms to analyze these experiences and propose sociologically informed alternative scenarios for the future of racial and ethnic relations in this society.

SOCIOL 32 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Student lounge for student interaction	5.00%
Discussion Boards	Respond to and read discussion assignments	10.00%
Study and/or Review Sessions	Independent or groups study with classmates	5.00%
Online Lecture	Listen to pre-recorded or live lectures	10.00%
Videos	View short video clips and documentaries	5.00%
Discussion	Participate in discussion boards and/or live lectures	15.00%
Project Presentation	Post poster presentation on Canvas	5.00%
Class Debate	Participate in group discussions with classmates	5.00%
Exams	Multiple choice and short essay quizzes and exams	15.00%
Written assignments	Sociological Imagination Critical Research Paper	15.00%
Peer Feedback	Peer feedback or poster/research paper	5.00%
Threaded Discussions	Respond to prompts and classmates' responses	5.00%

2. Organization of Content:

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

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Quizzes	Short Mini Answers
20.00%	Midterm	Multiple Choice/Short Essay
20.00%	Final	Essay Exam
20.00%	Discussion Boards	Threaded Responses
15.00%	Written Assignments	Sociological Imagination Critical Research Paper/Interview
10.00%	Participation	Peer to Peer Interaction

4. Instructor's Technical Qualifications:

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member. Asian Americans, Pacific Islanders and Desi Americans are a complex and diverse pan-ethnic group. Understanding this group and making connections to various communities & community-based organizations in the larger Los Angeles counties that address APIDA/AAPI issues as part of the professional development would be helpful.

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

Course Objective: Analyze the interconnections between race, ethnicity, social class, and gender in particular in relation to Asian American, Pacific Islander & Desi American populations.

Sample Assignment: Essay Prompt: Using Kimberle Crenshaw's TED Talk on her concept of Intersectionality and the documentary "The Race Epidemic," discuss the interconnectedness of race, class and gender, and Andrea Smith's "Heteropatriarchy and the Three Pillars of White Supremacy," specific to one AAPI group, addressing AAPI/APIDA Racialized Violence and how historical events (i.e. immigration debates, Native Hawaiian Sovereignty Movement, 1992 Los Angeles Uprising, 9/11/01, Covid-19 Pandemic, etc.) inform, affect, and impact AAPI/APIDA communities. Include any specific examples of police violence, poverty, immigration issues, racialized hate violence and community and criminal justice responses. Include at least 3 comments from the breakout room [a feature of Zoom] discussions.

Distance Education: WOMEN'S, GENDER, AND SEXUALITY STUDIES 20, Gender, Feminisms, and Social Movements: A Global Approach

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
CSU GE Area:	D4 - Gender Studies
IGETC Area:	4D: Gender Studies
SMC GE Area:	II-B: Social Science (Group B) V: Global Citizenship
Degree Applicability:	Credit - Degree Applicable

I. Catalog Description

This course introduces and utilizes feminist theories to examine salient issues that women confront around the world and the variant movements of resistance and social change spurred by these issues. The course includes an examination of both historical and contemporary women's activism around the globe, including feminist movements that focus on political, economic, cultural, and environmental change, as well as an assessment of the impact of globalization on women's lives. Particular attention may be given to Third World women, poor women, women of color, immigrant women, incarcerated women, women and war, women with disabilities, and queer people.

II. Examples of Appropriate Text or Other Required Reading:

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

1. Feminism Is for Everybody: Passionate Politics, 2nd, hooks, bell, Routledge © 2014, ISBN: 9781138821620
2. Women Across Cultures: A Global Perspective, 4th, Burn, Shawn M, McGraw Hill © 2011, ISBN: 9781260084542
3. Global Democracy, Social Movements, And Feminism, 1st, Eschle, Catherine, Routledge © 2018, ISBN: 9780813391496
4. An Introduction to Women's Studies: Gender in a Transnational World, 2nd, Grewal, Inderpal and Caren Kaplan, McGraw Hill © 2006, ISBN: 9780072887181
5. Women's Lives: Multicultural Perspectives, 7th, Kirk, Gwyn and Margo Okazawa-Rey, McGraw Hill © 2013, ISBN: 9780073512346
6. Voices of a New Generation: A Feminist Anthology, 1st, Weir, Sara and Constance Faulkner, Pearson © 2004, ISBN: 9780205344147
7. Femiist Theory Reader, 4th, McCann, Carole and Kim, Seung-kyung (Eds), Routledge © 2016, ISBN: 9781138930216
8. Because scholarly work is continually being updated, no specific text is in permanent use in this course. Moreover, the content of this course lends itself to the use of anthologies and periodical texts (which may include electronic media) of a scholarly nature. It is essential, however, that any text used be both appropriate and approachable for lower-division students, as well as grounded in or supplemented by a strong theoretical framework.

III. Course Objectives

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

1. Identify the underlying characteristics of feminist analysis and feminist social movements.
2. Distinguish a feminist perspective and social movement from other perspectives and social movements.
3. Distinguish between anecdotal evidence and systematic analysis.
4. Compare and contrast historical and contemporary examples of women's activism.
5. Recognize the impact of globalization on the lives of women around the world.
6. Utilize feminist theories in order to place the students' experiences in the larger social context.
7. Propose informed solutions to social issues confronting women's lives.

IV. Methods of Presentation:

Projects, Service Learning, Visiting Lecturers, Group Work, Lecture and Discussion

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
6.250%	Introduction to the course and feminist approaches
12.500%	Understanding feminist theories
6.250%	Applying feminist theories to action
12.500%	Issues confronting women in the US
12.500%	Issues confronting women around the globe
18.750%	Women on the margin and social justice
6.250%	Women, war, and resistance
6.250%	Intersectionality
12.500%	Feminist movements in the US
6.250%	Movements of resistance
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Exams/Tests: Midterm Essay Exam
25%	Final exam: Essay Exam
20%	Group Projects
25%	Quizzes: reading responses and/or quizzes
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1: Using your lectures notes and readings on Ecofeminism and Global Feminism, answer the following: Compare and contrast Ecofeminism and Global Feminism. How are they distinct? How are they similar? Compare and contract Ecofeminism with the other branches of US feminism. How are they distinct? How are they similar? Compare and contrast Global feminist concerns and issues with US feminism. How are they distinct? How are they similar? Why are Ecofeminism and Global feminism important in deepening and broadening the conversation feminists have erected. How do they strengthen feminism as a whole? How have these perspectives affected your understanding of feminism?

Sample Assignment #2: Referencing lecture notes and the reading handouts, Black Feminist Thought by Patricia Hill Collins, and La Guera by Cherrie Moraga, answer the following: What critique did women of color make of second wave feminism? Why was it significant, important and necessary? How did it change the movement? What are the historical roots of this critique? I.e. who were the women that first raised these issues and what allowed them to see interlocking forms of oppression? Why was the term "womanism" created and what did it signify? Do you feel it is still relevant today? Why or why not? Comment and reflect on the experiences shared by Cherrie Moraga. Comment and reflect on the experiences shared by Patricia Hill Collins. How do you relate to this material? Why is it important to you?

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. Demonstrate through oral and written work knowledge of the course content: feminist theories, historical and contemporary women's activism around the globe, including feminist movements that focus on political, economic, cultural, and environmental change, and the impact of globalization on women's lives particularly Third World women, poor women, women of color, immigrant women, incarcerated women, women and war, women with disabilities, and queer people.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and written arguments that apply a feminist perspective to the understanding of the salient issues women confront around the world and the social movements created by those issues.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.

WGS 20 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below) The instructor will include instructions for learners to work with the content in

meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Student Lounge/Café for student interaction	5.00%
Discussion Boards	Participate in Discussion Board with original posts and responses to classmates	15.00%
Study and/or Review Sessions	Students collaborate on preparing studying guides and other study materials	5.00%
Online Lecture	Watch/listen to pre-recorded or live online lectures	20.00%
Videos	View video clips, documentary and educational films	10.00%
Project Presentation	Prepare/post group presentation on course readings/materials or research project; watch/listen to student presentations	20.00%
Exams	Multiple-choice, true/false, matching, and essay exams including quizzes, midterm(s) and final exam	15.00%
Written assignments	Course content reflection journal and/or research paper	10.00%

2. Organization of Content:

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

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Quizzes	Multiple-Choice, T/F (Quiz function in Canvas)
15.00%	Midterm Exam	Multiple-Choice, T/F, Essay (Quiz function in Canvas)
25.00%	Final Exam	Multiple-Choice, T/F, Essay (Quiz function in Canvas)
20.00%	Group Projects and Presentation	Video/Audio Recorded Powerpoint Presentation uploaded on Canvas with feedback in Speed Grader
10.00%	Written Assignments	Research Papers uploaded on Canvas with feedback in Speed Grader
15.00%	Participation	Includes student-student, student-content interaction including, and student-faculty interaction but not limited to, Discussion Board posts/responses, study guide collaboration, and assessment via feedback in Speed Grader

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

Course Objective: Distinguish a feminist perspective and social movement from other perspectives and social movements. Sample Assignment: Discussion prompt asking the student to write an original post and two responses to colleagues’ post on the following prompt: Choose one feminist social movement and one non-feminist social movement. Explain how the feminist perspective distinguishes the feminist social movement from the other social movement. Include at least three comparisons that demonstrate the differences between the movements that can be attributed to their different perspectives.