SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, May 15, 2024, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
Join Zoom Meeting: https://smc-edu.zoom.us/j/85334158437

Meeting ID: 853 3415 8437

One tap mobile
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Dial by your location

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+1 253 205 0468 US	**+1 564 217 2000 US**
+1 305 224 1968 US	**+1 646 931 3860 US**
+1 309 205 3325 US	**+1 689 278 1000 US**

Members:

Redelia Shaw, *Chair*	Javier Cambron	Aileen Huang	Scott Silverman
Dione Carter Hodges, *Vice Chair*	Evelyn Chantani	Alex Ibaraki	Bobby Simmons
Jason Beardsley	Lisa Collins	Sharlene Joachim	Briana Simmons
Mary Bober	Rachel Demski	Justin Liu (A.S.)	Lydia Strong
Fariba Bolandhemat	Susan Fila	Jesus Lopez	Audra Wells
Walter Butler	Christina Gabler	Jacqueline Monge	Associated Students Rep
Susan Caggiano	Walker Griffy	Estela Narrie	

Interested Parties:

Stephanie Amerian	Nathaniel Donahue	Cecilia Jeong (A.S.)	Guadalupe Salgado
Clare Battista	Tyffany Dowd	Matt Larcin	Esau Tovar
Maria Bonin	Kiersten Elliott	Stacy Neal	Olivia Vallejo
Department Chairs	Tracie Hunter	Sara Nieves-Lucas	Tammara Whitaker
Nick Chambers	Maral Hyeler	Patricia Ramos	

Ex-Officio Members:
Jamar London

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

I. Call to Order and Approval of Agenda
II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
IV. Approval of Minutes (May 1, 2024) 5

V. Chair's Report

VI. Information Items

(Non-Substantial Changes)

1. GEOG 1 Physical Geography
2. GEOG 2 Introduction To Human Geography
3. GEOG 5 Physical Geography with Lab
4. GEOG 8 Introduction to Urban Studies
5. GEOG 20 Introduction to Geographic Information Systems
6. GEOG 23 Intermediate Geographic Information Systems
7. GEOG 26 Introduction to Remote Sensing
8. NUTR 7 Food and Culture in America
9. SST 901 Fundamentals of Sustainability
10. SST 902 Sustainability Outreach
11. SST 905 Organics Recycling
12. SST 906 Introduction to Clean Technologies
13. SST 908 Impacts of Policy on Sustainability

VII. Action Items

(Courses: New)

(Programs: Revisions)

cc. Early Childhood Associate Teacher Certificate of Achievement 256
- Substantial language changes to PLOs, including splitting and mapping

dd. Early Childhood Studies AS/Certificate of Achievement 257
- Substantial language changes to PLOs, including splitting and mapping

ee. Early Intervention/Special Education Assistant AS/Certificate of Achievement 258
- Substantial language changes to PLOs, including splitting and mapping
- Replacing ECE 64 with ECE 32 in Required Courses (no change to units)

ff. Infant/Toddler Teacher AS/Certificate of Achievement 259
- Substantial language changes to PLOs, including splitting and mapping

gg. Transitional Kindergarten Certificate of Achievement 260
- Substantial language changes to PLOs, including splitting and mapping

hh. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business
- SMC General Education Global Citizenship (Discussion/Vote - Action).....261
  Please review the list of possible options/outcomes as submitted by the Global Citizenship Subcommittee. The Curriculum Committee can make a motion for any action (including to table/delay); actions are not restricted to the list from the subcommittee. The list is provided for information/reference and does not recommend any specific action be taken. Under the Brown Act, an action item must be listed on the agenda as actionable if any vote is to be taken.

X. Adjournment

Please notify Redelia Shaw, Dione Carter Hodges, and Rachel Demski by email if you are unable to attend this meeting.

This is the last Curriculum Committee meeting for the 2023-2024 academic year. The 2024-2025 meeting schedule will be available on the Curriculum Committee meeting page this summer.

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1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, May 1, 2024, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, *Chair*	Javier Cambron	Walker Griffy	Jesus Lopez
Dione Carter Hodges, *Vice Chair*	Evelyn Chantani	Aileen Huang	Jacqueline Monge
Jason Beardsley	Rachel Demski	Alex Ibaraki	Estela Narrie
Mary Bober	Susan Fila	Sharlene Joachim	Scott Silverman
Walter Butler	Christina Gabler	Justin Liu (A.S.)	Bobby Simmons
Susan Caggiano			

Members Absent:

Lisa Collins	Briana Simmons*	Lydia Strong*	Audra Wells*

**Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.*

Others Present:

Delphine Broccard	Sheila Cordova	Jamar London	Pete Morris
Ian Colmer	Hannah Lawler	Elisa Meyer	Rostom Sarkissian

(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 3:09 pm. Motion to approve the agenda with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Bobby Simmons
The motion passed unanimously.

II. Public Comments
None

III. Announcements
None

IV. Approval of Minutes (April 17, 2024)
Motion to approve the minutes of April 17, 2024 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Walter Butler
The motion passed with the following vote: Y: 17; N; 0; A: 1 (Jesus Lopez)

V. Chair's Report
- For information/reference, you cannot have multiple degrees and/or certificates with the same degree/certificate name; they must be differentiated in some way. (ex: "Introduction to…")
- While much of the college works independently, we need to make sure we come together as a committee and community, and work together (between faculty, staff, and Academic Affairs) to get the important curriculum work done.

VI. Information Items

1. Cal-GETC Updates
   Rachel Demski has been working with MIS to start building new Cal-GETC in WebISIS/Degree Audit; Estela Narrie will be submitting 1C courses in December.

   Dione Hodges is working with Tiffany Dowd, Esau Tovar, and Jason Beardsley, and will be leading a Cal-GETC workgroup to discuss what is completed and what work still needs to be done

2. CSLO/PLO Mapping Project Updates
   Jason Beardsley had a meeting on the April 22nd with the SLO Ambassadors and Sheila Cordova to share questions, further conversations about support needed, etc. Jason sent out how-to documents on PLO splitting and mapping in META and CSLO updating in WebISIS.

3. Stellic Updates
   Dione Hodges – no updates on Stellic today.

(Non-Substantial Changes)

4. GIS 27 Applications in Geographic Information Systems

VII. Action Items

(Courses: New)

a. EMERITUS HME EC E60 American History Through Cooking
   Motion to approve EMERITUS HME EC E60 with no revisions.
   Motion made by: Alex Ibaraki; **Seconded by:** Walker Griffy
   The motion passed unanimously

(Courses: Substantial Changes)

b. ENGL 71 Introduction to Creative Writing (addition of prerequisite: “Eligibility for ENGL 1”)
   Motion to approve prerequisite (“Eligibility for ENGL 1”) for ENGL 71 with no additional revisions.
   Motion made by: Jason Beardsley; **Seconded by:** Scott Silverman
   The motion passed unanimously.

c. ENGL 72 Writing in Fiction (addition of prerequisite: “Eligibility for ENGL 1”)
   Motion to approve prerequisite (“Eligibility for ENGL 1”) for ENGL 72 with no additional revisions.
   Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
   The motion passed unanimously.

d. ENGL 73 Writing in Poetry (addition of prerequisite: “Eligibility for ENGL 1”)
   Motion to approve prerequisite (“Eligibility for ENGL 1”) for ENGL 73 with no additional revisions.
   Motion made by: Mary Bober; **Seconded by:** Jesus Lopez
   The motion passed unanimously.

e. ENGL 74 Writing in Creative Nonfiction (addition of prerequisite: “Eligibility for ENGL 1”)
   Motion to approve prerequisite (“Eligibility for ENGL 1”) for ENGL 74 with no additional revisions.
   Motion made by: Walker Griffy; **Seconded by:** Dione Hodges
   The motion passed unanimously.

(Courses: Distance Education)

f. EMERITUS HME EC E60 American History Through Cooking
   Motion to approve distance education for EMERITUS HME EC E60 with no revisions.
   Motion made by: Scott Silverman; **Seconded by:** Christina Gabler
   The motion passed unanimously.

(Programs: Revisions)

g. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve to changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

- SMC GE Global Citizenship Discussion/Presentation by Institutional Research
  Hannah Lawler presented data on Global Citizenship completion rates from Institutional Research. Special thanks to Hannah Lawler, Yosief Yihunie, and the Institutional Research team for their data gathering and analysis! Please see page 4 for the full presentation.

  Note: there was an issue with the student survey due to inclusion of SOCIOL 1 and 2 (which are not approved for Global Citizenship – SOCIOL 1S and 2S are GC courses.) Post-meeting the survey has been updated and results from SOCIOL 1 and 2 have been removed.

  Audra Wells presented data from Precision Campus regarding the completion rates of ADTs and Certificates of Achievement vs. local AA/AS degrees. Global Citizenship is required as part of the SMC GE pattern; however, it is not a requirement for ADT (AA-T/AS-T) degrees and certificates (certificates of achievement, department certificates, etc.) Please see page 21 for the data presentation.

  The committee discussed the pros/cons of continuing to require Global Citizenship and raised concerns of inadequate time to discuss further within their departments if a vote is held on May 15.

  Jamar London, Academic Senate President reminded the committee that regardless of how a vote turns out (whether tabled, voting to continue requiring Global Citizenship, or voting to remove the Global Citizenship requirement), it will also go to discussion and vote at the Academic Senate.

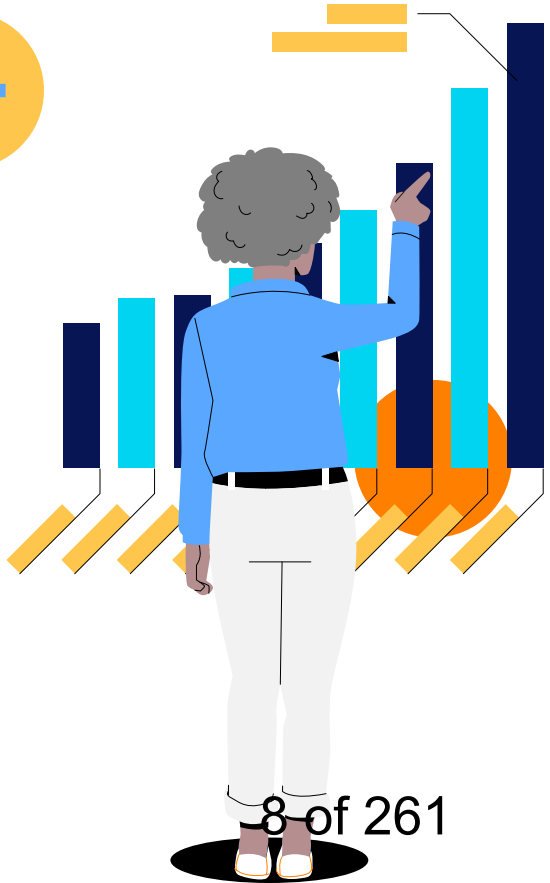
  A sub-committee was formed to create a list reflecting all arguments for and against removing Global Citizenship, and possible solutions (such as creation of a Global Citizenship Certificate of Achievement). The sub-committee members are: Christina Gabler, Dione Hodges, Justin Liu, Estela Narrie, Scott Silverman, and Bobby Simmons. The sub-committee will not be taking or recommending any actions to the curriculum committee, only assembling a document for the committee listing out all pros/cons, and possible solutions as brought/raised to the committee as part of the Global Citizenship discussion.

X. Adjournment

Motion to adjourn the meeting at 5:08 pm.
Motion made by: Jesus Lopez; **Seconded by:** Estela Narrie
The motion passed unanimously.

Initial Data:
Impact of Global Citizenship Degree Requirement

Curriculum Committee
May 1, 2024



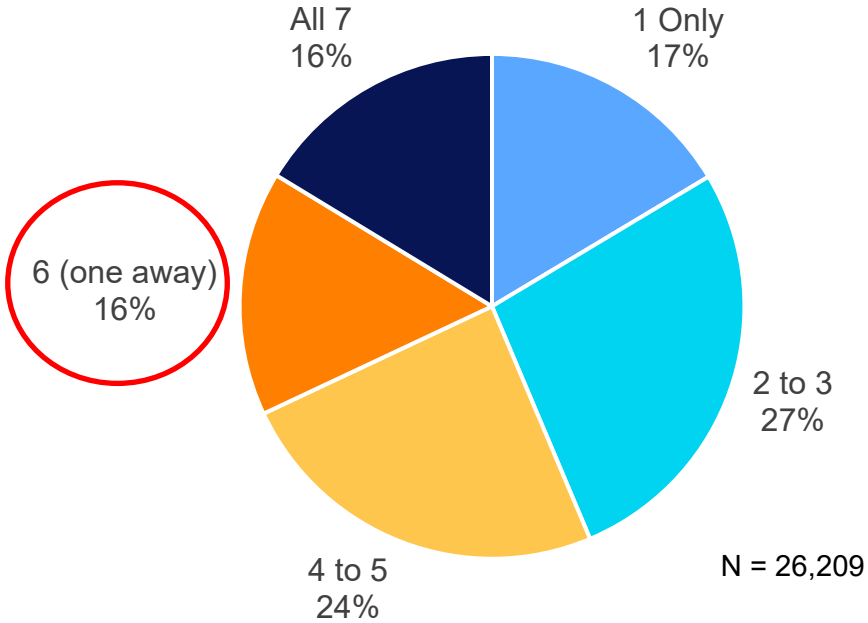
Quantitative Analyses

Two Research Questions Pursued

Q1: What percentage of students complete all areas of the local AA/AS GE requirements EXCEPT global citizenship?

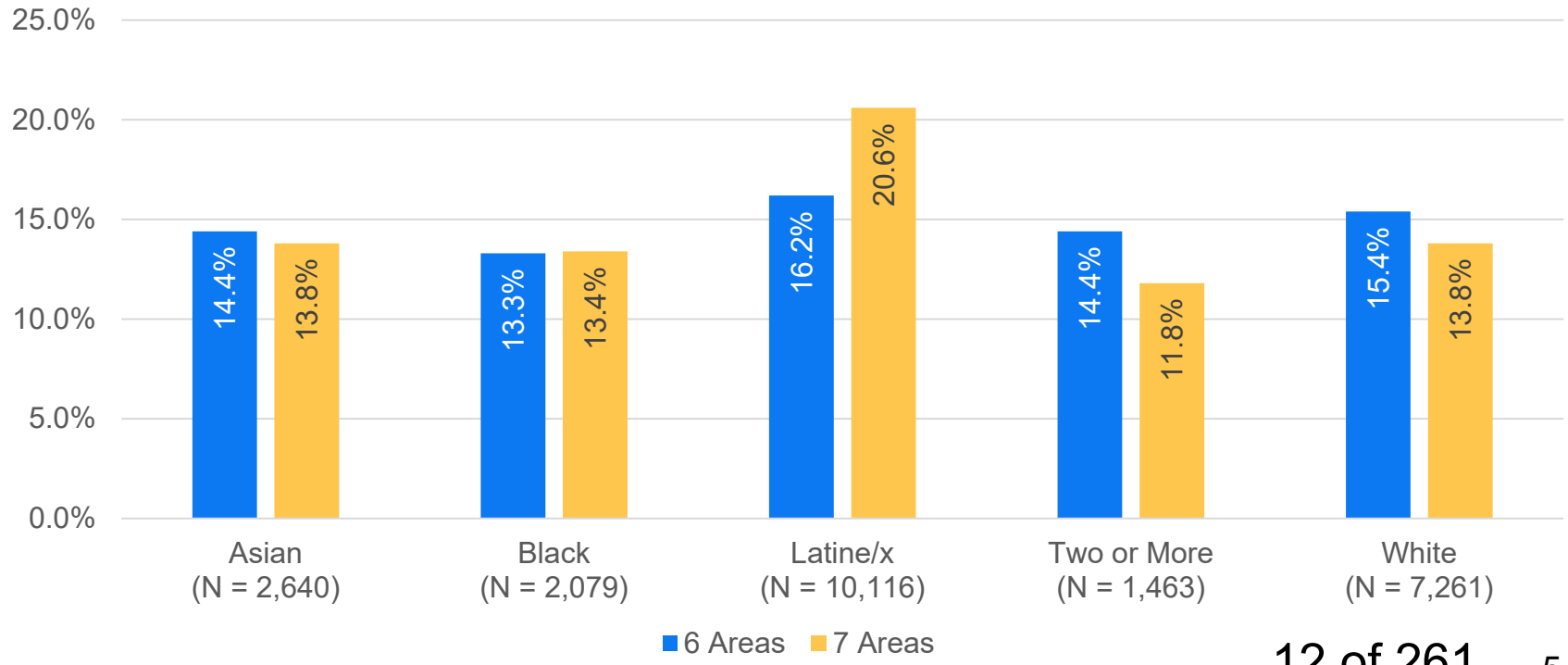
Q2: Among students who earned a local degree, when in their studies did they complete the global citizenship requirement?

Q1. What percentage of students complete all areas of the local AA/AS GE requirement EXCEPT Global Citizenship? Part 1

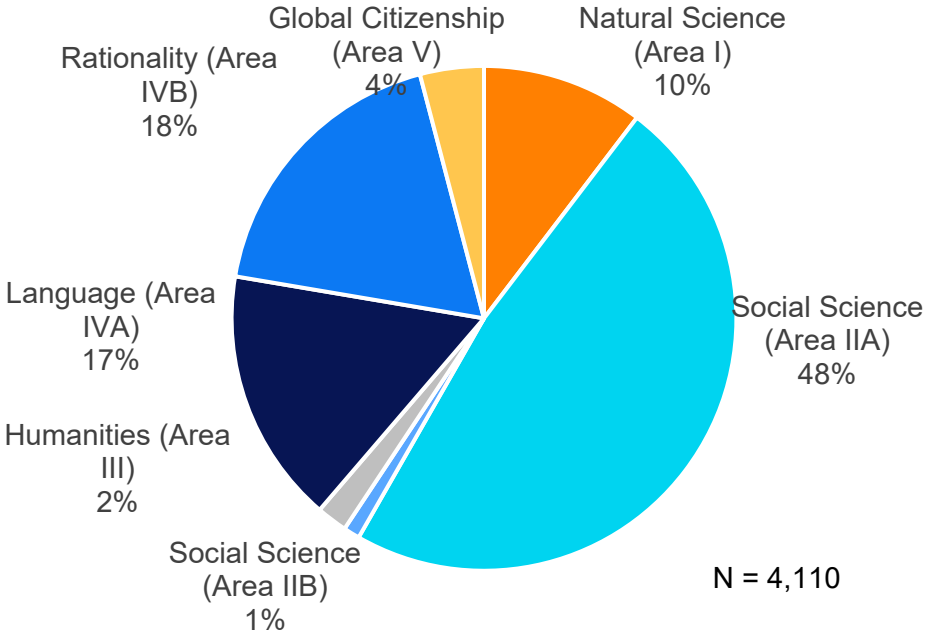


*Complete with C or pass or better by end of Spring 2023
**Excess units in an area with overlapping areas were credited to the first area, then the second, and so on

Differences Among Racial/ Ethnic Groups



Q1. What percentage of students complete all areas of the local AA/AS GE requirement EXCEPT Global Citizenship? Part 2

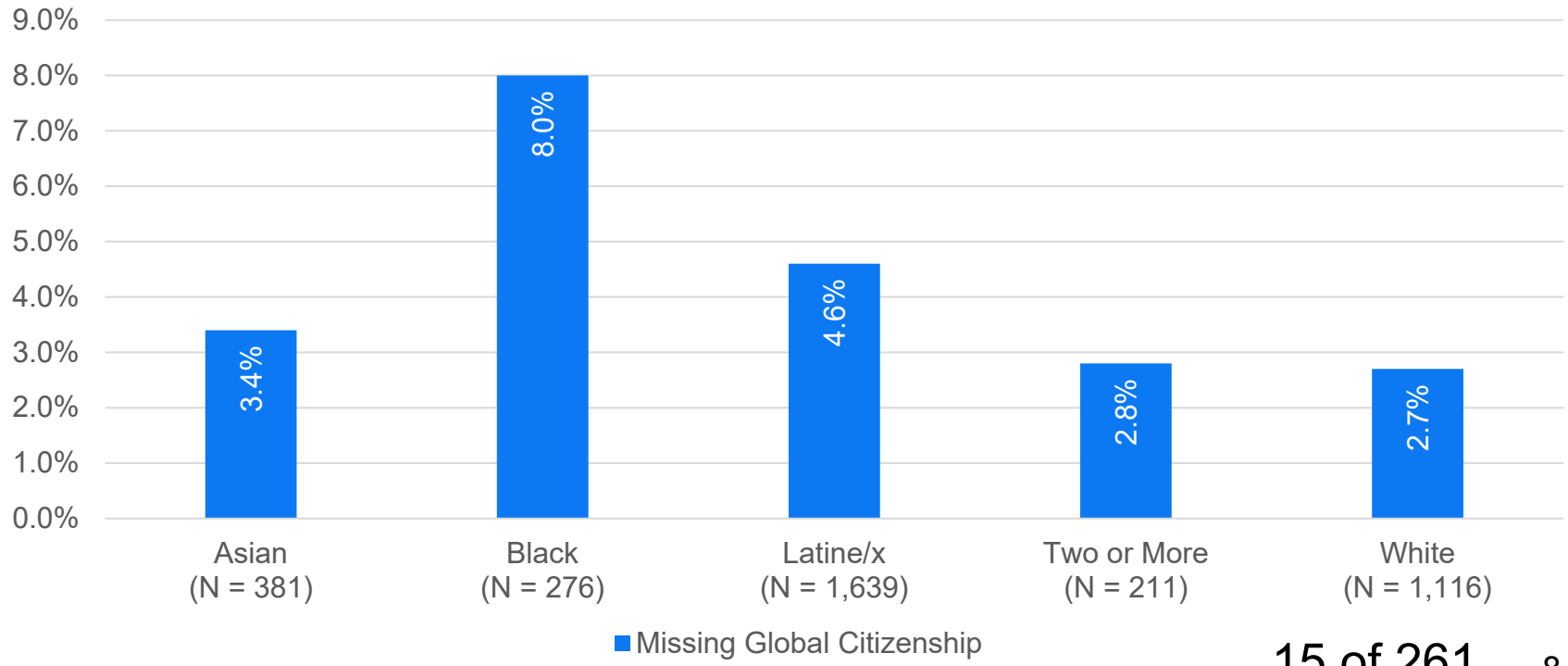


*Complete with C or pass or better by end of Spring 2023
**Excess units in an area with overlapping areas were credited to the first area, then the second, and so on

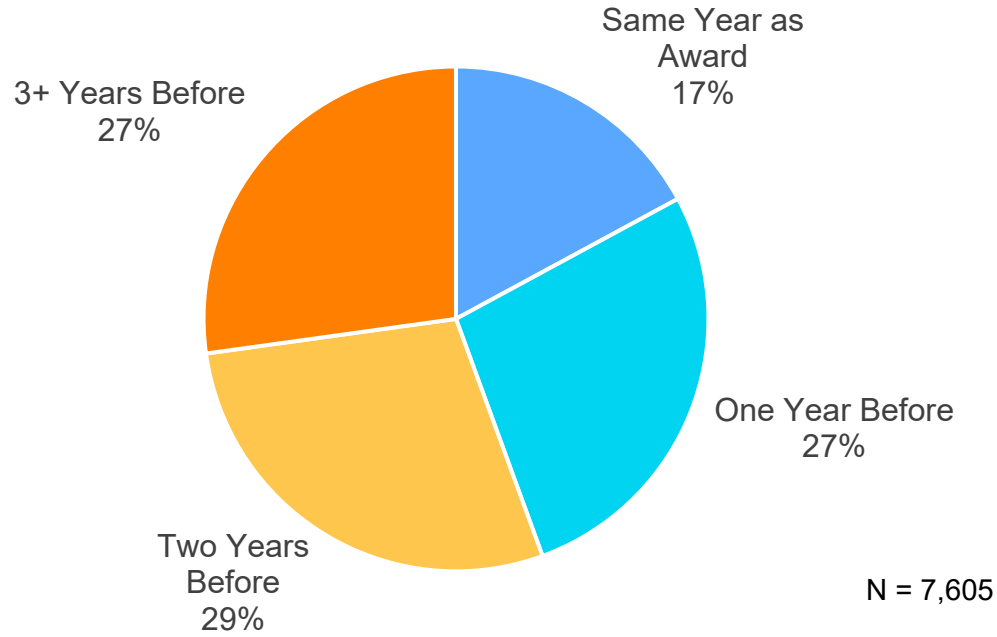
Note – 85% of Global Citizenship required courses (128 out of 143) can be used to fulfill other GE areas for the AA/AS

AA/AS GE Area Overlap	Number of GC Courses	Percentage of GC Courses
I (Natural Science)	5	3.5%
IIA (Social Sci A) + IIB (Social Sci B)	2	1.4%
IIA (Social Sci A)	1	0.7%
IIB (Social Sci B)	44	30.8%
III (Humanities)	76	53.1%
V-Global Citizenship Only	15	10.5%
Total	143	100.0%

Differences Among Racial/ Ethnic Groups

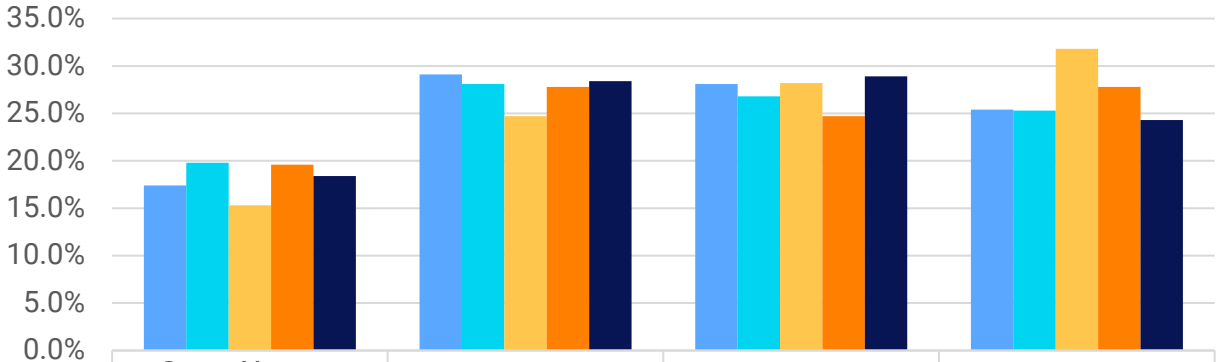


Q2. Among students who earned a local degree, when in their studies did they complete the global citizenship requirement?



*Complete with C or pass or better

Differences Among Racial/ Ethnic Groups



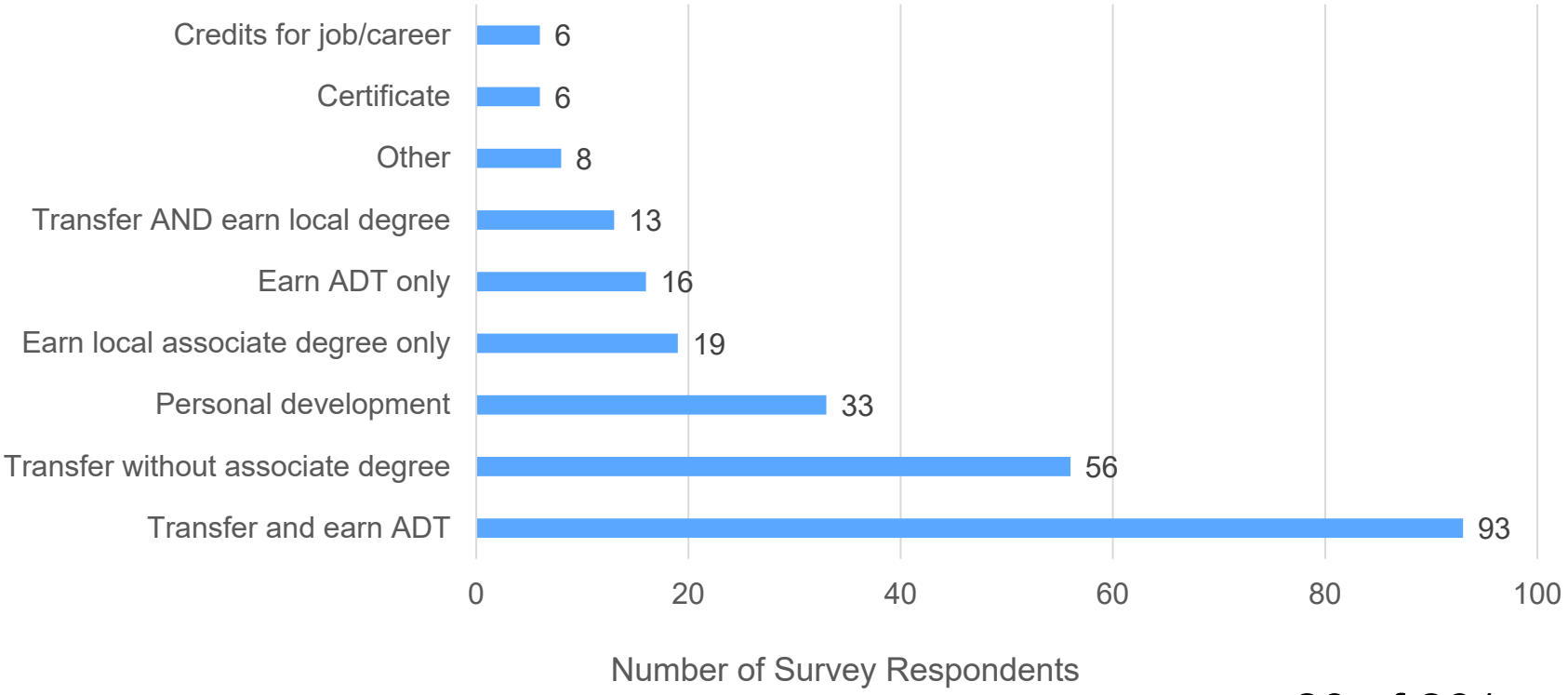
	Same Year as Award	One Year Before	Two Years Before	3+ Years Before
Asian (N = 708)	17.4%	29.1%	28.1%	25.4%
Black (N = 474)	19.8%	28.1%	26.8%	25.3%
Latine/x (N = 2,884)	15.3%	24.7%	28.2%	31.8%
Two or More (N = 352)	19.6%	27.8%	24.7%	27.8%
White (N = 2,105)	18.4%	28.4%	28.9%	24.3%

Student Survey

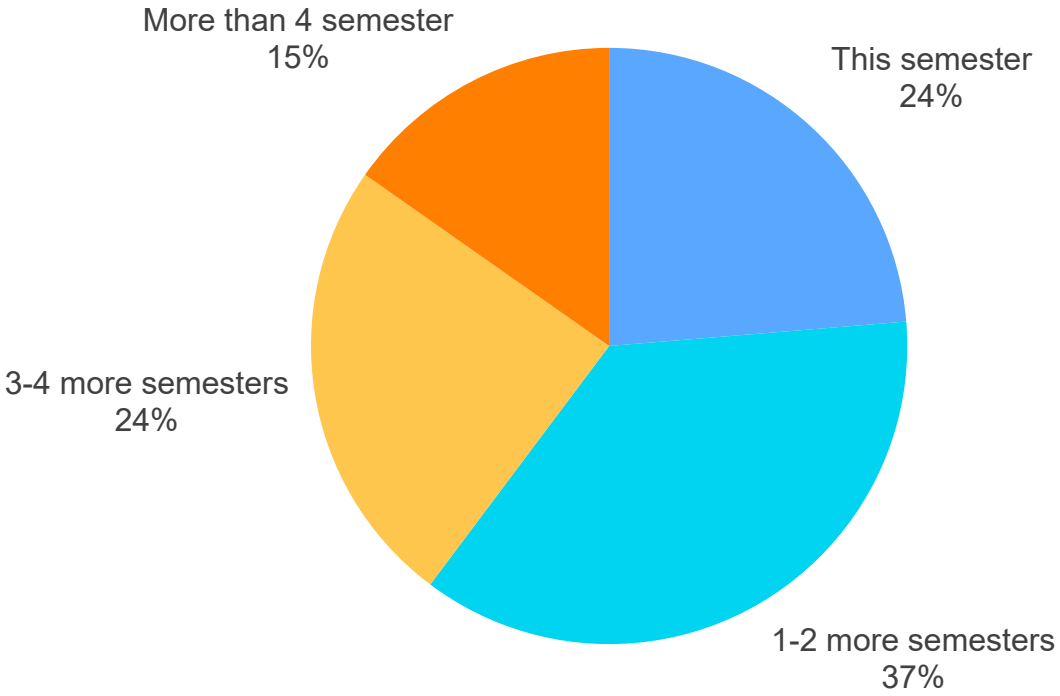
Background

- Students actively enrolled in any course in Area V (Global Citizenship) as of April 22 were invited to participate in a brief survey (N = 5,776)
- Purpose was to understand why they were enrolled in the course
- A total of 251 students participated in at least some part of the survey (response rate of 4.3%)

Primary Educational Goal at SMC

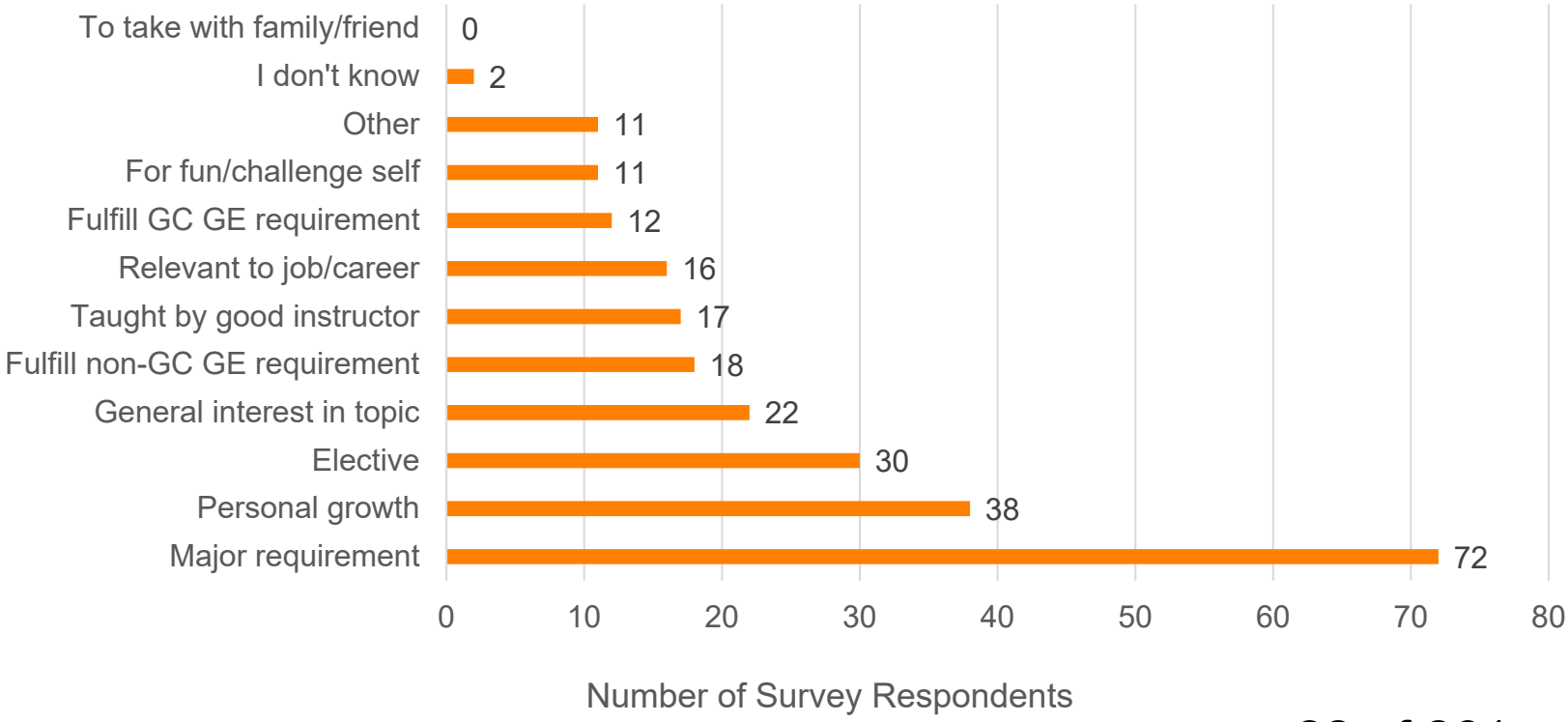


How close are you to completing your educational goal?



N = 249

Primary Reason for Enrolling in Class

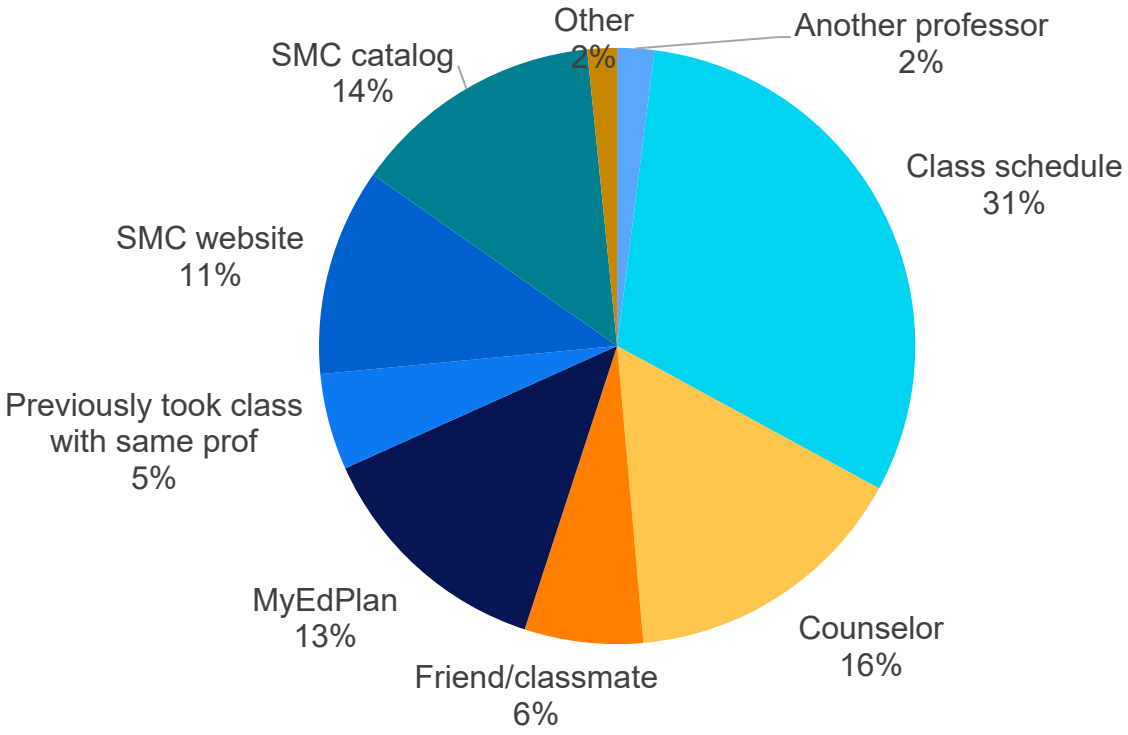


Primary Reason for Enrolling in Class by Race/Ethnicity

Top 4 Most Frequent Responses

Asian (N = 65)	Black (N = 25)	Latine/x (N = 66)	Middle Eastern or North African (N = 17)	White (N = 94)
Major (28%)	Major (24.0%)	Major (41%)	Elective (24%)	Major (27%)
Fun/Challenge (14%)	Personal Growth (16%)	Personal growth (17%)	Major (24%)	Personal Growth (18%)
Elective (12%)	Course offered by good professor (12%)	Elective (9%)	Course offered by good professor (12%)	General Interest in Topic (11%)
Personal Growth (12%)	Relevant to job/career (12%)	Course offered by good professor, non-GC GE requirement, GC requirement (4% each)	Personal Growth (12%)	Elective, non-GC GE requirement (10% each)

How did you find out about this course?



N = 249

All ADT's and Certificates (CoA, DC, IGETC/CSU GE) that do NOT require GC:

Degrees and Certificates

Limits: **Award Type Detailed** A.A.-T, A.S.-T, Cert 12 to 17 Units, Cert 16 to 29 Units, Cert 18 to 29 Units, Cert 30+ Units, Departmental Cert, Noncredit Cert

Measures: Degrees and Certificates

Award Type Detailed	Program Title	2015-2016	2014-2015	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total		1,998	1,802	2,132	3,241	6,368	6,047	5,872	5,799	4,891

Degrees (ADT's) ONLY that do not require GC:

Degrees and Certificates

Limits: **Award Type Detailed** A.A.-T, A.S.-T

Measures: Degrees and Certificates

Award Type Detailed	Program Title	2015-2016	2014-2015	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total		499	287	572	775	902	1,154	1,260	1,165	1,063

All AS/AA's that DO require GC:

Degrees and Certificates

Limits: **Award Type Detailed** A.A., A.S.

Measures: Degrees and Certificates

Award Type Detailed	Program Title	2015-2016	2014-2015	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total		2,863	1,935	2,064	3,048	2,634	2,583	2,674	2,507	4,109

Totals for Liberal Arts: S/B and A/H and General Science ONLY:

***These are the most common "auto-awarded" degrees and those that student qualify for in meeting transfer/GE requirements**

Degrees and Certificates

Limits: **Award Type Detailed** A.A., A.S. **Program Title** General Science, Liberal Arts: Arts & Humanities, Liberal Arts: Social & Behavioral Sciences

Measures: Degrees and Certificates

Award Type Detailed	Program Title	2015-2016	2014-2015	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
A.A.	General Science	339	331	324	375	404	407	407	382	383
	Liberal Arts: Arts & Humanities	709	302	359	720	552	549	515	506	1,354
	Liberal Arts: Social & Behavioral Sciences	1,180	798	848	1,386	1,023	933	980	930	1,606
	Total	2,228	1,431	1,531	2,481	1,979	1,889	1,902	1,818	3,343
Total		2,228	1,431	1,531	2,481	1,979	1,889	1,902	1,818	3,343

New Course: ACCOUNTING 41, Accounting for Entrepreneurs

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	050200 - Accounting / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Business
Program Impact:	

Rationale
According to recent research by Samsung and Morning Consult 50% of Gen Z aspires to become an entrepreneur or start their own business. The report, which surveyed over 1,000 Gen Zers aged 16 to 25, reveals that young people are becoming increasingly disillusioned with the traditional workforce, yearning for more flexibility and opportunities to make a difference in the world. Our current course catalog focuses on training students for traditional corporate roles, but we do not have a course that teaches students how to use accounting to run their own business. This course introduces students to the accounting that entrepreneurs use to run their business. Students will learn about the filing requirements to start a business in CA, the city licenses that are required to operate a business, the county rules and regulations, the various CA tax agencies and their reporting requirements, popular software to help manage your business accounting, and other software tools that entrepreneurs use to run their business. These topics are not included in our current courses. This new course addresses the gap in our catalog.

I. **Catalog Description**
This course introduces students to entrepreneurship through the lens of accounting. This course teaches students the steps to start a business in California, the different business entity types, how to register your business and the accounting methods commonly used by small businesses. Students will learn about state and federal tax agencies and the reporting requirements to ensure their business complies with state and federal laws. We will also briefly cover sales tax obligations and sales tax software tools that small business owners can use to track their sales tax. Students will learn the foundations of accounting and how to setup and manage their company records using popular accounting software.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Entrepreneurial Small Business, 7th, Jerome Katz and Richard Green, McGraw Hill © 2024, ISBN: 9781265584757
2. Small Business Accounting: Money Matters Made Easy: A Beginner's Guide for Entrepreneurs , Amy York, Amazon © 2023, ISBN: 979-8860797635

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Provide students with an understanding of the steps involved in starting a business in California, including the registration process and different business entity types.
2. Familiarize students with accounting methods commonly used by small businesses, enabling them to effectively manage their financial records.
3. Educate students about state and federal tax agencies and reporting requirements necessary for business compliance with relevant laws.
4. Introduce popular accounting software that entrepreneurs use to manage their company records including receivables, payables and financial reporting.
5. Introduce students to sales tax and software tools available for tracking sales tax.

6. Introduce students to cash flow management and budgeting for entrepreneurs.

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

V. **Course Content**

% of Course	Topic
7.000%	The steps to register a business in California
7.000%	The four main business entity types
5.000%	Maintaining company records
17.000%	Accounting foundational concepts
12.000%	The basic financial statements (balance sheet, income statement and statement of cash flows)
12.000%	Cash versus accrual accounting
6.000%	Federal and State Tax Agencies
8.000%	Sales Tax Overview
16.000%	Accounting Software to Help Manage A Business
10.000%	Cash Flow Management and Budgeting
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
20%	Homework
30%	Final exam
20%	Projects
20%	Quizzes
100%	Total

VII. **Sample Assignments:**
Business Plan: Submit a sample business plan for your company that outlines the business entity type, the tax agencies involved for reporting purposes, the method of accounting (cash versus accrual) your business will use, and the required steps to register your business in CA.
Create a Basic Budget: Using the data for a sample company called Purple Plums, create a basic budget. Include a cash flow forecast identifying the cash needed to sustain operations over the next 12 months.

VIII. **Student Learning Outcomes:**
1. Demonstrate and understanding of the steps and accounting requirements to start a business in California, including the selection of appropriate business entity types and the registration process.
2. Demonstrate an understanding of debits and credits, cash versus accrual accounting and the financial reports entrepreneurs use to analyze their business.
3. Identify state and federal tax agencies and demonstrate an understanding of the reporting requirements necessary for business compliance.
4. Identify popular accounting software that can help maintain accounting records and assist in compliance with tax agency reporting.
5. Create a basic budget for a new company

ACCTG 41 Distance Education Application

☑ Fully Online

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

1a. Instructor - Student Interaction:
The class includes frequent threaded discussions, virtual office hours, instructor feedback on class projects. In addition, announcements and videos will be provided to introduce new concepts on a frequent basis.

1b. Student - Student Interaction:
Students will be engaged in discussion posts where they are encouraged to reply and comment on each others posts to encourage collaboration and discussion. Digital collaboration tools may be used on class projects to encourage collaboration on digital assignments.

1c. Student - Content Interaction:
Frequent discussions will be included in the course on a weekly or bi-weekly basis. Quizzes are designed to be a self-check for concepts in the course and they will be integrated on a weekly or bi-weekly frequency. The course will include instructor videos, text-based documents like word, pdf, powerpoint and excel that help reinforce concepts and allow for applied learning. Projects will focus on demonstrating foundational concepts and will occur 2-3 times in the course.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Exams	The course includes a final exam.	10.00%
Written assignments	Students will work on projects like creating a business budget or preparing a sample business plan.	20.00%
Online Lecture	This course will be offered in both fully online and hybrid (videoconferencing online) format. When the course is not available in live videoconferencing, the recorded lectures will be available to watch at any time.	40.00%
Videos	The course includes multiple instructor led videos that include both lecture and demonstration videos.	20.00%
Threaded Discussions	Frequent discussions on entrepreneurship and topics that are related to course concepts will be posted to the LMS.	10.00%

2. Organization of Content:
The course will be organized into weekly Learning Management Systems (LMS) modules with additional resources like McGraw Hill Connect or the equivalent. If the course is offered as a hybrid course, video conferencing will be used to deliver live lectures, and recordings will be provided for viewing at a student's own time.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Threaded discussions	Frequent discussions are included on class topics that encourage collaboration between students.
20.00%	Written Assignments	Written assignments include projects like creating a budget in excel and creating a sample business plan. Instructor feedback is provided on the written assignments.
20.00%	Quizzes	Quizzes are self check assignments that quiz on conceptual concepts and they mostly include multiple choice and true false questions and some problem solving questions. They include auto-graded and manually graded questions.
20.00%	Homework	Homework includes problem solving written assignments, video submissions, submission of research assignments, completion of competitor analysis reports and images of software screenshots where students apply what they've learned.
30.00%	Final Exam	The online exam includes multiple choice, drag and drop, true false and other question types. Exams include auto-graded and manually graded questions.

4. Instructor's Technical Qualifications:
Instructors should be familiar with the learning management system(s) in place. They should also be familiar with the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:

The student will need access to a computer, WiFi network and a camera. Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone numbers, and other related student support services such as Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes, mental health support and basic needs support.

6. Accessibility Requirements:
All videos in this course will be captioned to be in compliance with the regulations of Section 508. All images will use descriptive alternative text. Also, any content pages and texts will be organized by heading and paragraph designations.

7. Representative Online Lesson or Activity:
For the objective: Introduce students to cash flow management and budgeting for entrepreneurs. Students will work on creating a budget for their entrepreneurial business idea. They can use word, powerpoint or Excel to create and submit the budget assignment to the learning management system. The lesson will include recorded video lectures.

New Course: ANTHROPOLOGY 300, Ethnographic Research Methods for Designers

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Admission to the Bachelor of Science in Interaction Design
Proposed Start:	Fall 2025
TOP/SAM Code:	220200 - Anthropology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Anthropology Other: A master's degree in User Experience, Interaction, or related Design discipline
Program Impact:	Proposed for inclusion in an existing degree or certificate • Interaction Design (Bachelor of Science (BS))

Rationale
The course is proposed as a required course of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
This course will introduce ethnographic research methods from the field of anthropology to IxD students. Students will learn how to develop ethnographic research to understand users' needs and issues in the interactive design process. A variety of qualitative and quantitative research methodologies will be explored and practiced by students. The course will also introduce the ethical standards in human subjects research, including the IRB (Institutional Review Board) process and informed consent protocols.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Research Methods in Anthropology: Qualitative and Quantitative Approaches, 6, H. Russell Bernard, Rowan and Littlefield Publishers © 2017, ISBN: 1442268883
2. Research Design: Qualitative, Quantitative, and Mixed Methods Approached, 6, John W. Creswell and J. David Creswell, Sage Publications, Inc. © 2022, ISBN: 1071817949
3. Ethnography for Designers, 1, Cranz, Galen, Routledge © 2016, ISBN: 1138121096
4. Design Ethnography: Epistomology and Methodology, Muller, Francis, Springer © 2021, ISBN: 978-3-030-60395-3
5. Perspectives: An Open Invitation to Cultural Anthropology, 2, Brown, Nina, Thomas McIlwraith, and Laura Tubelle de González, American Anthropological Association © 2020, ISBN: 978-1-931303-66-8
6. American Anthropological Association (https://americananthro.org/). This is the largest collection of professional anthropologists on the planet, with members from every continent. Students will regularly consult this website for course content - including critically, information on ethical guidelines in research on human subjects (IRB, informed consent etc.).

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

1. Analyze design users' needs and issues using ethnographic research methodology.
2. Develop a research project utilizing ethnographic methodology.
3. Utilize qualitative and quantitative ethnographic research methods.
4. Articulate the ethical issues and legal requirements involved in research with human subjects.

IV. **Methods of Presentation:**

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

V. **Course Content**

% of Course	Topic
5.000%	Guest lectures - Professional Ethnographers conducting Design Research
7.500%	Participant Observation
20.000%	Creating a Research Proposal: • Hypotheses • Data Collection/Methodology
10.000%	Literature Review: • Library research • Internet sources
10.000%	Introduction to ethnography in anthropology
15.000%	Quantitative research methods: • Surveys • Formal questions • Variables • Likert Scales • Free lists • Pile sorts • Causation vs. Correlation
25.000%	Qualitative research methods: • How to ask questions (informal questions) • Narratives • Focus Groups
7.500%	Ethical considerations of human subject research: • IRB (Institutional Review Board) • Do no harm • Informed consent
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Written assignments: Fieldwork Ethnography Assignment.
25%	Other: Online Discussion Forms
25%	Written assignments: Reading Reviews
10%	Final Project: Research Project Proposal
25%	Final Project: Research Project
5%	Quizzes: Syllabus Quiz
100%	Total

VII. **Sample Assignments:**

Fieldwork Ethnography Assignment: Ethnography is the lifeblood of cultural anthropology. Traditionally, ethnography entailed detailed and prolonged fieldwork of a year or more in small, and often times, isolated villages and communities in the developing world. Today, anthropologists also work in industrial and post-industrial countries, although the focus of the majority of anthropological fieldwork remains in communities in the South. Ethnographers generally live with the groups and communities they are studying, participating in the daily lives of these families and individuals. They both participate with, and observe, their neighbors as they go about creating their livelihoods and lives (= participant observation). They record their observations of mundane and routine everyday events, as well as

the spectacular (wars, hurricanes etc.) and occasional events (weddings, baptisms, New Years celebrations etc.) that occur throughout the lives of the peoples under study. Anthropologists attempt to get a holistic view of the peoples they are studying, describing as much as is possible, and therefore investigate such things as personal and group histories, kinship relationships, political and economic systems, gender dynamics in the household and wider community, and relationships with outside groups and communities among others. Ethnographers attempt to understand the symbols (something verbal or non-verbal that stands for something else) and rituals (repeated use of symbols) that constitute the culture of the group under study. Instructions: In this assignment, you will have to attend and observe an event or place where people gather, and then write about your observations. You will be conducting a mini-ethnography of the people you observe. You are required to spend a minimum of one to three hours observing people and recording information. While doing your ethnography please record the following: time and date, describe the setting of the event or place you are observing, note any particularly important landmarks, barriers, architecture, or natural settings that impact the setting you are observing, describe the people and what they are doing in this event or place. Are men and women, children and adults, white and black and Asian and Latino, young and old doing the same things? Describe your participation in this event or place. What are you doing here? (in addition to taking field notes) Are you talking with anyone during your hour of observation? With whom? About what? How does this impact your observation of people? Describe any rituals or symbols that are present during your observation. Who are participating in these rituals and symbols (e.g. Some of the people you are observing? All the people you are observing?). Describe anything that someone or a group of people are doing that you do not understand. (This may not occur during your observation.) The assignment write-up should be from 3-5, double-spaced pages (12- point font) in length It should be in the form of a narrative, not in a question and answer format. Attach your observation notes to the last page of your write-up. **Discussion Forum: Participant Observation – Benefits Of, and Problems With:** Discussion Prompts: Please address the following ideas in this discussion forum: The method of participant observation is a key tool in the field of cultural anthropology. • What are some advantages of this methodology? • What are some problems with using this methodology? Discussion Feedback: Please review responses from your fellow students and respond to one student's post that is different from your post. Please analyze your peers' post, limiting your comments to 1-3 paragraphs maximum.

VIII. **Student Learning Outcomes:**

1. Students will examine the ethical issues involved in research with human subjects.
2. Students will demonstrate how to conduct ethnographic research in the design process to analyze users' needs and issues.

ANTHRO 300 Distance Education Application

- ☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
- ☑ Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses, the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of the class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium. Videos shall be captioned.	10.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Discussion Boards	This critical component will comprise of (4-5) discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	40.00%

2. Organization of Content:

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced throughout the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low-cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Projects	Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class. No one assignment is worth more than 30%.
30.00%	Class exercises	Students will work together or individually on small skill building exercises such as research, design, justify, and articulate their work using human-centered design principles and screen-based interaction patterns. These exercises directly relate to the class topics and projects. Each student submits final deliverables. Instructor shall review and grade the submissions within a week.
30.00%	Discussion boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Presentation	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.

4. Instructor's Technical Qualifications:

The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, library, DSPS, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

4. Articulate the ethical considerations, guidelines, and laws involved in human subject research.

Examination of IRB protocols:

We have discussed in class the ethical and legal guidelines involved in conducting research with human subjects. As noted, federal law mandates that prior to a research project commencing with human subjects, the research team must submit approval of the research protocol to the Institutional Review Boards (IRB) of the university who is supervising the research (and funding institution if research funds are being requested).

In this assignment, students will review the IRBs forms of SMC, the National Science Foundation, and one university in California (of the student's choice) to compare and contrast these varied IRB protocols. Students will create 'hypothetical' IRB forms of each of these institutions and submit these on the LMS. (Do Not submit any of these to any of these institutions. I suggest you download each institution's forms, fill them in, and then submit them on our course LMS website.) Students will also answer a few questions reflecting on the similarities and differences between these IRB protocols.

Questions:

1. What are some of the main similarities in the IRB forms of each institution? Explain at least 3 similarities.
2. What are some of the main differences in the IRB forms of each institution? Explain at least 3 differences.
3. What do you think is potentially missing from each of these IRB forms? Explain.
4. If you were able to, what would you add to any of these IRB forms to better reflect your intended research and also to possibly better protect the human subjects involved in your research? Explain.

New Course: ARCHITECTURE 45, Designing Spaces: Enhancing the Human Experience

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	2.00
Arranged:	1.00
Outside-of-Class Hours:	72.00

Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite:	Admission to the Bachelor of Science in Interaction Design
Proposed Start:	Fall 2025
TOP/SAM Code:	020100 - Architecture and Architectural Technology / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Architecture Interior Design Other: Interaction/UX Design
Program Impact:	Proposed for inclusion in an existing degree or certificate • Interaction Design (Bachelor of Science (BS))

Rationale
This course is proposed as a part of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
In this course, we will explore how architecture and design research intersect with immersive and augmented reality, enriching the design process. Students will delve into fundamental principles of spatial design and strategies for creating spaces augmented with interactive and storytelling elements. Using real world projects, students will develop the competencies needed to create multi-modal, user-centric spatial experiences.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Virtual and Augmented Reality for Architecture and Design, 1st Edition, Elisângela Vilar (Editor), Ernesto Filgueiras (Editor), Francisco Rebelo (Editor) , CRC Press © 2022, ISBN: 978-0367508104

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify, understand, and utilize the basics of spatial design and its impact on human experience.
2. Explore how wayfinding and navigation shape physical and virtual spaces. Incorporate techniques for designing interactive smart spaces that adapt to user input.
3. Incorporate techniques for designing interactive smart spaces that adapt to user input.
4. Investigate augmented public spaces and their potential influence on urban environments.
5. Develop proficiency in user-friendly software tools for crafting immersive architectural experiences.
6. Evaluate designs in mixed reality to ensure they meet diverse human needs and preferences.
7. Analyze a design brief and select the most appropriate method of responding to it.
8. Contribute to design critiques and discussions.
9. Create and deliver presentations that communicate their intent and accomplishments within the scope of a design project.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Model architectural and spacial objects in 3D modeling software

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Field Trips, Group Work

IVb. **Arranged Hours Instructional Activities:**
Observation and Demonstration, Experiments, Group Work

V. **Course Content**

% of Course	Topic
20.000%	Integrating VR and AR into the Design Process
20.000%	Augmented Public Spaces
20.000%	Interactive Smart Spaces
20.000%	Wayfinding in Physical and Virtual Spaces
20.000%	Spatial Design Principles
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
35.00%	Unity for Architectural Design
35.00%	Unity for VR Development
30.00%	Lens Studio for AR Development
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation: Participation in discussions and workshops
25%	Homework
30%	Group Projects
30%	Final Project
100%	Total

VII. **Sample Assignments:**
Sample Project 1: Wayfinding Design for a Basic Built Environment:
Project Title: NavigEase: Enhancing Wayfinding in a Community Center Project Description: In this project, students will design an intuitive wayfinding system for a community center. The goal is to improve navigation for visitors by providing clear visual cues and interactive elements. Students will consider the layout of the community center, user demographics, and common destinations within the space to create an effective wayfinding solution. Project Tasks: Research and Analysis: Conduct user surveys and observations to understand navigation challenges faced by visitors. Analyze the layout of the community center, identifying key areas and potential navigation bottlenecks. Design Concept Development: Develop a wayfinding concept that incorporates visual signage, digital displays, and interactive elements. Create a visual hierarchy to guide users seamlessly through the space. Implementation of Digital Wayfinding Tools: Design digital maps and interactive kiosks to provide real-time navigation assistance. Integrate directional audio cues and visual indicators to aid users with visual or auditory impairments. Testing and Iteration: Conduct usability tests with a diverse group of users to gather feedback on the effectiveness of the wayfinding system. Iterate on the design based on user feedback and observations. Presentation and Documentation: Present the final wayfinding design to stakeholders, highlighting its features and benefits. Prepare comprehensive documentation outlining the design process, rationale, and implementation details. Deliverables: Wayfinding system prototype (digital maps, interactive kiosks, signage) Presentation slides Design documentation
Sample Project 2: Designing an Interactive Public Digital Space:
Project Title: Digital Oasis: Transforming an Urban Plaza into an Interactive Hub Project Description: In this project, students will reimagine an urban plaza as an interactive digital space, enhancing community engagement and social interaction. The goal is to integrate digital technologies such as augmented reality (AR) displays, interactive art installations, and community-driven content to create a dynamic and immersive environment. Project Tasks: Site

Analysis and Concept Development: Conduct a site analysis of the urban plaza, identifying existing features and potential areas for digital enhancement. Brainstorm ideas for interactive digital installations that align with the plaza's aesthetic and functional requirements. Interactive Installation Design: Design interactive AR displays that provide information about local landmarks, events, and community initiatives. Create interactive art installations that respond to user gestures or environmental cues. Community Engagement and Content Creation: Collaborate with local artists, community groups, and stakeholders to generate content for the digital space. Develop a platform for user-generated content and community storytelling. Technology Integration and Testing: Implement AR technology, interactive displays, and sensor-driven installations within the plaza. Conduct extensive testing to ensure the functionality and usability of the digital space. Launch Event and Activation: Organize a launch event to unveil the transformed urban plaza to the community. Curate interactive experiences and programming to encourage community participation and engagement. Deliverables: Interactive digital space design proposal AR display prototypes and interactive installations Community engagement plan Launch event documentation and evaluation report

VIII. **Student Learning Outcomes:**

1. Students will critically evaluate the ethical considerations and societal impacts of design in mixed reality, demonstrating an understanding of the potential challenges and opportunities in creating augmented environments.
2. Students will design and prototype interactive smart spaces and augmented public areas, demonstrating appropriate design strategies, and accounting for accessibility and inclusion in the designs.
3. Students will demonstrate and apply fundamental principles, methods and concerns of spatial design, and their impact on user experience.

ARC 45 Distance Education Application

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

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and	20.00%

	feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	40.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
40.00%	Projects	Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.
20.00%	Class exercises	Students will work together or individually on small skill building exercises such as ideation, storyboarding, user testing. These exercises directly relate to the class topics and project. Deliverables are submitted by each student. Instructor shall review and grade the submissions within a week.
20.00%	Discussion boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.

4. Instructor's Technical Qualifications:
The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course objective:
Develop proficiency in user-friendly software tools for crafting immersive architectural experiences.

Sample assignment:
Design interactive AR displays that provide information about local landmarks, events, and community initiatives.

Online Process:

Students will read or listen to lectures, reading assignments and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. Students will use their computers to complete the homework and the class projects utilizing the techniques demonstrated and discussed in lectures. Using an online platform

students will organize in groups and create the project deliverables. This is accomplished through discussion boards or conferencing tools. The resulting documents will be submitted via an online learning platform. Instructors will give feedback within a week and grades will be posted shortly thereafter.

New Course: BIOLOGY 36, Quality Control and Assurance

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2025
TOP/SAM Code:	043000 - Biotechnology and Biomedical Technology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Biotechnology
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • Biotechnology Associate Degree

Rationale
This course will prepare students for the Certified Quality Improvement Associate (CQIA) exam, which is a nationally recognized industry exam. Moreover, this course is required to complete the Biotechnology certificate of achievement and associate degree.

I. **Catalog Description**
Students will be introduced to principles of quality management by gaining sufficient mastery of the Quality Body of Knowledge (QBOK) to pass the Certified Quality Improvement Associate (CQIA) exam administered by the American Society of Quality. An introduction to basic quality principles and tools with an emphasis on their application in biotechnology and the bipharmaceutical industry will be covered. Concepts related to quality control, quality assurance, validation, documentation, and regulatory compliance will be discussed.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The ASQ Quality Improvement Pocket Guide, Grace L. Duffy, Quality Press © 2013, ISBN: 9781636941332
2. Primary and secondary journal articles will be the main sources used in this course.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Apply the vocabulary and concepts of quality and continuous process improvement methods to example situations.
2. Apply knowledge gained in sufficient mastery of the Quality Body of Knowledge (QBOK) to pass the Certified Quality Improvement Associate (CQIA) exam administered by the American Society for Quality (ASQ).
3. Analyze different Quality management systems and describe when each system is appropriate to use.

IV. **Methods of Presentation:**
Lecture and Discussion, Distance Education, Discussion, Projects, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
5.000%	Customer/Supplier Relations - Internal and external customers, benefits, and supply chain.
10.000%	Process Improvement Tools - Six Sigma concepts and tools, Define-Measure-Analyze-Improve and Control (DMAIC), LEAN, benchmarking, and improvement.
10.000%	Continuous Improvement Tools - Brainstorming, Plan-Do-Check-Act (PDCA) cycle, affinity diagrams, cost of quality, and how to use internal audits to identify improvement opportunities.

10.000%	Team Basics - how are teams organized and what are their roles and responsibilities. Team formation and group dynamics. Types of teams -natural, improvement, self-directed, virtual, project, cross-functional.
5.000%	Documents and Good Documentation Practice - review various records to confirm compliance with requirements. Documentation hierarchy - records, instructions, procedures, policy.
10.000%	Quality Management System and ISO (International Organization for Standardization) - Apply requirements related to QMS development and operations.
10.000%	Quality Planning - Describe key elements of the structure of a QMS (Quality Management System), identify its interrelationships and develop, and describe hierarchical positions. Includes discussion of Supplies-Inputs-Process-Outputs-Customers (SIPOC).
10.000%	US Code and FDA - US codes (Code of Federal regulations) and interaction of the FDA with the biopharmaceutical industry, enforcement, inspections, warning letters, and consent decree.
5.000%	Food and Drug Administration - background and history.
10.000%	Quality Concepts and Philosophies - Quality Experts - Shewhart, Deming, Juran, Pareto, Ishikawa, Crosby, Ohno
5.000%	Quality and regulations - a Historical Perspective - guilds, industrial revolution and factory standards, total quality management (TQM) principles beyond TQM.
5.000%	Biosciences Industry Overview, Drug approval process, intellectual property, expedited programs
5.000%	Overview of ASQ (American Society of Quality) and CQIA (Certificate of Quality Assurance). Book of Knowledge, preparation for CIQA exam.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
2%	Class Participation
20%	Written assignments: Two to three written assignments
21%	Exams/Tests: Three midterm exams
25%	Homework
10%	Projects: One to two projects
15%	Quizzes
7%	Final exam: Cumulative Exam
100%	Total

VII. **Sample Assignments:**

Writing Assignment: Instructions: Review the quality management contributions and philosophies of Shewhart, Deming, Juran, Pareto, Ishikawa, Crosby, and Ohno. To complete this assignment, you will: • Select three individuals from the above list and discuss how their work shaped quality management. • Explain the major similarities and differences in their approaches to develop tools or strategies related to quality management. • Provide a critique of the approaches or tool by addressing the pros and cons • Include specific examples from the readings and lectures to support your critique. • Speculate how a current recall or outbreak could have been prevented if one or more of the approaches or tools had been utilized. A title page and running head should be included. Essays should be 3- to 4-pages, double-spaced. The font should be 12-point Times Roman font and 1-inch margins should be used.

Discussion Board Entry: Read the following article on the importance of quality management in supply chain management • Explain the importance of quality management and how it relates to quality control and quality assurance. • Outline the seven steps of supply chain management. • Select 1 of the seven steps to describe how quality management is connected.

VIII. **Student Learning Outcomes:**

1. Evaluate methods to build quality in the design of a product or process during its development.

2. Appraise the paradigm where science is systematically distributed across the life cycle of the product and process within a quality management system.
3. Assess the components of a comprehensive quality system
4. Integrate knowledge of regulatory systems into the quality body of knowledge.

New Course: COSMETOLOGY 41E, The Art of Wig Making

Units:	1.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 11A, COSM 11B
Proposed Start:	Spring 2025
TOP/SAM Code:	300700 - Cosmetology and Barbering / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Cosmetology Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • Hairstylist Certificate

Rationale

There is a high need for making, creating and maintenance of wigs. Local 706 Make-Up and Hair Stylist Guild, the official labor union for make-up artists and hair stylists in film, television, stage and digital media, with other Cosmetology/ Barber professionals have requested such a class to help stylists learn about wig making. This course will assist any person persuing a Hairstylist career due to the passing of SB803.

I. **Catalog Description**

Learn how to master the art of creating lace front wigs. Students will learn about different types of knots, tools, and materials used, and techniques for achieving a flawless hairline. This class is beginner-friendly.

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

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

1. Milady's Standard Cosmetology & Foundation Textbook, 14, Milady, Cengage © 2023

III. **Course Objectives**

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

1. Describe the importance of the use of a wig block for making, servicing, displaying, and or storing of a wig.
2. Demonstrate the proper wig sizing using a soft measuring tape.
3. Identify the supplies and tools needed for wig ventilating.
4. Create single-knot and double knot technique for natural hairlines into mesh foundations.
5. Style wig with rollers, wet sets and or hot rollers.

IV. **Methods of Presentation:**

Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Projects, Visiting Lecturers, Individualized Instruction

V. **Course Content**

% of Course	Topic
10.000%	Wig Types Synthetic hair advantages and disadvantages Human hair advantages and disadvantages Qualit and cost Turned and fallen hair Wefts Human hair either has the cuticle attached or is cuticle free, depending on how the hair was collected.

	This is an important distinction for the stylist, as it influences cost and what services and treatments can be performed on the hair. There are two basic wig categories: cap wigs and capless wigs. **Cap wigs.** Constructed with an elasticized, mesh-fiber base to which the hair is attached. •They are available in several ready-to-wear sizes, as well as custom-made units that require special fittings. •Hair fibers for cap wigs are attached by various methods, including 100 percent hand-tied, monofilament caps (one strand of hair is attached at a time) that allow each hair to move freely for the most natural look; a combination of machine-attached wefts with hand-tied hair at the parting and crown; or lace front wigs, which create the illusion of natural hair growth along the hairline and allow for styling away from the face. **Capless wigs.** Also known as *open caps*, are machine-made from human or artificial hair. •These wigs still have a cap, but the wefts of hair are less dense and are sewn in with vertical lace strips, resulting in a lot of open space. •Capless wigs allow scalp ventilation, help prevent excess perspiration, and are extremely light and comfortable. •They are generally less expensive than cap wigs. • Think of cap and capless wigs like nylon and fishnet stockings. The nylon stocking has a closed framework (the cap wig), and the fishnet stocking has an open framework (capless). •A cap wig is best for clients with extremely thin hair, or no hair at all. •A capless wig is excellent for clients who want to frequently change their hairstyle, desire the convenience of wearing a wig, are transitioning to natural hair, or have thin hair.
30.000%	Wig Construction Methods There are two basic types of wig construction: hand-tied and machine-made. **Hand-tied wigs.** Also known as *hand-knotted wigs*, are made by inserting one to two strands of hair at a time into mesh foundations and knotting them with a needle. •These wigs have a natural, realistic look and are wonderful for styling. •This method most closely resembles human hair growth, with flexibility at the roots. •They can be combed in almost any direction because the hair has no definite direction. **Machine-made wigs.** The least expensive option, are made by feeding wefts through a sewing machine, then stitching them together to form the wig's base and shape. •They are commonly made with synthetic fibers. •Their most favorable characteristic is their bounce-back quality; even after shampooing, the style returns. •Machine-made wigs are sewn in specific directions, offering no brushing or styling versatility. Wig knotting Wig knitting Wig Ventilating Creating a wig mold and padding
10.000%	Wig Tools and Supplies 1. Wig Block 2. T-pins 3. Flexible measuring tape 4. Wig and hairpiece adhesives 5. Adhesive remover 6. Wig specific shampoo 7. A boar brush 8. Shears The following are tools for working with wigs and hair additions: A **wig block** is a round-topped block with a head shape used for making, servicing, displaying, or storing a wig.

	•This head form is often made with cork and covered in canvas. It can be placed on a wig tripod stand or clamped to your station or other flat surface. •Both have swivel features! **T-pins** are indispensable pins that secure wigs and hairpieces to the wig block **Flexible measuring tape** is used to measure clients for wigs or hairpieces, or to measure a wig's length while on a wig block. **Wig and hairpiece adhesives** are used to secure wigs and hairpieces. •They include liquid or tape options and can vary in formulation, such as liquid water-based adhesives, water-resistant adhesives, and double-sided tape adhesives. •They are often rated in terms of performance, such as medium- and long-holding formulas. **Adhesive remove.** Wig- and toupee-specific adhesive remover thoroughly removes traces of adhesive from the client's skin. •It is also used to clean the wig cap. •Use this remover before shampooing the client or the unit to ensure no adhesive is left behind. **Wig-specific shampoo** or gentle shampoo and light conditioner are needed to care for extensions, wigs, and hairpieces. •If approved by your salon, retail these hair care products to clients who wear hair attachments or replacements. A **boar brush** made from 100 boar bristles is the most desirable wig brush. •A soft, pliable, plastic-bristle brush with rounded tips is also acceptable. •Check the tips often to make sure they are all intact. If even one tip is missing, replace the brush. •To avoid damaging the knotting, never brush or comb the hair at the wig's base. **Shears** can be used to trim and shape as needed, but never use your quality haircutting shears to cut a wig made of synthetic hair or human hair with an appearance-enhancing coating. •This could significantly dull them. Use less expensive shears specifically for wigs and add-on hair.
20.000%	Wig Sizing, Placement, Cutting and Styling Wigs should settle on the natural hairline, a few inches above the eyebrows. •The wig's back should come down to the nape and hug the natural hairline. •Most wigs have adjustable tabs or Velcro strips in the back to adjust the wig's circumference for the most comfortable fit. •Flatten your client's hair as much as possible with cornrows or pinning before placing a wig. •Brush their natural hair straight back all around the front hairline, distribute it as evenly as possible, and securely pin it close to the head. •To ensure that natural hair does not show around the front hairline, apply a small amount of gel or hairspray to a fine-tooth comb or a clean, disposable mascara wand and smooth the hairline's perimeter away from the face. •If clients do not have experience putting on or wearing wigs, have them participate in pinning up their hair, dressing the hairline, and positioning the wig. **The goal of cutting a wig** is to make it look realistic, which can be done by tapering the ends. The more solid the shape, the more unnatural the hair will look. Follow the basic wet haircutting methods—blunt, layered, and graduated—using the same sectioning and elevations as on a real head of hair. •Many top stylists prefer cutting a free-form style on dry hair. •For the most realistic results, cut the wig and style it while it is on the client's head. If you use dry free-form cutting, take the hair's weight into consideration. •Vertical sections create lightness. •Diagonal sections create a rounder, beveled edge. •Horizontal sections build heavier weight. To use this visual approach, begin by cutting a small section and observe how the hair falls. Base your next step on how the hair responds.
10.000%	**Type of Hair**

	Remy hair (also known as **turned hair**, or *cuticle hair*) is 100 percent human hair with an intact cuticle layer. •Remy hair is the most realistic and highest quality of hair for extensions, wigs, and hairpieces. •It looks and moves like the wearer's hair. •Remy hair is cut at the scalp and immediately bundled to ensure that it is from a single donor and that all cuticles point in the same direction, downward from root to end. •This eliminates snarling caused by opposing cuticles rubbing together. •Remy hair can be safely colored with deposit-only dyes, including semipermanent, demipermanent, and temporary hair dyes, provided that no metallic hair dye has ever been applied to the hair. •Most Remy hair is **virgin hair**, meaning it was free of hair-altering chemicals, including haircolor and texture processes, at collection time. •Remy hair is collected from around the world, with textures ranging from fine to coarse, and curly to straight. Remy hair grades vary in quality, desirability, and expense: •Virgin European hair is the most expensive and highest quality hair. Average lengths range from 12 to 18 inches (30 to 46 centimeters). •It has a medium luster, generally with some curl, and is very fine. •Eastern European hair is particularly desirable for its fine, silky texture and wide range of natural blonde colors. •Virgin human hair from India is next in cost. On average, East Indian hair is available in lengths from 12 to 22 inches (30 to 56 centimeters). •It is silky, lightweight, lustrous, and durable. •This hair type has a delicate wave that responds well to styling. •Virgin Asian hair (Chinese hair) costs about the same as East Indian hair. •It is available in average lengths of 12 to 22 inches (30 to 56 centimeters). •Most Asian hair is naturally straight. •This hair fiber has a natural luster and bounce, and can be styled straight or curly.
10.000%	Wig Care Guidelines Use brushes made with natural boar bristles. Treat the hair gently; do not pull it or handle it carelessly. Most of the wig hair you will be working with is chemically treated or synthetic, so it needs to be handled gently. Follow these wig care guidelines: •When using heat on human hair, set the styling tool to low. •Never blowdry a synthetic wig unless the manufacturer certifies the fibers as heat tolerant. Follow the manufacturer's temperature instructions. •Treat the hair gently; do not pull it or handle it carelessly. •Use brushes made with natural boar bristles or soft synthetic bristles with rounded tips to untangle knots and avoid mechanical damage. Do not brush close to the base, as you may damage the knotting. •Place the wig on a wig block or mannequin head when not worn. •Shampoo less often—for frequently worn wigs and hairpieces, shampoo no more than once a week; for occasional wear, once a month. •Remind clients to use only shampoo for color-treated hair or wig-specific formulas and light conditioners. •Rinse with tepid (never hot) water. •With a soft towel, gently blot (do not squeeze or rub) the hair until it is at least 50 percent dry. •Finish drying the hair with a blowdryer held 12 inches (30 cm) away from the wig and on cool-heat and low-velocity settings. •Use a wide-tooth comb to lightly comb and detangle the wig hair when damp, starting at the ends and working your way up the hair strands. •Stress the importance of having clients' human hair wigs and hairpieces serviced by you once a month if they are worn every day, or once every three months if worn a few times a month. •During these maintenance appointments, look at hair/fiber condition and for cap fatigue; remove any adhesive residue; professionally cleanse the base and the hair; and, if it is a human hair wig, set the wig on a wig block then style the wig while it is on the client's head.
10.000%	Wigs / Toupees and Hair Loss Many patients who undergo chemotherapy experience complete hair loss. Professional toupees are custom-made hairpieces that match the balding area. Client consultation

	•Are you experiencing any hair loss? •Are you taking any medication for hair thinning or hair loss? •Do you have an outdoor vacation planned? Are you planning on spending time at the beach? •Do you frequently swim in a chlorinated pool or soak in a hot tub? During the consultation, establish realistic expectations for wearing a wig or hair extensions, and lay out the budget and salon maintenance required for the selected hair addition. Clients may not bring these issues up. Do not hesitate to provide information, ask questions, and take notes. **Toupees** are typically worn by clients with pattern baldness. Most toupees have a fine-net base. •They can be applied for temporary or semipermanent use. •Semipermanent toupees are removed and reattached by a wig specialist every five to six weeks. •Professional toupees are custom-made hairpieces that match the balding area, the client's hair texture and surrounding thickness, and the existing hair color. •Quality toupees are made of hand-tied human hair. •Most toupee wearers prize the confidence gained from wearing an authentic-looking hairpiece and are prepared to pay a high price if the quality warrants the cost. •The top hairpiece manufacturers offer in-depth instructions and training for those interested in learning this specialty service.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: In class practical assignments.
20%	Exams/Tests: Quizzes and test.
20%	Final Performance: Practical Exam
20%	Final exam: Written Exam
20%	Homework: Practical and written assignments.
100%	Total

VII. **Sample Assignments:**

1: Student will measure a model's head, capturing the hairline, and creating a customized wig mold .

2: Student will practice split-knot ventilation for volume, achieving gradual density distribution from hairline to crown.

VIII. **Student Learning Outcomes:**

1. Given the appropriate tools, the student will demonstrate the single-knot and double knot technique for natural hairlines.
2. Given a wig, the student will describe the significance of proper wig ventilation when creating a seamless transition between lace and hair.
3. Given a wig, the student will identify and describe the two different types of wig construction.

COSM 41E Distance Education Application

☑ Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

The instructor will send out a "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide ongoing feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and for the hands on practical portion.

1b. Student - Student Interaction:
Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. Student - Content Interaction:
Students will interact with course content on a weekly basis through live video, readings, videos, discussions and/or reflective assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Written assignments	Written assignments will be done and submitted into the college management system.	10.00%
Other (describe)	A hands-on lab will be part of each module which may include various aspects of wig construction, measuring, styling and cutting wig.	50.00%
Exams	There will be a midterm and final written and practical exam.	20.00%
Discussion	The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	5.00%
Videos	Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.	5.00%
Online Lecture	PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts	10.00%

2. Organization of Content:
The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Threaded Discussions	Students will be expected to contribute and respond to posted threaded discussions placed in each module. Students will be expected to participate in group discussions in chat rooms and live video.
25.00%	Lab Report	A lab will be assigned to each module and a detailed report submitted.
25.00%	Exams	There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.
25.00%	Written Assignments	Written assignments will be submitted online several times during the course.

4. Instructor's Technical Qualifications:
Instructors should be familiar with the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

5. Student Support Services:
Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

6. Accessibility Requirements:

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

7. Representative Online Lesson or Activity:

Given a mannequin, the students will demonstrate wig styling and cutting. Students will document by taking pictures of the wig before, during, and after the cut and style. Students will upload the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be required and uploaded. The student will post the experience on the threaded discussion board for the lab.

Prerequisite Checklist and Worksheet: COSM 41E
Prerequisite: COSM 11A Haircutting 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR **(COSM 41E The Art of Wig Making)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Demonstrate the proper use of a variety of haircutting tools.
B)	Construct a solid form, radius, graduated and layered haircut.
C)	Identify and describe the reference points on the head.
D)	Distinguish and identify angles, elevations and guidelines.
E)	Demonstrate the proper sanitary maintenance area in haircutting.

EXIT SKILLS (objectives) FOR **(COSM 11A Haircutting 1)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate the proper use of a variety of haircutting tools.
2.	Construct a solid form, radius, graduated and layered haircut.
3.	Identify and describe the reference points on the head.
4.	Distinguish and identify angles, elevations and guidelines.
5.	Demonstrate the proper sanitary maintenance area in haircutting.

	ENTRANCE SKILLS FOR (COSM 41E)								
EXIT SKILLS FOR (COSM 11A)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Prerequisite Checklist and Worksheet: COSM 41E
Prerequisite: COSM 11B Hair Styling 1

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR **COSM 41E The Art of Wig Making**

A)	Demonstrate proper draping for wet, dry and chemical services
B)	Explain and demonstrate the purpose of finger waving
C)	Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.
D)	Demonstrate proper set up and use of implements employed in hairstyling.

EXIT SKILLS FOR **COSM 11B; Hair Styling 1**

1.	Demonstrate proper draping for wet, dry and chemical services
2.	Explain and demonstrate the purpose of finger waving
3.	Differentiate modular shapes and demonstrate the distribution of hair in square and triangular shapes for state board set.
4.	Demonstrate proper set up and use of implements employed in hairstyling.

		ENTRANCE SKILLS FOR (COSM 41E The Art of Wig Making)							
EXIT SKILLS FOR (COSM 11B; Hair Styling 1)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

New Course: COSMETOLOGY 50H, Written Preparation for Hairstylist State Board Exam

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00

Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 10A and COSM 10B
Advisory(s):	Completion of at least 300 hours in the Hairstylist program.
Proposed Start:	Spring 2025
TOP/SAM Code:	300700 - Cosmetology and Barbering / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Cosmetology
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • Certificate of Achievement in Hairstyling

Rationale
The State Board of Barbering and Cosmetology has added a Hairstylist license.

I. **Catalog Description**
This course provides essential theory carefully formulated to prepare a student to pass the written California State Board Examination as a Hairstylist. Students are instructed in basic concepts of record keeping, hairstyling, hair cutting, hair and scalp analysis.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Milady Standard Cosmetology & Foundations Textbooks, 14, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, Milady, Cengage © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate the ability to pass the California State exam by passing the class assessments.
2. Describe State Board procedures in writing.
3. Integrate proper State Board theory procedures in written form of the following subjects: disinfection and sanitation, health and safety, bacteriology, anatomy and physiology.

IV. **Methods of Presentation:**
Distance Education, Discussion, Projects, Lecture and Discussion, Other Methods: Information Sheets/Study guide, Interaction of question and answer

V. **Course Content**

% of Course	Topic
12.500%	Week 1 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 1 - Cosmetology: The History and Opportunities Chapter 2 - Life Skills Chapter 3 - Your Professional Image Chapter 4 - Communicating For Success Chapter 5 - Infection Control: Principles and Practice Chapter 6 - Anatomy and Physiology Tests - 1, 2, 3, 4
12.500%	Week 2 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 7 - Basics of Chemistry and Electricity Chapter 8 - Properties of the Hair and Scalp

12.500%	Week 3 Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 13 - Braiding and Braid Extensions Chapter 14 - Wigs and Hair Enhancements
12.500%	Week 4 Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 9 - Principles of Hair Design Chapter 10 - Shampooing, Rinsing, and Conditioning Chapter 11 - Haircutting Chapter 12 - Hairstyling Tests
12.500%	Week 5 Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 11 - Haircutting Chapter 12 - Hairstyling Tests
12.500%	Week 6 Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 24 - The Salon Business Tests
12.500%	Week 7 - Self study of the Study Guide based upon the Milady's Standard Cosmetology Text Chapter 25 - Seeking Employment Chapter 26 - On the Job Tests – 25, 26, 27, and 28
12.500%	Week 8 - Cumulative Final Examination of Chapters
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
50%	Exams/Tests
30%	Final exam
10%	Syudy Guides
100%	Total

VII. **Sample Assignments:**

1: Create a self study guide based upon the Milady's Standard Cosmetology Text book using chapters that pertain to hair cutting, hair styling, disinfection, rules and regulations, and wig making.

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

VIII. **Student Learning Outcomes:**

1. The student will demonstrate and utilize techniques that lessen anxiety that are commonly associated with test taking.
2. The student will thoroughly analyze and provide accurate responses to all questions related to the hairstylist Licensure exam administered by the California State Board of Barbering and Cosmetology.

COSM 50H Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

Students will participate in student-student interactions using threaded discussions. Using an asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. Discussions will require a minimum of 2 comments on another student's original post. A virtual lounge will also be provided to encourage students to interact with each other on a more personal level.

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	25.00%
Online Lecture	PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts	25.00%
Exams	Instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, instructor will create a robust database of questions so that exams can be randomly generated for each student. This will help protect the integrity of exams and minimize potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader or other grading software.	50.00%

2. Organization of Content:

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Threaded Discussions	Instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, instructor will create a robust database of questions so that exams can be randomly generated for each student. This will help protect the integrity of exams and minimize potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.
50.00%	Written Exams	Instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, instructor will create a robust database of questions so that exams can be randomly generated for each student. This will help protect the integrity of exams and minimize potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.
25.00%	Written Assignments	Weekly written assignments will be submitted online through the college course management system

4. Instructor's Technical Qualifications:

Instructors should be familiar with the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

5. Student Support Services:

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

6. Accessibility Requirements:

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

7. Representative Online Lesson or Activity:

Demonstrate passing the written California State Board exam.
Students will, through the college course management system, create a step by step, California State Board of Barbering and Cosmetology procedure instructions for given applications utilizing the NIC.
Discover testing procedures to pass the California State Board exam.

ADVISORY Checklist and Worksheet: COSM 50H
Proposed Advisory: 300 Hours in Cosmetology courses

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.			
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.			
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.			
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.			
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).			
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.			
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.			
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.			
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.			

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSM 50H**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Completing of 300 in cosmetology courses.

EXIT SKILLS (objectives) FROM: **HAIRSTYLING CLASSES**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Completing of 300 in cosmetology courses.

		ENTRANCE SKILLS FOR: **COSM 50H**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **HAIRSTYLING COURSES**	1	X							
	2								
	3								
	4								
	5								
	6								
	7								
	8								

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:
Students need to complete 300 hours in cosmetology courses in order to have the ability to successful in Cosm 50H. Cosm 50H is a test preparation course that prepares students to take the California State Board of Barbering and Cosmetology exam in Hairstyling.

Prerequisite Checklist and Worksheet: COSM 50H
Prerequisite: COSM 10A Related Science 1A
Other prerequisites, corequisites, and advisories also required for this course: Cosm 10B Related Science 1B, Skills Advisory 300 hours in cosmetology courses

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR **(COSM 50H)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

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

EXIT SKILLS (objectives) FOR Cosm 10A
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	**List the types and classifications of bacteria**
2.	**Explain the differences between cleaning, disinfecting,and sterilizing.**
3.	**List the types of disinfectants and how they are used.**
4.	

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

Prerequisite Checklist and Worksheet: COSM 50H
Prerequisite: Cosmetology 10B Related Science 1B
Other prerequisites, corequisites, and advisories also required for this course: Cosm 10A Related Science 1A, Skills Advisory 300 hours in cosmetology courses.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR **(COSM 50H)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

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

EXIT SKILLS (objectives) FOR Cosm 10B
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

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

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

New Course: EDUCATION 50, Teaching in the Age of AI: Strategies for Educators

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2024
TOP/SAM Code:	086000 - Educational Technology / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Other: Master's degree in any relevant discipline and requisite experience with the use of AI in secondary or postsecondary education
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • The Education discipline within the Education/Early Childhood Department is exploring the possibility of a certificate of completion in Educational Technology to be used for secondary and postsecondary professional development, or by educators who need continuing education for employment purposes.

Rationale

This course should be added to the college curriculum to address the growing need for educators (secondary and postsecondary) to understand contemporary artifical intelligence tools and navigate their ethical implications in educational settings. With the increasing integration of AI technologies in teaching and learning, students and educators face complex ethical dilemmas related to privacy, bias, and academic integrity that require thoughtful consideration and informed decision-making. AI can be a powerful tool for teaching and learning, but instructors must establish clear policies and guidelines for its appropriate use. The course will provide educators with the necessary knowledge, skills, and strategies to begin to navigate these challenges and promote responsible AI use.

I. **Catalog Description**

Designed for secondary and post-secondary instructors, this course introduces educators to the basic knowledge, skills, and practices needed to begin integrating artificial intelligence (AI) into their teaching. Participants will explore the fundamentals of using natural language models and image generators, examine the challenges, limitations, and ethical considerations of AI in Education, develop classroom AI policies and learn to effectively utilize AI tools to enhance course content and collaboration. Special emphasis is placed on guiding students on the appropriate and ethical use of AI tools in multiple contexts.

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

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

1. Robot-Proof: Higher Education in the Age of Artificial Intelligence, Joseph Aoun, MIT Press © 2018, ISBN: 9780262535977

III. **Course Objectives**

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

1. Define key AI concepts, such as natural language processing and image generation, and explain their relevance in educational settings.
2. Evaluate the ethical implications of AI integration in education, considering issues such as privacy, bias, and academic integrity.
3. Analyze classroom AI policies that outline guidelines for ethical AI usage.
4. Select appropriate AI tools to enhance teaching and learning and create innovative AI-driven instructional materials.
5. Assess the effectiveness and appropriateness of AI tools for specific educational contexts, considering factors such as accessibility, usability, and alignment with learning objectives.
6. Develop a learning assessment that is resistant to AI replication.

7. Evaluate and apply strategies to educate learners about responsible AI usage, including proper citation practices, ethical decision-making, and awareness of AI limitations and biases.

IV. **Methods of Presentation:**
Distance Education, Discussion, Lecture and Discussion, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
10.000%	Fundamentals of AI Technologies • Natural language processing (e.g., ChatGPT, Gemini, Copilot, Perplexity, etc.) • Image generation and recognition (e.g., DALL-E, Firefly, Getty Images, etc.) • Artificial intelligence vs deep learning vs machine learning
10.000%	Ethical Consideration in AI • Privacy and data security • Anonymization and de-identification of data • Data security and retention measures • Using 3rd party tools • Bias and fairness in AI-generated content • Sources, types, and examples of bias • Ensuring diverse representation • Academic integrity and AI-generated content
10.000%	Developing Classroom AI Policies • Guidelines for ethical AI use • Creating AI integration strategies • Student-centered language • Creating materials to support student learning with AI • Communicating with stakeholders (e.g., students, parents, administrators, etc., as applicable)
25.000%	Effective AI Use in Teaching • Integrating AI into teaching practices (e.g., activities, assignments, materials, etc.) • Using AI as a teacher's assistant or brainstorming partner (e.g., improving syllabi and other course materials) • Enhancing student engagement and learning outcomes with AI
10.000%	Assessing Student Learning • Designing authentic assignments and assessments that emphasize higher order thinking skills • Using diverse assessment methods • Monitoring for plagiarism and AI use • Importance of timely, personalized feedback
10.000%	Identifying AI Generated Content • Detection tools • Accuracy and reliability • Techniques for recognizing AI-generated language and images • Language patterns • Repetitive generic phrases • Unusual vocabulary and phrasing • Contextual inconsistencies • Evaluation of content • Addressing academic integrity concepts in AI assisted assignments
20.000%	Supporting Student Learning with AI • Facilitating student centered communication about AI usage • Designing learning opportunities that integrate AI usage • Providing guidance and feedback on AI-driven assignments • Promoting responsible AI usage
5.000%	Future Directions in AI and Education

	• Emerging trends and innovations in AI technologies • Opportunities, challenges, and implication of AI advancement for teaching and learning
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	In Class Writing
30%	Written assignments
15%	Quizzes
15%	Final Project
30%	Projects
100%	Total

VII. **Sample Assignments:**
Developing an AI Policy: In this assignment, students will work individually or in small groups to develop a comprehensive AI policy for an educational institution or classroom setting. The policy should outline guidelines for the ethical and responsible use of AI tools, addressing issues such as academic integrity, data privacy, and bias mitigation. Students will research existing AI policies in education, analyze ethical considerations, and synthesize their findings into a clear and practical policy document. Additionally, students will propose strategies for communicating the AI policy to stakeholders and educating learners about responsible AI usage. The assignment will culminate in a written policy document accompanied by a brief presentation outlining key policy provisions and implementation strategies.
Identifying AI-Generated Language and Role Play: In this assignment, participants will practice identifying AI-generated language in assignment submissions and engage in supportive conversations with students to learn more about their use of AI tools. Part 1: Participants will be provided with a set of anonymized writing samples, some of which are generated by AI language models, while others are written by human authors. Working individually, participants will analyze the writing samples using criteria such as coherence, style consistency, and complexity to identify instances of AI-generated language. They will document their observations and reasoning for each sample, noting any patterns or characteristics that suggest AI involvement. Part 2: Participants will engage in role-playing scenarios where they assume the role of an instructor having conversations with students suspected of using AI tools to write their assignments. Participants will practice asking open-ended questions, expressing curiosity rather than accusation, and providing supportive guidance to students as they navigate the ethical considerations of AI usage. They will role-play various scenarios, including instances where students may be unaware of AI involvement, knowingly using AI tools, or facing academic integrity challenges. Part 3: Participants will reflect on their experiences in the role-playing exercises, identifying effective communication strategies, challenges encountered, and areas for further development. They will consider how to foster trust and transparency in conversations about AI usage, support students in ethical decision-making, and promote responsible AI integration in educational settings. The assignment aims to equip participants with practical skills for identifying AI-generated language and engaging in supportive conversations with students about their use of AI tools.

VIII. **Student Learning Outcomes:**
1. Demonstrate effective and appropriate use of artifical intelligence tools, including natural language models and image generators.
2. Create a student-centered classroom policy guiding the use of artifical intelligence tools in multiple learning contexts (e.g., researching concepts, brainstorming, writing support, etc.).
3. Design instructional materials and activities that promote awareness of ethical considerations related to AI usage and guide students to make ethical decisions when engaging with AI.

EDUC 50 Distance Education Application

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

1a. Instructor - Student Interaction:
The instructor will send out a pre-course "welcome letter" 1–2 weeks before the course begins with information about the course and how the instructor will communicate with students. The instructor will provide ongoing feedback, comments, and suggestions to assist and improve individual student performance. The instructor will also provide instructions and support

as needed for course navigation. The instructor will send reminders of assignment due dates. The instructor will offer weekly check-ins and provide physical and/or virtual office hours along with a telephone option as needed.

1b. Student - Student Interaction:
Using asynchronous discussion activities, students will communicate with their classmates throughout the course about course content and everyday life. Small group activities/discussions will take place 3-4 times during the course. Asynchronous threaded discussions will occur 1-2 times weekly. A Student Lounge Discussion Board will be available for discussion of non-course-related topics.

1c. Student - Content Interaction:
Students will interact with course content on a weekly basis through readings, videos, discussion boards, self-check quizzes and/or writing assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Threaded Discussions	Weekly discussion topics/prompts will be posted to promote student-teacher and student-student interaction on a variety of topics related to the course content from online lectures, videos, and readings. Students are required to respond to peer's comments/posts. Smaller group discussions will also be offered periodically throughout the course.	30.00%
Written assignments	Students will complete 1-2 written assignments per week. Written assignments will require students to use course content presented in online lectures, videos, and reading assignments to engage in analysis, evaluation, application, and reflection activities.	30.00%
Online Lecture	Brief video lectures will reinforce and present new course content that will be used to facilitate discussions and written assignments.	20.00%
Videos	Students will view and reflect on videos related to course material.	10.00%
Peer Feedback	Students will review classmate's written assignments or projects and provide supportive and constructive feedback based on a provided rubric. Peer feedback activities will occur 2-3 times throughout the course.	5.00%
Project Presentation	Students will create a final project that can be presented in a variety of ways, including video presentations, narrated slide decks, etc. Classmates will view presentations and asynchronously provide feedback and additional information as prompted.	5.00%

2. Organization of Content:
The course will be divided into weekly modules, including an assignment and objective page outlining weekly activities. Modules will include activities, readings, mini-recorded lectures, videos, threaded discussions, writing assignments, and additional resources for further investigation of the course material. In addition, students will access free online tools (related to image generation and natural language models) to complete certain assignments.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Threaded Discussions	Students will participate in 1-2 threaded discussions per week. They will be required to post an initial response to a given prompt and will engage 2 or more classmates in asynchronous conversation using provided additional prompts and/or guidelines. These discussions offer opportunities to assess and support a student's formative learning of the course material. Individualized instructor feedback will be provided to support learning.
60.00%	Written Assignments/Small Projects	Students will independently complete 1-2 written assignments per week and 2-3 small written projects during the course. Assignment topics will vary, but will support students with opportunities to reflect, analyze, interpret, evaluate, apply, etc. course content presented in lectures, videos, and readings. Individualized instructor feedback will be provided to support learning.

10.00%	Final Project	Students will create a multimedia portfolio presentation to document and share elements of previously completed written assignments along with a relfection on how they will integate course content and new learning into their teaching practice.

4. Instructor's Technical Qualifications:
Instructors should be familiar with the college's learning management system (LMS). The instructor should be knowledgeable about accessibility resources on and off-campus, familiar with LMS tools and available supports, and willing to stay current in essential technologies related to online teaching.

5. Student Support Services:
Links that may be integrated into the online course include: Direct Connect Student Support, Library Resources, SMC Code of Ethics, Center for Wellness and Wellbeing, Title IX statement, Office for Students with Disabilities, Camous Police, etc.

6. Accessibility Requirements:
Course design will adhere to California Community College Distance Education Guidelines, CA Code 11135 and Section 508 of the Rehabilitation Act. This includes close captioning of all videos and video lectures, following principles for universal design when formatting LMS pages, PDFs, and other web-based documents, using descriptive alt text for images and graphics, and ensuring links to external websites are descriptive and provide accurate information about the linked content. Consultation with accessibility experts from the Office of Students with Disabilities and or Distant Education Team will occur when additional accommodations are needed or questions arise.

7. Representative Online Lesson or Activity:
Threaded Discussion: Exploring Ethical Dilemmas in AI Integration in Education

Initial response due Thursday

After reviewing this week’s mini-lecture on the ethical implications for AI in education, please respond to the following prompt:

In recent years, the integration of artificial intelligence (AI) technologies in education has raised numerous ethical considerations, including concerns about privacy, bias, and academic integrity. For your initial post, please reflect on one specific ethical dilemma related to AI integration in education that you find particularly compelling or concerning. Consider how this dilemma impacts various stakeholders, such as students, educators, administrators, and/or society. Share your perspectives on the ethical implications of the dilemma and discuss potential strategies for addressing or mitigating these ethical concerns.

Response to classmates due Sunday

Respond to at least two classmates' initial posts with thoughtful and respectful comments.

1. Consider their perspectives on the ethical dilemma they have presented and offer constructive feedback or additional insights.
2. Offer feedback on their strategies for addressing the ethical dilemma. Consider the feasibility, effectiveness, and potential implications of these strategies, and suggest any additional considerations or alternative approaches that may enhance their analysis.

New Course: HEALTH - NONCREDIT 989, Acute Care Nurse Assistant

Units:	0.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	54.00
Degree Applicability:	Noncredit
Corequisite(s):	HEALTH 990
Proposed Start:	Spring 2026
TOP/SAM Code:	123030 - Certified Nurse Assistant / C - Clearly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Nursing, Nursing Science/Clinical Practice
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • Certificate of completion in Acute Care Nurse Assistant.

Rationale

Nationwide, there is a significant demand for acute care nursing assistants, the U.S. Bureau of Labor Statistics projects a minimum 5 percent growth in employment for nursing assistants from 2021 to 2031, surpassing the average growth rate for all occupations. Furthermore, the ongoing pursuit of higher-paying nursing positions by some nursing assistants creates continual job openings in the field leaving a gap. The demand for Certified Nurse Assistants specialized in acute care is particularly high and expected to increase. Initial certification of nurse assistants focuses on the long term care setting, additional knowledge related to the acute care environment is critical. Many individuals, including those from disadvantaged backgrounds, find it relatively accessible to meet the academic requirements for acute training. Completion of acute care nurse assistant training can be coupled with other short-term programs to enhance employment prospects in the healthcare sector. Hospitals often prefer nurse assistants who are already certified, as they come equipped with the necessary skills, knowledge, and abilities to be employed in this fast-paced environment.

I. **Catalog Description**

This noncredit certificate is intended for students who are Certified Nurse Assistants seeking employment in the Acute Care Setting. The Acute Care Nursing Assistant (ACNA) course provides comprehensive training tailored to the unique demands of working in acute care settings. This course builds upon the foundational principles covered in the Nurse Assistant Pre-Certification Foundational Training and Health (CNA) program, with a focus on addressing the unique challenges and responsibilities encountered in acute care settings. Areas covered are medical and surgical patient care, oncology, orthopedics, obstetrics, and maternal-child care in diverse patient populations. Through a combination of classroom instruction, lectures, hands-on practical exercises, and clinical experiences, students will gain skills. abilities and knowledge in patient care areas with a major focus on diverse patient care, vital signs monitoring, infection control protocols, emergency response procedures, and patient communication techniques.

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

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

1. Acute Care Nurse Assisting: The Complete Guide , 1st, Deras, W, August Learning Solutions © 2024, ISBN: 978-1-941626-34-4

III. **Course Objectives**

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

1. 1. Understand the roles and responsibilities of the Acute Care Nurse Assistant related to professionalism, ethics, and confidentiality.
2. 2. Explain the fundamental principle behind protecting patient rights in an Acute care setting, including individual, family, psychosocial and spiritual needs as protected by federal and state regulations.
3. 3. Demonstrate effective communication and interact appropriately with patients and families, as well as members of the health care team.
4. 4. Explain the concepts and procedures related to patient safety in the acute care setting, including emergency issues and creating a safe environment for the acute care patient.

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

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Discussion, Group Work, Visiting Lecturers, Other Methods: Simulation, reflections and role-playing. Audiovisual asking and answering questions, assigned readings, computer aided instructions, written assignments

V. **Course Content**

% of Course	Topic
6.250%	**XVI. Transitioning from Job to Career** 16.1 Discuss professional qualities that employers seek. 16.2 Determine how to search for employment and successfully complete an application. 16.3 Develop an effective resume. 16.4 Discuss how to prepare for an interview, discuss interview etiquette, and determine post interview actions. 16.5 Differentiate between job description and scope of practice. 16.6 Determine a strategic plan for career advancement.
6.250%	**XV. Care of the Dying Patient** 15.1 Describe the grieving process. 15.2 Identify the role of the ACNA in the care of a dying patient. 15.3 Discuss organ and tissue donation. 15.4 Describe and demonstrate post-mortem care.
6.250%	**XIV. The Reproductive System and Obstetric Care** 14.1 Discuss the anatomy and physiology of the reproductive system. 14.2 Discuss common diagnostic tests used to diagnose reproductive disorders and diseases. 14.3 Discuss common reproductive system diseases and disorders and care for the patient. 14.4 Discuss ACNA care of the mother pre- and post-partum and the newborn.

6.250%	**XIII. Oncology and Hematology** 13.1 Discuss cancer and oncology 13.2 Discuss hematology. 13.3 Discuss common diagnostic tests used to diagnose cancer and hematological diseases and disorders. 13.4 Discuss cancer and common hematological disorders and care of the patient.
6.250%	**XII. The Nervous System** 12.1 Discuss the anatomy and physiology of the nervous system. 12.2 Review common diagnostic tests used to diagnose nervous system and cognitive disorders and diseases. 12.3 Discuss common nervous system and cognitive disorders and care for the patient.
6.250%	**XI. The Musculoskeletal System** 11.1 Discuss the anatomy and physiology of the musculoskeletal system. 11.2 Discuss common diagnostic tests to diagnose musculoskeletal disorders and diseases. 11.3 Discuss common musculoskeletal disorders and care of the patient.
6.250%	**X. The Cardiovascular System** 10.1 Discuss the anatomy and physiology of the cardiovascular system. 10.2 Review common diagnostic tests used to diagnose cardiac disorders and diseases. 10.3 Discuss common cardiac disorders and diseases and care of the patient.
6.250%	**IX. The Respiratory System** 9.1 Discuss the anatomy and physiology of the respiratory system. 9.2 Discuss common diagnostic tests used to diagnose respiratory disorders and diseases. 9.3 Discuss common respiratory diseases and disorders and care of the patient.
6.250%	**VIII. The Endocrine System** 8.1 Discuss the anatomy and physiology of the endocrine system. 8.2 Discuss common diagnostic tests used for diagnosing endocrine disorders and diseases. 8.3 Discuss common endocrine diseases and disorders and care of the patient.
6.250%	**VII. The Urinary System** 7.1 Discuss the anatomy and physiology of the urinary system. 7.2 Discuss how fluids relate to the urinary system. 7.3 Discuss common diagnostic tests used for diagnosing urinary disorders and diseases. 7.4 Discuss common urinary disorders and diseases and care of the patient.
6.250%	**VI. The Gastrointestinal System and Nutrition** 6.1 Discuss the anatomy and physiology of the gastrointestinal system. 6.2 Discuss nutrition and how it relates to the gastrointestinal system. 6.3 Discuss common diagnostic tests used for diagnosing gastrointestinal disorders and diseases. 6.4 Discuss common gastrointestinal disorders and diseases and care of the patient. 6.5 Explain the care of the patient post–GI surgery.
6.250%	**V. The Integumentary, Lymphatic, and Immune Systems** 5.1 Explain the basic structures of human anatomy. 5.2 Explain the anatomy and physiology of the integumentary system. 5.3 Discuss common diagnostic tests used for diagnosing integumentary disorders and diseases. 5.4 List common disorders and diseases of the integumentary system and care of the patient. 5.5 Explain the anatomy and physiology of the lymphatic system. 5.6 List common disorders and diseases of the lymphatic system and care of the patient. 5.7 List common immune system disorders and care of the patient.
6.250%	**IV Perioperative Care** 4.1 Describe environments in which perioperative skills are needed and types of surgery. 4.2 Discuss the holistic needs of a surgical patient. 4.3 Describe ACNA care for the patient awaiting surgery. 4.4 Describe ACNA care for the patient during surgery, including common equipment and supplies for the surgical patient. 4.5 Describe postoperative ACNA care for the patient, including recognizing and reporting complications of surgery.
6.250%	III Documentation and Safety: 3.1 Identify appropriate medical terminology, abbreviations, and symbols.

	3.2 Define guidelines and methods for ACNA documentation. 3.3 Describe factors in maintaining a safe environment, including electrical, oxygen, fire, and utilities safety. 3.4 Discuss hazardous materials and the ACNA role. 3.5 Review infection control and prevention in an acute care setting. 3.6 Identify proper body mechanics and ergonomics, fall prevention techniques, and appropriate patient activity. 3.7 Identify proper patient positioning and ambulation techniques.
6.250%	**II. Communication and Relating to Your Patient** 2.1 Differentiate basic communication from therapeutic communication. 2.2 Discuss the holistic care model and strategies to care for patients' cultural, social, spiritual, and emotional needs. 2.3 Explain how developmental models are used in a care framework and how the ACNA provides care across the lifespan. 2.4 Discuss mental health disorders and the ACNA role.
6.250%	I **Introduction to Acute Care CNA** 1.1 Describe the acute care environment and the ACNA role. 1.2 Describe a typical acute care organizational chart and chain of command and where the ACNA fits in. 1.3 Discuss ethical considerations for working in a hospital 1.4 Discuss legal considerations for working in a hospital. 1.5 Discuss professionalism, soft skills, technical skills, and emotional intelligence. 1.6 Discuss teamwork, preceptorship, delegation, time management, and organizational strategies utilized in acute care. 1.7 Discuss privacy and confidentiality including HIPAA and PHI. 1.8 Recognize and know how to accurately report abuse and neglect. 1.9 Discuss patient rights and responsibilities. 1.10 Discuss continuous quality improvement and the ACNA role.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
10%	Class Participation
20%	Written assignments
20%	Final exam
30%	Quizzes
100%	Total

VII. **Sample Assignments:**

1. Reflection assignment activity: Answer the following questions and be prepared to discuss in class: Musculoskeletal patient: fall prevention and patient safety: Maggie has just come out of surgery. She has been transferred to the medical and surgical unit you work on. She has had hip surgery to repair the fracture that she sustained from a fall at home. After she arrives to your unit, you realize she is very agitated and wants to get out of bed. Her care plan states that she should not be putting any weight on the affected leg. Maggie has dementia, so she doesn't understand these directives when you explain to her. a) How are you going to keep Maggie from bearing weight on that leg? b) How are you going to keep her in bed? c) Should you keep her in bed? d) What is placing her at a high risk for falling? e) What interventions can you use to prevent a fall? f) How would you document your care? What should be reported to the nurse? g) How would you respond if Maggie fell?

2. Role-playing Assignment: Care of the dying patient. Come prepared to class by reading module 15 Care of the Dying Patient. Read the following and be prepared to play the part of the patient, the acute care assistant, a family member, or the nurse. Emilio's family asks the hospital staff to get him out of bed more often. Emilio has cancer and wants to stay in bed all day and all night. He has pain that is uncontrolled and uses a pain pump and he is depressed. Emilio's family believes that if he gets out of bed for a little while he will feel better. They are worried that he will develop pressure injuries. When you ask Emilio if he wants to get out of bed, he simply states, "I'm dying; why should I get out of bed?" You will respond to the following questions while participating in the role playing activity. a) How would

you respond to Emilio? b) What would you say exactly? c) Should he get out of bed? d) When might be a good time to ask him to get out of bed for only a few minutes? e) What steps can you take in bed making that can reduce his risk of developing a pressure injury? f) What if you walk in the room and he is exhibiting Cheyne-Stokes breathing? Would you report this? What does this breathing pattern mean?

VIII. **Student Learning Outcomes:**

1. Discuss effective and therapeutic communication when caring for patients with acute healthcare needs and identify fundamental physiological principles relevant to their condition, with a passing grade of 75% on exams, quizzes, and assignments.
2. Students will recognize and identify normal and abnormal vital signs, height, weight, and output in the acute care setting and effectively discuss the skills necessary to care for the patient in an acute care environment by a passing grade of 75% on exams, quizzes and assignments.

New Course: HEALTH - NONCREDIT 990, Acute Care Nurse Assistant Lab

Units:	0.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	4.00
Arranged:	0.00
Outside-of-Class Hours:	162.00

Degree Applicability:	Noncredit
Proposed Start:	Spring 2025
TOP/SAM Code:	123030 - Certified Nurse Assistant / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	
Minimum Qualification:	Nursing
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • Certificate of completion in Acute Care Nurse Assistant.

Rationale

Nationwide, there is a significant demand for acute care nursing assistants, the U.S. Bureau of Labor Statistics projects a minimum 5 percent growth in employment for nursing assistants from 2021 to 2031, surpassing the average growth rate for all occupations. Furthermore, the ongoing pursuit of higher-paying nursing positions by some nursing assistants creates continual job openings in the field leaving a gap. The demand for Certified Nurse Assistants specialized in acute care is particularly high and expected to increase. Initial certification of nurse assistants focuses on the long term care setting, additional knowledge related to the acute care environment is critical. Many individuals, including those from disadvantaged backgrounds, find it relatively accessible to meet the academic requirements for acute training. Completion of acute care nurse assistant training can be coupled with other short-term programs to enhance employment prospects in the healthcare sector. Hospitals often prefer nurse assistants who are already certified, as they come equipped with the necessary skills, knowledge, and abilities to be employed in this fast-paced environment.

I. **Catalog Description**

This noncredit certificate is intended for students who are Certified Nurse Assistants seeking employment in the acute care setting. The Acute Care Nursing Assistant (ACNA) Lab is the companion course for Health 989 Acute Care Nurse Assistant which provides comprehensive training tailored to the unique demands of working in acute care settings. This course builds upon the foundational principles covered in the Nurse Assistant Pre-Certification Foundational Training and Health (CNA) program, with a focus on addressing the unique challenges and responsibilities encountered in acute care settings. Areas covered are medical and surgical patient care, oncology, orthopedics, obstetrics, and maternal-child care in diverse patient populations. Through a combination of instruction, hands-on practical exercises, and clinical experience, students will gain skills, knowledge and abilities in patient care areas with a major focus on diverse patient care, vital signs monitoring, infection control protocols, emergency response procedures, and patient communication techniques.

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

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

III. **Course Objectives**

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

1. 1. Apply the principles of asepsis and the control of infection, procedures and precautions to protect patients, health care workers and others from infection. 2. Demonstrate efficient and proper use of the body in performing tasks related to the role of the ACNA, including principles of positioning and transporting patients in the acute care setting. 3. Apply the fundamental principle behind protecting patient rights in a acute care setting, including individual, family, psychosocial and spiritual needs as protected by federal and state regulations. 4. Model the Nurse Assistants' role in assisting the patient/resident in achieving maximum independent living skills in the acute care setting. 5. Apply the concepts and procedures related to emergency procedures, signs and symptoms, and the role of the acute care nurse assistant in the response to immediate and temporary intervention in emergency situations. 6. Apply the skills needed to support and/or assist the patient in the areas of personal hygiene, activities of daily living, and elimination, including prosthetic devices,

bowel and bladder retraining, and weighing and measuring height of the patients. 7. Apply procedures that support the patient/resident in meeting physical care needs that cannot be performed independently in the acute care setting. 8. Demonstrate how, when and why vital signs are taken and how to report and chart these procedures, including correct procedure for measuring temperature, pulse, respirations, pulse oximetry and blood pressure and recognizing and reporting normal and abnormal findings in the acute care setting. 9. Demonstrate how, when and why the measuring system for weight, length, and volume are used by acute care nurse assistant in the clinical setting. 10. Demonstrate assisting patient with common therapeutic diets, as well as ways to assist a patient to meet nutrition and hydration needs in the acute care setting. 11. Demonstrate how, when, and why to use objective and subjective observation skills, including reporting and recording observations on appropriate documents using medical terms and abbreviations in the acute care setting. 12. Apply the concepts and procedures related to the patient's safety including environmental emergency issues and creating a safe environment for the patient in the acute care setting.

IV. **Methods of Presentation:**
Observation and Demonstration, Discussion, Lab, Other Methods: Instructor supervision in the acute care clinical setting, Pre and post- conference meetings

V. **Course Content**

% of Course	Topic
10.000%	Safety A. Explain the importance of CAL-OSHA B. Discuss the methods used to report a potential safety hazard or injury. C. Discuss fire and disaster plans as they relate to the hospital environment. D. Explain the correct use of a fire extinguisher. E. Describe how to safely handle oxygen. F. Demonstrate Heimlich Maneuver for the conscious patient. G. Demonstrate Heimlich maneuver for the unconscious patient. H. Recognize and follow directions using the MSDS when handling hazardous chemicals I. Review key terminology
20.000%	Body Mechanics A. Discuss the purpose and rules of proper body mechanics. B. Demonstrate measures used to lift, turn, move, and position a patient. C. Demonstrate patient ambulation, positioning, and transfer techniques. D, Demonstrate proper placement of a call light. E Utilize proper body mechanics in lifting, turning, and moving a patient. F. Review Key terminology G. Practice body mechanics and communication skills when working with a patient in the acute care setting. Positioning: Side-Lying Sim’s Supine Prone Fowler’s High-Fowler’s Trendelenburg Reverse Trendelenburg Lithotomy 2 person with lift sheet 1 person transfer 2 person transfer Ambulating Transferring and transporting by wheelchair/gurney Assisting with Crutches, canes and walkers
20.000%	Infection Control A. Identify common classifications of microorganisms and the diseases they cause. C. Describe the methods of standard precautions that prevent the spread of infection.

	D. Identify the six parts of the chain of infection. E. Identify and describe basic anatomy and physiology in normal and abnormal health circumstances. F. Identify signs and symptoms of infection. G. Discuss the basic principles of asepsis. H. Differentiate between contamination, asepsis, and sterile technique. I. Define transmission-based precautions, related terminology and isolation techniques. J. Utilize standard precautions and personal protective equipment correctly. K. Review key terminology J. Practice infection control skills: Hand washing PPE donning and doffing Sterile gloving Setting up and maintaining sterile fields Proper disposal of medical waste
10.000%	Acute Care Skills: A. Review key terminology B. Vital signs: demonstrate skills on acute care patients a. Temp b. Pulse c. Apical pulse d. Respiration/Pulse oximetry e. BP (life span) f. Orthostatic vital signs C. Intake and output demonstrate skills D. Demonstrate obtaining height and weight on patients in acute care setting.
20.000%	Personal Care and Grooming A. Review key terminology B. Discuss the holistic needs of an acute care patient. C. Demonstrate effective and therapeutic communication in the acute care patient in regards to care and grooming. D. Practice safe care and grooming in acute care setting Total bed bath Partial bed bath Am and pm care Catheter care Release of restraints Assist with binder and compression garments Bathing of patients with IV's and tubes Assisting with Bowel and bladder retraining Bathing a patient with a cast Applying a cold pack Swaddling a baby
20.000%	Pre and post-operative environment A. Review key terminology B. Describe the perioperative environment C. Discuss the role of ACNA in surgical environment D. Practice safe patient care skills in diverse patient population: Apply TED Hose/Sequential stockings Apply Binders C&DB Ambulation Leg exercises Abduction pillow Sitz bath Pain scale Suction orally K-pad/Cooling blanket Sterile field identification and take down
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
20%	Final Performance: Final skill performance check list using skills checklist tool.
60%	Other: Student Performance Evaluation in the clinical setting
100%	Total

VII. **Sample Assignments:**

Simulation Reflective Debriefing Assignment Activity: Body Mechanics and transferring Complete the following prior to participation in the simulation. You will respond to the following questions while participating in the simulation activity. You are working in the emergency room of the local hospital. You need to transport Justin up to a bed on the surgical floor. You get to that floor and need to get him into his bed so that you can take the stretcher bed back to the ER. Justin is unable to sit or stand. a) How will you get him off the stretcher and into the bed? b) Can you do this yourself? c) How should the bed be opened? d) After you cover him back up, what do you need to do to relieve the pressure on his toes? e) How should the patient be positioned in the bed? f) What important steps need to be completed prior to leaving the patient's room?

2: Simulation Reflective Debriefing Assignment: Preop postop environment: You are caring for a resident who is in the hospital for heart surgery. You ask her to cough and deep breathe, but she tells you she doesn't want to do the exercises because they hurt. a) Why is it important for the resident to perform cough and deep breathing exercises? b) How often would you encourage her to cough and deep breathe? c) What steps are involved in cough and deep breathing exercises? d) What are risks to the patient who refuses to cough and deep breath? e) Would you report this to the nurse? Why or Why not?

VIII. **Student Learning Outcomes:**

1. Students will be able to demonstrate competence with skills required for acute care nurse assistants. This will be measured by satisfactory evaluation of student at end of lab experience using the clinical evaluation tool for required acute nurse assistant skills.
2. Demonstrate compliance with standards of practice for CNA's in the acute care setting. This will be measured by an administered skills test given at the end of the course that contains core elements of practice such as patient rights, treating patients with respect, proper functioning in clinical setting to ensure safe patient care and accurate documentation and reporting by a satisfactory evaluation.

New Course: INTERACTION DESIGN 320, History and Practice of Interaction Design

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Admission to the Bachelor of Science in Interaction Design
Proposed Start:	Fall 2025
TOP/SAM Code:	109900 - Other Fine and Applied Arts / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Other: A Master's degree in Interaction Design, Graphic Design, New Media, Design, or related design or media field.
Program Impact:	Proposed for inclusion in an existing degree or certificate • Interaction Design (Bachelor of Science (BS))

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
This course serves as an overview of historical methods, approaches and practices of interaction design, including mechanical, electrical, and analog and digital electronic systems. The students will follow the development of modern tendencies in interaction design and formulate opinions about their causes and possible paths for future developments. The students will also examine the current applications of interaction design across industries and disciplines.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Coding Art, Yu Zhang, Apress © 2021, ISBN: 978-1484262634
2. . *International Journal of Design*, ISSN: 1994-036X (online) Volume Multiple volumes
3. Online open-source book "The Encyclopedia of Human-Computer Interaction, 2nd Ed." by the Interaction Design Foundation, available at https://www.interaction-design.org/literature/book/the-encyclopedia-of-human-computer-interaction-2nd-ed Accessed on Apr 09, 2024 at 4:02pm

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Analyze historical developments in interaction design
2. Define stages of historical development of interactive systems and evaluate their significance
3. Evaluate the influence of cognitive and cybernetic theories on the development of approaches to interaction design
4. Examine common contemporary industrial and scientific applications of interaction design
5. Examine common contemporary consumer-facing applications of interaction design
6. Compare historical trends in interaction design and formulate opinions about their future development
7. Contribute to critiques and discussions
8. Create and deliver presentations that communicate their intent and accomplishments within the scope of a design project

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Visiting Lecturers

V. **Course Content**

% of Course	Topic
20.000%	Trends in the development of interaction design
15.000%	Contemporary consumer-facing applications of interaction design
15.000%	Contemporary industrial applications of interaction design
10.000%	Influence of philosophy and psychology on the development of interaction design
20.000%	Early electronic and digital systems and their models of interaction
10.000%	Electrical systems and their interfaces
10.000%	Early developments in interaction design, mechanical systems
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
30%	Homework: 6-8 assignments total
15%	Oral Presentation
20%	Exams/Tests
15%	Papers
100%	Total

VII. **Sample Assignments:**

Assignment 1: Select a person from the list of influential people in interaction design and create a 10-minute presentation about their work and contributions to the discipline

Assignment 2: Write an essay analyzing one of the applications of interaction design in science or industry: its historical roots, its development over time, how it reflected general trends in development of interaction design, how it contributed to the discipline, examples of its contemporary applications and possible paths for future developments.

VIII. **Student Learning Outcomes:**

1. Students will examine a variety of contemporary applications of interaction design to develop and formulate their own set of professional preferences.
2. Students will evaluate historic developments in interaction design and propose opinions about future developments.
3. Students will demonstrate a professional written and oral communication skills as a substantive individual or collaborative presentation of research projects.

IXD 320 Distance Education Application

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

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in

class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Peer Feedback	Students are required to review papers submitted by their peers and submit feedback according to specified requirements.	10.00%
Written assignments	Students are required to submit written papers to demonstrate their knowledge of the material. They will receive feedback from the instructor both on the content and the style of the submitted papers	10.00%
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	40.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	30.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Peer reviews	Students will be randomly assigned work by their peers to review and comment on. The assessments of the work will have to adhere to specified parameters. Instructors will evaluate the quality of the review and provide feedback t other reviewers.
20.00%	Papers	Students will submit papers on assigned topics. Students' grades shall be posted within a week of submission.
30.00%	Discussion boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Exams/tests	Students will submit exams/tests online. Students' grades shall be posted within a week of submission.
15.00%	Oral presentation	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students' grades shall be posted within a week of presentations.

4. Instructor's Technical Qualifications:
The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course Objective:
Examine common contemporary industrial and scientific applications of interaction design

Sample Assignment:
Write an essay analyzing one of the applications of interaction design in science or industry: its historical roots, its development over time, how it reflected general trends in the development of interaction design, how it contributed to the discipline, examples of its contemporary applications and possible paths for future developments.

Online Process:
Students will read or listen to lectures, reading assignments and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. Students will use their computers to complete homework. The resulting documents will be submitted via an online learning platform. Students will be randomly assigned to review and comment on the work of their peers after the submission. Instructors will give feedback within a week and grades will be posted shortly thereafter.

New Course: INTERACTION DESIGN 420, Design for Social Innovation

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2025
TOP/SAM Code:	109900 - Other Fine and Applied Arts / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Other: A Master's degree in Interaction Design, Graphic Design, New Media, Design, or related design or media field.
Program Impact:	Proposed for inclusion in an existing degree or certificate • Interaction Design (Bachelor of Science (BS))

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
In this course students explore a comprehensive toolkit for how to approach complex social issues with creative problem solving. Through this course students will recognize and demonstrate the principles, methods, and practices of designing impactful solutions that focus on positive social change. Using a blend of theoretical learning, practical application, and project work, students will apply the skills and mindset needed to address social challenges creatively and ethically.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Design for a Better World: Meaningful, Sustainable, Humanity Centered, Norman, Donald A., The MIT Press © 2024, ISBN: 978-0262548304
2. Change By Design: How Design Thinking Transforms Organizations and Inspires Innovation, Brown, Tim, Harper Business © 2019, ISBN: 978-0061766084
3. Design Justice: Community-Led Practices to Build the Worlds We Need, Constanza-Chock, Sasha, MIT Press © 2020, ISBN: 978-0262043458

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Interact with stakeholders to identify needs and outcomes.
2. Identify the challenges at hand, brainstorm, and quickly prototype solutions.
3. Summarize insights from research to formulate an analysis and develop solutions and creative concepts based on the analysis
4. Apply appropriate methods and principles to concept development and to communicate possible solutions
5. Conduct user-testing sessions to develop further iterations of a project.
6. Recognize the challenges around implementation and deliver comprehensive prototypes with clear implementation plans.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:

1. Produce a professional design presentation responding to the design brief.

IV. **Methods of Presentation:**

Lecture and Discussion, Field Experience, Observation and Demonstration, Discussion, Critique, Projects, Service Learning, Group Work, Field Trips

IVb. **Arranged Hours Instructional Activities:**
Online instructor-provided resources, Observation and Demonstration, Projects

V. **Course Content**

% of Course	Topic
20.000%	Analysis and documentation of the design process, development of case studies
20.000%	Develop socially impactful design solutions
20.000%	Design research methods and principles
20.000%	Presentations and critiques of assignments and projects
20.000%	Create multiple paper and digital prototypes for system flow analysis.
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
30%	Class Work
20%	Projects
30%	Final Project
100%	Total

VII. **Sample Assignments:**
Assignment 1: Identify a possible problem area or site that includes a series of tasks. Develop a series of open-ended, "why" questions (do not lead to a yes or no reply) about the task and the context surrounding it. Explore and observe the task first hand. Participate and complete the task yourself. Talk to at least 3 people. Take notes and photographs. Consolidate notes from observations, interviews, and photographs. In a group, create an affinity diagram, grouping similar observations or notes together. Create a framework that summarizes potential problem areas/areas of opportunity using key photographs, quotes, and observations.
Assignment 2: Based on the team's research work, analysis, and collaborative design, create end-to-end user experiences and detailed task and interaction flows that communicate possible outcomes for the project.

VIII. **Student Learning Outcomes:**
1. Students will be able to communicate their design brief response to relevant stakeholders through presentations and written documentation, based on clarity, persuasiveness, and audience engagement.
2. Students will demonstrate designed end-to-end user experiences, detailed interaction flows, and user-testing to develop comprehensive prototypes, and deliver clear plans that support recognition of the challenges around the project.
3. Students will summarize, as a team, the project outcomes in terms relevant to stakeholders to communicate and demonstrate the value of the proposed design solutions.

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

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	40.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method

20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
20.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Class Exercises	Students will work together or individually on small skill-building exercises such as ideation, storyboarding, user testing. These exercises directly relate to the class topics and project. Deliverables are submitted by each student. The instructor shall review and grade the submissions within a week.
40.00%	Projects	Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications:
The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course Objective:

Conduct user-testing sessions to develop further iterations of a project.

Sample Assignment:

Heuristic evaluation: Using templates and other resources provided students will conduct heuristic evaluations of the prototypes created by their peers. They will produce a detailed analysis of the user interface and user experience following the existing industry-standard guidelines.

Online Process:

Students will read or listen to lectures, reading assignments and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. Students will use their computers to complete the homework and the class projects utilizing the techniques demonstrated and discussed in lectures. Using an online platform students will organize in groups and create the project deliverables. This is accomplished through discussion boards or conferencing tools. The resulting documents will be submitted via an online learning platform. Instructors will give feedback within a week and grades will be posted shortly thereafter.

New Course: INTERACTION DESIGN 440, Interaction Design Studio 3

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Admission to the Bachelor of Science in Interaction Design
Proposed Start:	Fall 2025
TOP/SAM Code:	109900 - Other Fine and Applied Arts / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Other: A Master's degree in Interaction Design, Graphic Design, New Media, Design, or related design or media field.
Program Impact:	Proposed for inclusion in an existing degree or certificate • Interaction Design (Bachelor of Science (BS))

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
In this course, students work on a client-based project with the intent of creating a project that creates social impact. Students will research, analyze, conceptualize, design, and prototype work to serve this community need. Special attention will be paid to elements of service design, accessibility, and human factors.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Get Together: How to Build a Community With Your People, Bailey Richardson (Author), Kevin Huynh (Author), Kai Elmer Sotto (Author), Stripe Press © 2019, ISBN: 978-1732265196
2. New Power: Why outsiders are winning, institutions are failing, and how the rest of us can keep up in the age of mass participation, Jeremy Heimans (Author), Henry Timms (Author), Macmillan © 2018
3. Rebel Talent: Why It Pays to Break the Rules at Work and in Life, Francesca Gino (Author), Dey Street Books © 2018, ISBN: 978-0062694638
4. Smart Brevity: The Power of Saying More with Less, Jim VandeHei (Author), Mike Allen (Author), Roy Schwartz (Author), Workman Publishing Company © 2022, ISBN: 978-1399809641

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Collaborate with stakeholders to identify needs and outcomes.
2. Prepare field research to formalize an analysis and develop solutions through creative concepts.
3. Appraise current interaction design topics such as service design, accessibility, and human factors.
4. Identify and analyze the challenges at hand, brainstorm, and quickly prototype solutions.
5. Gather and analyze user research into actionable design insights using photography video or other media
6. Integrate storytelling in concept development and to communicate possible solutions.
7. Create a narrow scope to allow team to develop depth in specific areas where the project can create the most impact.
8. Design end-to-end user experiences and detailed interaction flows.
9. Create user-testing sessions to develop further iterations of a project.
10. Recognize the challenges around implementation and deliver comprehensive prototypes with clear implementation plans.
11. Develop a design that propels concepts forward and create an ecosystem to ensure implementation.
12. Define and utilize stakeholder language while communicating a clear understanding of the work.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Organize and conduct field research for established design criteria.

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

IVb. **Arranged Hours Instructional Activities:**
Observation and Demonstration, Projects, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
20.000%	Final Presentation
12.000%	Case Study SMC site
12.000%	Case Study Personal site
20.000%	Homework
20.000%	In-class Assignments
10.000%	Discussion
6.000%	Reflection
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
50.00%	Critiques
50.00%	Team exercises
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Work
20%	Homework
16%	Class Participation
20%	Final Performance
24%	Final Project
100%	Total

VII. **Sample Assignments:**
Assignment 1: Conduct field research: Working in teams, conduct exploratory research to form strategies, concepts, experience maps, and user narratives to facilitate the identification, clarification, and analysis of a proposed problem or issue. Working with the stakeholder, lead a discussion on the team's research findings and analysis.
Assignment 2: Create a detailed task flow analysis: Based on the team's research work, analysis, and collaborative design, create end-to-end user experiences and detailed task and interaction flows that communicate possible outcomes for the project.

VIII. **Student Learning Outcomes:**
1. Students will be able to communicate their design brief response to relevant stakeholders through presentations and written documentation, based on clarity, persuasiveness, and audience engagement.

2. Students will design end-to-end user experiences, detailed interaction flows, and user-testing to develop comprehensive prototypes, and deliver clear plans that support recognition of the challenges around the project.
3. Students will exhibit knowledge of current interaction design topics such as service design, accessibility, and human factors.

IXD 440 Distance Education Application

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

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engaging in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	%
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium.	%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	2.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials

needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
60.00%	Projects	Students shall submit final portfolio pages for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.
20.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Presentations	Using a rubric to establish project parameters, students will also present final projects as part of the project grade (see below). Instructors will aim to provide feedback within a week and/or provide peer feedback with that time period. Grades will be posted shortly thereafter.

4. Instructor's Technical Qualifications:
The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Online Process:
Students will read or listen to lectures, reading assignments and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. Students will use their computer and mobile phones to complete the homework and the class projects utilizing the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools. In addition, the final project is to be documented by uploading it to a video streaming service and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

New Course: KINESIOLOGY PHYSICAL EDUCATION 58D, Advanced Yoga Level II

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)
\Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	083500 - Physical Education / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology
Program Impact:	Proposed for inclusion in an existing degree or certificate • Athletic Coaching (Associate in Science (AS) / Certificate of Achievement)

Rationale
A higher level of yoga is needed to help students progress in their practice and to allow for more in depth and instruction in advanced yoga topics. Introduction of more advanced poses and yoga practices (such as meditation and pranayama).

I. **Catalog Description**
This is an in-depth yoga course for the advanced student who has previous yoga experience.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Cool Yoga Tricks, Miriam Austin , Ballantine Books; Illustrated edition (December 30, 2003) © 2003
2. Light on Yoga: The Classic Guide, 1, BKS Iyengar, Harper Collins Publishers © 2006, ISBN: 8172235011
3. Science of Yoga: Understand the Anatomy and Physiology to Perfect Your Practice , 1, Ann Swanson, DK © 2019, ISBN: 146547935X

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate intermediate yoga asanas.
2. Apply intermediate breathing techniques when relaxing to help reduce stress.
3. Use kinesthetic awareness and skill to perform and work in yoga postures.
4. Identify elements of the skeletal/muscular system of the body and explain their relationship to yoga poses.
5. Continue an effective home practice of yoga poses.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Other Methods: Demonstrations/Videos Discussions based on readings Power Point Presentations

V. **Course Content**

% of Course	Topic
10.000%	Review of sun salutations, standing and seated poses.
10.000%	Arm balances or inversions review.
10.000%	Pranayama review.
20.000%	Introduce new and more advanced hip openers. Introduce variations to work up to more advanced hip openers such as the following:

	1. Yogi dandasana prep and yogi dandasana. 2. Lotus (half lotus) 3. Middle Splits (Hanumanasana) 4. Side Spllits (Upavista Konasana) 5. Deeper lunge variations 6. Malasans (squat)
20.000%	Introduce new and more advanced back bends. Introduce variations to work up to more advanced back bends such as the following: 1. Natarajasana (needle pose) 2. Kapotasana prep and full kapotasana 3. Eka Pada Raja Kapotasna (mermaid pose) 4. Full Ustrasana (Caml Pose) 5. Combining middle and side splits with back bends 6. Adding back bends to inversions
20.000%	Introduce more advanced inversions. Introduce variations to work up to more advanced inversions such as the following: 1. Hollow back pinchamyurasna (forearm balance) 2. Funky pinchamyurasna 3. Work on building and holding a straight handstand 4. Work on changing shapes in handstand and forearm balance (e.g., straddle to tuck to diamond). 5. Combining back bends with inversions (e.g., forearm balance scorpion, handstand scorpion) 6. Handstand press drills
10.000%	Create a regular pranayama practice.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
40%	Class Work: Class attendance or practice submission. 32 Practices during the semester.
15%	Simulation: Proficiency & Improvement in Poses & Alignment
5%	Class Participation: Discussions
10%	Oral Presentation: Sequencing
10%	Written assignments: Yoga Practice Journal
10%	Exams/Tests: Midterm
10%	Final exam
100%	Total

VII. **Sample Assignments:**

Personal Observation Paper: Personal Observation Paper: At the end of the semester, students will be asked to write about their experience practicing yoga. They will discuss how yoga has changed their posture, core strength, flexibility, affected their backs, and their ability to stay in poses. Students should reflect on the changes they have seen in their bodies that occurred as a result of their semester of yoga.

Pose Instructions: Personal Practices Paper: Students will write a paper that outlines three yoga practices. The emphasis of the practices must be stated along with the poses. Students should describe the poses (asanas) and explain how to work in them. Students need to explain how the poses they have chosen tie into the emphasis of the practice. The practices should last approximately one hour. The paper should be a minimum of 2 pages. Example topics/emphasizes are: Restorative, Inversions, Backbends, etc.

Yoga Sequencing: Students will be asked to develop a sequence with a a peak pose. Develop a warm up, standing poses, peak pose, seated poses and restorative. The student will be asked for justification of the poses chosen and how the poses aid in preparing students for the peak pose.

Inversions Written Assignment: Students will write a paper discussing proper techniques for doing inversions. Students must discuss three inversions, including head stand. Proper alignment and safety concerns must be included. Students should also discuss the benefits of inversions. This paper may be two pages or more.

VIII. **Student Learning Outcomes:**

1. Analyze and evaluate personal performance in yoga poses, and synthesize modifications to better align with individual health goals and needs.
2. Demonstrate knowledge of yoga poses to create personalized yoga sequences for a home practice.
3. Demonstrate an understanding of yoga to design creative flows that integrate various poses, such as standing poses and arm balances.
4. Articulate key concepts of yogic philosophy and describe yoga poses using accurate terminology and Sanskrit names
5. Design well-rounded yoga sequences that strategically build toward a peak pose, demonstrating effective sequencing skills and understanding of poses.
6. Integrate inversions with various pose types/categories such as backbends, external hip rotations, and splits, synthesizing a cohesive yoga practice.

KIN PE 58D Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:

This advanced level yoga course (KIN PE 58D) will begin with a detailed introductory email sent 1-2 weeks before the first class session that contains a packet from the instructor. This will include a welcome letter detailing how to access the distance learning platform course shell used by the college (e.g. Canvas) to log into the class, locate the video conferencing (e,g, ConferNow/Zoom) links, what equipment and supplies will be necessary for the class, as well as additional material that may include but will not be limited to PDF files, videos, and audio recordings. Students will also receive their detailed syllabus, SLOs, expectations and resources for success in the online format. 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 will encourage students to interact with each other and the instructor. The instructor provides on-going feedback, comments, and suggestions to assist and improve student performance in the LMS Grade area and comments shared publicly and privately in discussions, quizzes, and assignments. 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; Facetime). Students are encouraged throughout the semester to interact with the instructor often, using whatever format they prefer. The instructor will send weekly reminders of upcoming due dates in Announcements and via email. The instructor will be available to respond to students via email, LMS Inbox, and/or video conferencing. Also, the instructor will post office hours for students to visit via video conferencing. The instructor will provide lecture and instructional activities to cover course content on a weekly basis for the duration of the session/semester. Each week, the instructor will post and email regular announcements and reminders regarding assignments, quizzes and exams, including all upcoming due dates.

1b. Student - Student Interaction:

Students will engage in weekly discussion boards where they address course material. 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 Yoga techniques can be difficult, students are encouraged to post links to short video clips to supplement the discussions.

1c. Student - Content Interaction:

A variety of assignments and activities will be used to encourage students to interact with course content, 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 turn in 2 video assignments per week based on the assigned practices. Students are also encouraged to give each other assignment feedback on discussion boards.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Expand on the topic of yoga poses and yoga sequencing, lead students through sequences, offer modifications, and give detailed information about preventing injury.	70.00%

Videos	Videos that offer detailed ques of poses.	10.00%
Discussion	:To facilitate student-instructor, student-student interaction.	10.00%
Other (describe)	Journal Entries/Home Practices	10.00%

2. Organization of Content:
• Lessons tied to the learning objectives (delivered through content pages, videos, images, hyperlinks to external materials, articles, etc.), • Instructions for the week's yoga practices, • Terminology for yoga poses, • Personal assessment of student's practice • Discussion thread on course materials covered that week • Instructions for submitting weekly assessment(s)

3. Assessments:

% of grade	Activity	Assessment Method
80.00%	Active Participation	Students will be assessed based on their personal assessments, video submissions, responses to questions regarding the practices, and journal entries. No single assignment shall be more than 30% of the total grade.
20.00%	Individual Practice	Through journal entries and discussions, students will be assessed on their own personal practice.

4. Instructor's Technical Qualifications:
Instructors should have knowledge of the learning management system in place (e.g. Canvas). They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:
The following links are provided under the Student Support Resources tab in the Syllabus: • Center for Students with Disabilities • Campus-Wide Assistive Technologies • Technology Resources for SMC Students • StudentLingo • Center for Health and Wellbeing (310-434-4503) is an excellent resource that provides short-term mental health services, community referrals, and a 24/7 emotional support line for students (800-691-6003). Or, if the situation is an emergency, you may contact the SMC police department (310-434-4300 or the SMC LiveSafe app). • SMC library website • SMC library online catalogue • Tutoring Services • Financial Aid & Scholarship Office • Counseling Department • Veterans' Resource Center • Food Security Programs • Student Equity Center • Care & Prevention Team • Sexual Violence Response & Prevention • Transportation at SMC • Housing Resources

6. Accessibility Requirements:
The course will be created using formatting that ensures the content is accessible for students with disabilities and who might be using assistive technology (AT). A LMS Rich Content Editor (RCE) can help to correctly format content so that AT can interpret the information. Some accessibility strategies include, but are not limited to, the following: • Consistently using headings with HTML tags that assist screen-reader devices to identify the headers, • Creating bullet and number lists correctly, by utilizing the RCE's list and outline creator, • Creating descriptive hyperlinks and avoiding URLs, • Creating tables with proper headings, • Applying colors appropriately, for contrast and meaning, • Including descriptive alternative text with every image, and • Creating accessible videos by ensuring that visuals are understandable, audio is clear, and all videos have accurate captions

7. Representative Online Lesson or Activity:
Students will complete an online activity that will include but will not be limited to viewing a video of a yoga practice. They might be asked to follow along or replicate it later. (The first course objective has to do with students acquiring kinesthetic awareness while doing yoga.) After doing the practice, students would respond to prompts from the instructor about how the poses felt, if they had difficulty balancing, and what adjustments students needed to make. Also, students would be asked to participate in a threaded discussion about the practice and what challenges they encountered, what aspects they enjoyed, how they did the practice, etc.

New Course: MATHEMATICS 6, Modern Mathematical Methods for STEM Majors

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	MATH 20
Proposed Start:	Fall 2026
TOP/SAM Code:	170100 - Mathematics, General / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Mathematics
Program Impact:	

Rationale
To comply with AB 1705 and create an innovative path to the Calculus Sequence.

I. **Catalog Description**
This course is designed for STEM majors and provides a modern treatment of mathematical concepts and methods needed for success in the calculus sequence and beyond. Topics include the theory of approximation, the theory of functions, algebro-geometric analysis, polynomials, rational functions and asymptotic analysis, exponential and logarithmic functions, trigonometry, and the fundamentals of series. Students will learn about the relevance, utility, and limitations of modern computational resources for mathematical analysis while exploring the topics above. The techniques and practices investigated in the course will be motivated by contemporary interpretations and implementations of mathematical theory in STEM fields.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Precalculus: A Prelude to Calculus, 3rd, Axler, Wiley © 2016, ISBN: 978-1-119-32151-4
2. Additional materials created by SMC mathematics department faculty, including supplemental notes, worksheets and assignments.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Determine whether a relation represents a function. Given a function, determine its domain and range, and determine whether it is one-to-one. Given a one-to-one function, determine its inverse and the domain and range of the inverse. Given a function of a real variable, determine whether it is odd, even, or neither based on any representation.
2. Demonstrate fluency with the standard mathematical notation of functions. Determine algebraic combinations and compositions of general functions and state their domains. Decompose a given function into a composition of non-identity functions.
3. Analyze and sketch the graph of a given relation or function with and without a graphing utility. Possible relations or functions include those that are piecewise-defined, polynomial, rational, exponential, logarithmic, trigonometric, inverse, inverse trigonometric, or conic. Determine intercepts, coordinates of holes and vertices, and equations of asymptotes. Use parent graphs and transformations to sketch the graph of a relation or function.
4. Given a practical application, use multiple forms of the difference quotient to calculate an average rate of change.
5. Solve absolute value, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric equations and inequalities, and represent solutions using interval notation, setbuilder notation, and graphically. Determine intervals on which functions are positive and are negative by creating a sign diagram.
6. Determine if a polynomial expression can be factored over the integers, the real numbers, or the complex numbers.

7. Use techniques and theorems such as the Euclidean division algorithm, the Fundamental Theorem of Algebra, and the Rational Zeros Theorem to find all complex zeros of a polynomial function of degree three or higher, and to write the function in a completely factored form over some factorization domain.
8. Provide an intuitive interpretation of the Weierstrass approximation theorem. Express the error associated with an approximation algebraically and graphically.
9. Determine the asymptotic behavior of a polynomial, or rational function after performing the Euclidean division algorithm and rewriting it in the form f(x) + r(x) q(x) where f, r, and q are polynomials.
10. Use the limit operator notation appropriately to describe the end behavior or local behavior of a function, and describe the process of computing a limit of a function as an operation.
11. From memory, state and apply the definitions of the six trigonometric ratios of sides of right triangles; the definitions of the six trigonometric functions of real numbers using the unit circle; and the definitions, domains and ranges of the inverse sine, inverse cosine, and inverse tangent functions.
12. Evaluate trigonometric functions at integer multiples of π/6and π/4 , including values outside of [0, 2π], without the use of notes or calculators. Evaluate compositions of trigonometric functions and inverse trigonometric functions including ones for which cancellation equations do not apply.
13. From memory, state and apply relevant trigonometric identities such as the Pythagorean identities and the double angle identities. Prove trigonometric identities.
14. Find terms of explicitly and recursively defined sequences. Find the nth term in a sequence whose first several terms are given. Evaluate, manipulate, and interpret summation notation.
15. Apply the Binomial Theorem to expand an integer power of a binomial and find a required term or coefficient.
16. Use computational resources such as Mathematica and Desmos to validate and perform mathematical procedures such as graphing relations and functions, testing truth values, solving equations and inequalities, simplifying expressions, and evaluating series.
17. Demonstrate an understanding of mathematics as a system which makes logical sense, rather than a set of rules to be memorized.
18. Analyze how algorithms relate to relevant mathematical theories.

IV. **Methods of Presentation:**
Lecture and Discussion, Discussion, Group Work, Other Methods: Active learning activities

V. **Course Content**

% of Course	Topic
10.000%	Sequences & Series: sequences, series, the Binomial Theorem
15.000%	Trigonometry: unit circle and right triangle trigonometry.
10.000%	Exponential & Logarithmic Functions: properties of exponential and logarithmic functions.
10.000%	Rational Functions: asymptotic analysis, limits and the limit operator
15.000%	Polynomials: the theory of polynomials, the Euclidean division algorithm, the Fundamental Theorem of Algebra, the Weierstrass approximation theorem.
20.000%	Operators & Functions: the general theory of functions and operators, compositions, inverses.
10.000%	Algebro-Geometric Analysis: algebro-geometric interpretations of equations/inequalities, functions, relations; complex numbers; conic sections.
10.000%	Numeracy: the theory of number, absolute value and distances, ratios and proportional reasoning, the theory of approximation, number sets, transcendental vs. algebraic numbers.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
50%	Exams/Tests: 4-5 Exams (all but 2 exams may be replaced with projects)
20%	Final exam: Final Exam (may be replaced by a Final Project)
15%	Quizzes: Activities/Quizzes
15%	Homework
100%	Total

VII. **Sample Assignments:**
1: Please see attached
2: Please see attached

VIII. **Student Learning Outcomes:**

1. Use modern computational resources (e.g. Mathematica, WolframAlpha, Desmos) to graph relations, simplify expressions, evaluate functions, and solve equations/inequalities when complexity warrants their use.
2. Illustrate graphically the error associated with an approximation of a function, and provide an expression for the error when the function and approximation are known.
3. Solve equations and inequalities involving absolute value, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
4. Given a rational, trigonometric, inverse trigonometric, exponential, or logarithmic function, analyze the function and create a graph by hand including key information such as shape, location, intercepts, holes, and asymptotes.

Sample Assignments.

1. Find all the complex zeros of $f(x) = 2x^3 - 7x^2 + 10x - 6$ and write the polynomial in fully factored form. How many x-intercepts must the graph of $y = f(x)$ have? What benefit does this factored form have over the given standard form?

2. Use Mathematica or WolframAlpha to find and verify any rational zeros of the function $g(x) = x^6 - \frac{11}{2}x^5 - 2x^4 + \frac{97}{2}x^3 - 68x^2 + 2x + 24$.

3. Write the rational function $R(x) = \frac{x^3-3x^2+2x}{x+1}$ in the form $R(x) = f(x) + d(x)$ where f is a polynomial and d is a proper rational function. Identify the non-vertical asymptote, and create a sign diagram for $d(x)$ to determine where the graph of $R(x)$ lies above, lies below, or intersects this asymptote.

4. Let $f(x) = -\frac{1}{3}\cos\left(6x - \frac{\pi}{4}\right)$. Find the function's the domain, range, amplitude, period, phase shift, key points, and sketch one period of the graph.

5. Use graphical addition of the functions $a(x) = \sin(x)$ and $b(x) = \cos(2x)$ to sketch the function $f(x) = a(x) + b(x)$ by hand.

6. Solve the equation $\sqrt{2x+3} = 2 + \sqrt{x+2}$ for x. Interpret the result graphically by sketching the functions $f(x) = \sqrt{2x+3}$ and $g(x) = 2 + \sqrt{x+2}$.

7. Graph the ellipse $\left(\frac{x-1}{2}\right)^2 + \left(\frac{y+3}{6}\right)^2 = 1$ by hand.

8. Compute and simplify the difference quotient for the function $f(x) = 3x^2 - 4x + 7$ on the interval $[x, x+h]$.

Prerequisite Checklist and Worksheet: MATH 6
Prerequisite: MATH 20

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR **MATH 6**

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

A)	Simplify advanced numerical and algebraic expressions involving multiple operations.
B)	Solve linear, quadratic, rational and absolute value inequalities, graph their solution sets and express the answer in interval notation.
C)	Solve literal equations for a designated variable.
D)	Apply algorithms of completing the square, rationalizing the denominator, and long division and synthetic division of polynomials.
E)	Solve linear, quadratic form, simple cubic, radical, rational, absolute value, elementary exponential, and elementary logarithmic equations.
F)	Perform operations on complex numbers.
G)	Perform operations on functions including composition of two functions and determine the domain of the resulting function.
H)	Use proper mathematical notation to evaluate functions and obtain their inverses.
I)	State and apply the fundamental properties of exponents and logarithms.
J)	Demonstrate knowledge of standard vocabulary associated with graphing, including but not limited to slopes of lines, intercepts, vertex of parabola, asymptotes, and interplay between graph and functional notation.
K)	Given its graph, determine whether a relation is a function and whether it is one-to-one, and determine its intercepts and domain and range.
L)	Graph using horizontal and vertical translations and determine the domain and range of linear, quadratic, simple cubic, radical, reciprocal, absolute value, exponential and logarithmic functions.
M)	Set up and solve practical applications of the algebraic material.
N)	Without the use of study aids, be able to identify in a diagram: supplementary angles, complementary angles, acute angle, obtuse angle , right angle, circle, sector, arc, radius, center, diameter, circumference, chord , secant, tangent, triangle, hypotenuse, isosceles triangle, equilateral triangle, square, rectangle, parallelogram, parallel lines, and perpendicular lines. Sketch examples that accurately illustrate the definitions.
O)	Use properties of right triangles, including Pythagorean Theorem and right-triangle trigonometry, properties of parallel lines, and the method of similar triangles in order to solve application problems

EXIT SKILLS (objectives) FOR **MATH 20**

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

1.	Simplify advanced numerical and algebraic expressions involving multiple operations.

2.	Solve linear, quadratic, rational and absolute value inequalities, graph their solution sets, and express the answer in interval notation.
3.	Solve literal equations for a designated variable.
4.	Solve linear, quadratic form, simple cubic, radical, rational, absolute value, elementary exponential, and elementary logarithmic equations.
5.	Apply algorithms of completing the square, rationalizing the denominator, and long division and synthetic division of polynomials.
6.	Graph the solution sets of systems of linear inequalities.
7.	Perform operations on complex numbers.
8.	Determine the sum, difference, product and quotient of functions and determine their domains.
9.	Determine the composition of elementary functions.
10.	Use proper mathematical notation to evaluate functions and obtain their inverses.
11.	State and apply the fundamental properties of exponents and logarithms.
12.	Demonstrate knowledge of standard vocabulary associated with graphing, including but not limited to slopes of lines, intercepts, vertices of parabolas, asymptotes, and interplay between graph and functional notation.
13.	Determine, given its graph, whether a relation is a function and whether it is one-to-one, and determine its intercepts and domain and range.
14.	Graph and determine the domain and range of linear, quadratic, simple cubic, radical, reciprocal, absolute value, exponential and logarithmic functions.
15.	Graph circles and parabolas using horizontal and vertical translation.
16.	Set up and solve practical applications using algebraic concepts.
17.	Determine the distance between two given points in the Cartesian plane, and find the midpoint of the line segment joining them.
18.	Solve systems of linear equations in two and three variables.

	ENTRANCE SKILLS FOR MATH 6															
EXIT SKILLS FOR MATH 20		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	1	X														
	2		X													
	3			X												
	4					X										
	5				X											
	6															
	7						X									
	8															
	9							X								
	10								X							
	11									X						
	12										X				X	
	13											X	X			
	14												X			
	15														X	
	16													X		X
	17														X	
	18													X		

New Course: MATHEMATICS 55, Quantitative Reasoning

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)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	MATH 20
Proposed Start:	Fall 2025
TOP/SAM Code:	170100 - Mathematics, General / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Mathematics
Program Impact:	

Rationale
Qualitative Reasoning would be a general education (GE) choice for non-business, non-STEM or non-social science students. This course would provide an option for students who would benefit from a more applied path in mathematics that focuses on topics related to real life situations.

I. **Catalog Description**
This course provides a comprehensive introduction to mathematical principles of quantitative reasoning with practical applications. Topics covered include mathematics of finance, proportional reasoning, validity studies within logic and set theory, probability, and statistics. Additional topics could include applications of Euclidean geometry, applications of math to the arts, or math in politics. The course focuses on the process of analyzing real-world situations, identifying the necessary mathematical foundations, problem-solving strategies, applying learned concepts and quantitative methods, and communicating results. Students will solve and present application problems and engage in mathematical discourse, exchanging ideas, providing feedback, and constructing mathematical arguments.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Using and Understanding Mathematics: A Quantitative Approach, 8, Bennet and Briggs, Perason © 2022, ISBN: 8220130830465
2. Contemporary Mathematics, Donna Kirk, Open Stax © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Solve problems in financial literacy, including problems involving simple and compound interest, loan payments, loan cost, and investment options.
2. Analyze real-world data sets addressing various issues such as racial bias, social justice, education, healthcare, and environmental sustainability by calculating measures of central tendency, position, and spread, including standard deviation. Additionally, create charts and graphs to illustrate the findings.
3. Solve practical problems, such as compound interest, loans, annuities, probabilities, requiring technology using at least one of the following: calculators, spreadsheets, and internet-based tools.
4. Solve practical problems requiring perspective matters including weighted means, ranking, comparison of representations of ratios, and scale factors.
5. Solve application problems using graphical methods such as: 3-ring Venn diagrams, truth tables, Euclidean geometry.

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

V. **Course Content**

% of Course	Topic
10.000%	ONE ADDITIONAL TOPIC TO BE CHOSEN FROM: • Math in the Arts • Math in Politics • Modeling with Geometry
20.000%	PROPORTIONAL REASONING – ratios, proportions, scale factors, growth and decay
20.000%	PROBABILITY AND STATISTICS – Graphs, measures of central tendency and variation, fundamentals of probability
20.000%	SET THEORY AND LOGIC (VALIDITY STUDIES) - Propositions, truth values, analyzing arguments for validity, bias
30.000%	MATHEMATICS OF FINANCE - topics include interest, loans, mortgages, investments, budgeting
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
50%	Exams/Tests: No one assignment will be 30% total.
10%	Homework
25%	Group Projects
15%	Final exam
100%	Total

VII. **Sample Assignments:**

Finance Sample Assignment: 1. A house costs $800,000. Current mortgage interest rates are 7.25% compounded monthly. 1. If you put down 20%, find the down payment and the total mortgage. a. What other costs might you incur with getting a new mortgage? Approximately how much would those be? b. Is the mortgage rate given realistic. Does the rate depend on the neighborhood? Find 3 banks from 3 different areas and compare rates (include location of bank). 2. If we assume the current mortgage rate, what would your monthly payments be for a 30-year fixed mortgage? a. What formula would you use? b. What other types of mortgages are there? 3. How much of the first month's payment is considered interest, and how much of the payment will go towards the principal? a. Over time, what part of each payment goes toward interest and what goes toward the principal? 4. If you keep this mortgage for the entire 30 years, how much will you pay in interest? 5. If you were to pay an additional $100 a month toward the principal, how much faster would you pay off the loan? 6. If after 10 years, you want to pay off the mortgage in full, how much would you have to pay? a. What formula would you use? b. How much would you save in interest? c. How much would the house actually cost?

Budget Assignment: 4. Suppose your after-tax annual income is $88,000. Your annual expenses are $22,000 for rent, $8,000 for food and household expenses, $1,200 for interest on credit cards, and $8500 for entertainment, travel and other. a. Do you have a surplus or a deficit? Explain. b. Next year, you expect to get a 3% raise. You think you can keep your expenses unchanged, with one exception. You plan on spending $18,500 on a car. Explain the effect of this purchase on your budget. c. As in part (b), assume you will get a 3% raise for the next year. If you can limit your expenses to a 1% increase (over the prior year), could you afford $7,500 in tuition and fees without going into debt?

Relative size assignment: How big is 100 billion? If you were able to count to 100 billion, how many seconds, and/or days years would it take you to do so? In comparison, how long would it take you to count to 100 million?

VIII. **Student Learning Outcomes:**

1. Use arithmetical, algebraic, geometric and/or statistical methods to solve problems. Explain and apply mathematical concepts and use computational skills and appropriate technology to carry out mathematics operations.
2. Communicate mathematical information in writing by interpreting data in a graph, table, or chart.
3. Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw appropriate inferences from them.

Prerequisite Checklist and Worksheet: MATH 55
Prerequisite: MATH 20

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR **MATH 55**

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

A)	Solve Linear Equations
B)	Apply the order of operations in evaluating numerical expressions
C)	Plot and interpret points on the Cartesian coordinate system.
D)	Translate verbally stated problems into appropriate mathematical forms and then be able to solve.
E)	Evaluate an exponential function.
F)	Solve literal equations for a designated variable
G)	Solve algebraic expressions
H)	Calculate proportions and percents
I)	Read information from a graph
J)	Given the description of a line, write the equation of a line.

EXIT SKILLS (objectives) FOR **MATH 20**

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

1.	Simplify advanced numerical and algebraic expressions involving multiple operations.
2.	Solve linear, quadratic, rational and absolute value inequalities, graph their solution sets, and express the answer in interval notation.
3.	Solve literal equations for a designated variable.
4.	Solve linear, quadratic form, simple cubic, radical, rational, absolute value, elementary exponential, and elementary logarithmic equations.
5.	Apply algorithms of completing the square, rationalizing the denominator, and long division and synthetic division of polynomials.
6.	Graph the solution sets of systems of linear inequalities.
7.	Perform operations on complex numbers.
8.	Determine the sum, difference, product and quotient of functions and determine their domains.
9.	Determine the composition of elementary functions.
10.	Use proper mathematical notation to evaluate functions and obtain their inverses.
11.	State and apply the fundamental properties of exponents and logarithms.
12.	Demonstrate knowledge of standard vocabulary associated with graphing, including but not limited to slopes of lines, intercepts, vertices of parabolas, asymptotes, and interplay between graph and functional notation.

13.	Determine, given its graph, whether a relation is a function and whether it is one-to-one, and determine its intercepts and domain and range.
14.	Graph and determine the domain and range of linear, quadratic, simple cubic, radical, reciprocal, absolute value, exponential and logarithmic functions.
15.	Graph circles and parabolas using horizontal and vertical translation.
16.	Set up and solve practical applications using algebraic concepts.
17.	Determine the distance between two given points in the Cartesian plane, and find the midpoint of the line segment joining them.
18.	Solve systems of linear equations in two and three variables.

		ENTRANCE SKILLS FOR MATH 55									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR MATH 20	1		X								
	2	X			X						
	3				X		X				
	4				X			X	X		
	5										
	6										
	7										
	8										
	9										
	10										
	11					X					
	12										X
	13			X						X	
	14										
	15										
	16				X				X		
	17										
	18										

New Course: MATHEMATICS 55C, Concurrent Support for Quantitative Reasoning

Units:	1.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2025
TOP/SAM Code:	170200 - Mathematics Skills / E - Non-Occupational
Grading:	P/NP Only
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Mathematics
Program Impact:	

Rationale
Math 55 C will provide timely support and reinforcement (in a variety of modes) for students enrolled in MATH 55 by addressing background topics and mathematical fundamentals that are pertinent to Math 55 and are known to commonly cause difficulties for students.

I. **Catalog Description**
This course provides a review of the core prerequisite skills, competencies, and concepts needed for students who are concurrently enrolled in Quantitative Reasoning. Topics include theory, procedures, and practices from pre-algebra, beginning algebra, and intermediate algebra. Particular attention is paid to solving and graphing equations and problem-solving and modeling strategies, translating and interpreting language for the purpose of formulating mathematical phrases and statements, simplifying arithmetic and algebraic expressions, and learning to use the appropriate technology (typically scientific calculators) needed in Math 55. Pass/No Pass only.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Using and Understanding Mathematics: A Quantitative Approach, 8, Bennet and Briggs, Perason © 2022, ISBN: 8220130830465
2. Contemporary Mathematics, Donna Kirk, Open Stax © 2023, ISBN: 978-1-711470-55-9

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Perform basic arithmetic operations on fractions, mixed numbers, and decimals.
2. Convert between fractions, decimals, and percentages and demonstrate understanding of the relative sizes of these values.
3. For application problems, apply a step-by-step process of identifying the unknowns, identifying the relevant quantities, setting up a mathematical model, and solving.
4. Evaluate expressions correctly using order of operations and evaluate formulas given values for all necessary variables.
5. Solve equations using algebraic methods, including linear and exponential equations.
6. Apply properties and laws of logarithms in solving compound interest problems.
7. Read and interpret a variety of tables, charts, and graphs including bar graphs and histograms.
8. Translate applied problems into mathematical statements and translate mathematical solutions into verbal conclusions.
9. Use appropriate technology to assist in performing multi-step calculations involving a variety of functions.
10. Consistently apply effective learning strategies for success in college.
11. Apply different types of strategies for addressing a variety of application problems.

IV. **Methods of Presentation:**
Other Methods: 1. Activities, in-class workshops, and assignments developed by Santa Monica College mathematics faculty. 2. Instructor-led demonstrations and discussions. 3. Projects and/or guided-discovery. 4. Computer-based instruction, experiments, games, or other in-class activities designed to promote student participation.

V. **Course Content**

% of Course	Topic
20.000%	APPLICATIONS A. Translating verbal statements into numeric expressions B. Estimating the reasonableness of results C. Stating mathematical conclusions verbally
10.000%	TABLES, CHARTS AND GRAPHS A. Reading and interpreting tables, charts, and graphs B. Plotting coordinates
15.000%	CALCULATOR SKILLS A. Arithmetic on the calculator B. Rounding C. Using exponents and logarithms on the calculator
5.000%	LOGARITHMS A. Basic properties of logarithms
15.000%	EXPONENTIAL EQUATIONS A. Properties of exponents B. Evaluating exponential functions C. Solving exponential equations
10.000%	EVALUATING EXPRESSIONS A. Order of operations B. Evaluating formulas
10.000%	EQUATIONS A. Solving equations B. Solving formulas
15.000%	FRACTIONS, PROPORTIONS AND PERCENTAGES A. Fractional arithmetic and simplifying expressions with fractions B. Converting between fractions, decimals, and percentages C. Understanding fractions as proportions D. Comparing values on the real line, including decimals and negatives
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Class Work: A student needs a minimum grade of C in Math 55 to receive a passing grade for Math 55C
100%	Total

VII. **Sample Assignments:**
Linear equation: Solve the following equation for t: 200 = 2.4t +10
Depreciation Problems: A vehicle was purchased in 2004. The value of the vehicle in 2007 was $12,000. In 2010 the value of the vehicle was $8,500 a. Let be defined as the years since 2004. Define a linear function that models the value of the vehicle as a function of the year since 2004. b. Find the value of the vehicle in 2018. c. In what year will the vehicle be worth zero dollars?

VIII. **Student Learning Outcomes:**
1. Develop student success skills and academic behaviors including use of class notes and required text, regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate critical thinking skills and apply valid logic in one's writing.
3. Identify different problem types and apply appropriate tools and algorithms to provide solutions.
4. Demonstrate the ability to translate written and verbal descriptions into mathematical statements relevant to the given scenario.

New Course: MUSIC 95A, Introduction to Applied Music Teaching – Level I

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:	0.00
Arranged:	3.00
Outside-of-Class Hours:	36.00

Transferability:	None
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	Audition/Interview Required
Proposed Start:	Fall 2025
TOP/SAM Code:	100400 - Music / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Music
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • Certificate of Achievement in Applied Music Teaching

Rationale

The Music Department is working on creating a Certificate of Achievement in Applied Music Teaching. This program would primarily serve the needs of students who wish to teach in a private studio/conservatory setting, as well as those who already teach in this setting and would like to advance their knowledge and skills. Teaching music lessons (instrumental or vocal) or leading a community ensemble in a private or conservatory setting does not require a college degree. Those who are skilled and can attract clients can have a successful business. Many of our students are currently teaching as private music instructors after completing the Applied Music Program at SMC. Our faculty have generously supported students with an interest in teaching, allowing them to observe, ask questions and serve as informal tutors. We would like to formalize this process in order to make it more effective for student need, and respectful of faculty time. This course is designed to be one of three courses (95A, 95B, 95C) that would give students the opportunity to study literature in their specific fields, observe SMC Music Faculty in group and private instruction, engage in supervised teaching and learn basic entrepreneurial skills for the private music studio.

I. **Catalog Description**

This course is designed for those interested in teaching applied music in a private studio or community setting. Emphasis is on the study and observation of pedagogical methods for teaching beginning and elementary level students. Level I includes study of pedagogical techniques and literature most applicable to the student's applied instrument, observation of group and private instruction, and the opportunity to tutor students in applied group and/or ensemble instruction classes.

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

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

1. A Systematic Approach to Voice: The Art of Studio Application, 1st, Kari Ragan, Plural Publishing, Inc. © 2020, ISBN: 978-1-63550-223-7
2. Vocal, Instrumental, and Ensemble Learning and Teaching: An Oxford Handbook of Music Education, Volume 3, 1st, Gary McPherson (Editor), Graham Welch (Editor), Oxford University Press © 2018, ISBN: 978-0190674625
3. Professional Piano Teaching, Vol 1: A Comprehensive Piano Pedagogy Textbook, 2nd edition, Jeanine Jacobson, Alfred Music © 2015, ISBN: 978-1470626495
4. The Art of String Teaching, 1st, Michael Hopkins , GIA Publications Inc. © 2018, ISBN: 978-1622773381

III. **Course Objectives**

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

1. Define different learning styles and discuss approaches suitable for each.
2. Identify the essential pedagogical literature in the applied area of focus and compare at least two texts.
3. Create a simple lesson plan addressing one area of performance technique in the applied area of focus.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Critically observe faculty in the applied area of focus, identifying pedagogical topics addressed and classroom strategies.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Group Work, Online instructor-provided resources, Projects, Critique

IVb. **Arranged Hours Instructional Activities:**
Field Experience, Observation and Demonstration, Critique, Other Methods: Tutoring beginning level students in the applied area of focus

V. **Course Content**

% of Course	Topic
40.000%	Observation of group and private instruction in the applied area of focus.
30.000%	Study of pedagogical texts and materials
10.000%	Class discussion
10.000%	Supervised tutoring
10.000%	Creating sample lesson plans
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Written assignments: Observation log
30%	Papers: Paper on pedagogical literature in applied area
10%	Research Projects: List of pedagogical literature in applied area
10%	Class Participation: Class discussion
10%	Homework: Sample lesson plan
10%	Other: Concert attendance and reports
100%	Total

VII. **Sample Assignments:**
Observation Log: Observe group instruction courses or applied lessons in your area(s) of emphasis for a minimum of 3 hours per week. Keep a log of classes attended with instructor, class, date and time. Write your observations of techniques presented, pedagogical style, classroom strategies, student reactions and your own impressions. Include any questions that come up for you and any discussion had with the instructor.
List of Essential Pedagogical Literature: Create a bibliographical list of essential pedagogical literature in your applied area of focus (piano, guitar, voice, etc.). The list should be compiled through research and interviews with professionals in the applied field. It is not meant to be a comprehensive list, but rather a useful reference guide for you as you continue your study of pedagogy literature and resources. Pedagogical literature can include books (historical and current), videos and online content.

VIII. **Student Learning Outcomes:**
1. Identify pedagogical approaches to technique and performance topics pertinent to the applied area of focus.
2. Compare at least two different approaches for one technical issue pertinent to the applied area of focus.
3. Plan and present a 10 minute lesson on one elementary technique in the applied area of focus.

- ☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
- ☑ Other: [Please Explain.] Ideally this class could meet via video conferencing sessions for the one hour lecture portion, which would allow more flexibility. Observations would ideally take place mainly on-ground if possible, but it would also benefit the student to observe online teaching, as that will be a reality of future education.

1a. Instructor - Student Interaction:
Weekly video conferencing sessions to include lecture and discussion on general areas of applied music pedagogy as well as discussion about observation experiences. Observation log reports submitted every week for review and posted grade.

1b. Student - Student Interaction: Describe the nature and expected frequency of student-student interactions:
Weekly video conferencing sessions include class discussions of observation experiences. Students in the same family areas of applied music will be sent into break-out rooms to discuss concepts of pedagogy specific to their area. Online asynchronous forums to post observations of certain pedagogical approaches and required response to other students.

1c. Student - Content Interaction: Describe the nature and expected frequency of student-content interactions:
Discussion boards on pedagogy literature and classroom observations.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Project Presentation	Students will give an online presentation for the class, sharing highlights and important take-aways from the reading and research they have done for their area of focus, with questions and discussion following.	20.00%
Online Lecture	Instructor will lecture weekly on topics relative to general applied music pedagogy.	40.00%
Discussion	Via video conferencing sessions, students will have the opportunity to discuss their experiences observing class and private applied lessons.	10.00%
Chat Rooms	Students will have the opportunity to discuss their specific applied area of focus with other students in break-out rooms via video conferencing sessions.	10.00%
Discussion Boards	Students will be required to post highlights of their pedagogical research or observations on a regular basis. They will be required to respond to the posts of other students.	20.00%

2. Organization of Content:
Ideally, this class would meet regularly for the one hour of lecture on a video conferencing system. Arranged hours could be done in person, observing on-site classes and private lessons or online through observation of online zoom classes. Students would need to set up interview/office hour time with the faculty members they observe to follow up with questions and further explanations of pedagogical methods observed. Weekly video conferencing session includes lecture and discussion. Written entries and responses to discussion boards. 1-2 Observation Log posts each week from the student, graded by the faculty member. Papers submitted electronically to canvas.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Observation Log	Instructor will review weekly observation log entries and grade them, offering written feedback as necessary.
30.00%	Paper on Pedagogical Literature	Paper will be read and graded by instructor.
10.00%	List of Pedagogical Literature and Resources	Grade
10.00%	Discussions	Graded online written discussions.
10.00%	Sample Lesson Plan	Graded sample lesson plan.
10.00%	Concert Reviews	Graded written concert reviews.

4. Instructor's Technical Qualifications:
The instructor would need to have working knowledge for video conferencing and learning management system (LMS).

5. Student Support Services:
Links to library for research.

6. Accessibility Requirements:
Faculty will cooperate with reasonable requests by the student with a disability, and/or by the staff of Center for Students with Disabilities (DSPS), to provide authorized accommodations in a fair and timely manner. Adaptive equipment and devices available through the college.

7. Representative Online Lesson or Activity:
Observe an online group class or private lesson in your applied area of focus (recorded or live). Write your observations, including techniques presented, pedagogical style, classroom strategies, student reactions and your own impressions. Using one observation, write a post in the threaded discussion on our learning management system about what you experienced and what you learned. Please keep the name of the instructor and any students involved anonymous (you may indicate that you have changed the names of the parties involved for anonymity). When you have completed your entry, read the other entries and respond with comments to two entries from your classmates. Responses may include similar observations or experiences, contrasting observations or experiences or questions regarding the other student's entry.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 70, Yoga Teacher Training Essentials

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology
Program Impact:	Forthcoming: 200 Hour Yoga Teacher Training Certificate

Rationale

The Yoga Teacher Training at Santa Monica College is a CTE Program and will certify students with the Yoga Alliance (A yoga registry and national credentialing organization for yoga teachers and schools that is fairly new to the industry but who holds the standard in the yoga industry). At the completion of the 200-hour yoga certification offered through Santa Monica College, students will be able to register as RYT (Registered Yoga Teacher), and research locally and nationally shows that employers hire yoga teachers who are registered with Yoga Alliance preferentially to those teachers who have not completed the training to become RYT through Yoga Alliance.

I. **Catalog Description**

Introduces the fundamental concepts of yoga necessary to further personal practice and to instruct beginning-level yoga classes. Investigates and develops an in-depth understanding of the eight limbs of yoga, with a specific focus on the yamas, niyamas, asanas, and pranayama as a foundation for teaching yoga. Covers the history and philosophy of yoga, introduction to Sanskrit, asana classification, types of yoga, yoga sutras, and basic alignment principles. This course is intended for students completing the Yoga Teacher Training Certificate Program. [D; CSU]

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

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

1. Instructing Hatha Yoga, A Guide for Teachers and Students, 2nd, Ambrosini, Diane, Human Kinetics Publishers © 2015, ISBN: 978-1450484657
2. Hatha Yoga Illustrated, 1st, Kirk, Martin, Brooke Boon, and Daniel DiTuro, Human Kinetics Publishers © 2005, ISBN: 978-0736062039
3. Living Your Yoga: Finding the Spiritual in Everyday LIfe, 2nd, Lasater, Judith H., Rodmell Press © 2015, ISBN: 978-1930485365

III. **Course Objectives**

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

1. Student will list and describe the eight limbs of yoga as outlined in the Yoga Sutras of Patanjali. Student will explain the ten ethical guidelines of yoga known as the yamas and niyamas. Student will outline and categorize various beginner poses (asanas) to develop effective class sequences using proper Sanskrit. Student will analyze students' performance in foundational yoga poses (asanas) to ensure proper aligmment and safety. Student will outline the joint action that occur in foundational yoga poses (asanas), explain which muscles produce movements, and identify which areas of the body favor stability or mobility. Student will discuss various health obstacles or physical limitations, how modifications can be used, and how yoga can be beneficial. Student will demonstrate guided meditation using centering exercises honoring the central channel and the chakras. Student will define and apply nadi shodhana, ujjayi, kapalabhati, dirgha, Simhasana, and Bhramari breathing techniques (pranayama). Student will describe how yoga can be a space to learn kindness to self, and how yoga can be part of assisting students to

develop a practice of self-care, empowerment, and transformation. Student will compare the similarities and differences between different lineages of yoga.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Discussion, Group Work, Lab, Other Methods: Audiovisual Class observation and volunteering

V. **Course Content**

% of Course	Topic
10.000%	Foundations of Yoga: • History of Yoga and important historical figures • Philosophical principles fo yoga • Sanskrit language and terminology • Yamas and Niyamas
10.000%	Introduction to instructing yoga • Teacher responsibility and expectations • Class setup • Class etiquette • Establishing rapport with students • Positive motivational teaching strategies • Saftely issues • Introduction to offering and giving adjustements
10.000%	Describe anatomy and human movement • Major muscles • Joint actions • The body as a kinetic chain • Movement analysis of postures (asanas)
10.000%	Meditation and Pranayama Exploration • Importance of centering exercises in meditation practice • Importance of breath in yoga practice • HOw to integrate different types of pranayama into a yoga practice
40.000%	Posture benefits, analysis, and classification of postures • Sun saluations • Leg balancing • Forward bending • Standing • Kneeling • Backbends • Arm balancing • Seated • Hip openers • Spinal twists • Supine Prone
10.000%	Asana fundamentals • Alignment principles • Safety considerations • Practical application of postures in personal practice
10.000%	Self-care and injuries • Nutrition • Behavioral modification strategies • Attitude of gratitude • Obstacles and setbacks • Modifications • Prevention of Injuries

100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Exams/Tests: Quizzes, midterm, and the final exam.
30%	Class Work: Five Lesson plans, an assessment of teaching experience, and five self-evaluations.
25%	Class Participation: 16 weeks of participation in class activities and assisting the instructor.
20%	Final Performance: Skill Performance Demonstration leading yoga exercises, warm-up, cool-down/flexibility, main segment, and full class.
100%	Total

VII. **Sample Assignments:**

Reading: Read the chapter on yoga postures, be prepared to demonstrate your assigned posture in class, and review all postures in the chapter.

Writing: Discuss and outline the safety modifications for each of the assigned yoga poses.

Critical Thinking: In a two-page paper, identify three yoga postures, their benefits, and the muscle groups they strengthen. Analyze your own strengths and weaknesses regarding the postures.

VIII. **Student Learning Outcomes:**

1. Create and teach an intelligently sequenced yoga class with teaching methodology and effective communication, proper demonstration, effective cueing, appropriate progressions and regressions of poses, and the ability to analyze proper body alignment and administer appropriate physical adjustments to enhance safety.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 71, Yoga Teacher Training Progressive Methodologies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology Plus E-EYT 500 Yoga Alliance Certification
Program Impact:	Forthcoming: 200 Hour Yoga Teacher Training Certificate

Rationale

General assessment of the need: The Yoga Teacher Training programs found in private schools are expensive, costing between $2500 and $7800. The cost of tuition may deter potential students. Many yoga students at SMC have communicated an interest in a teacher training program so they may complete the program locally at an affordable price. A program at Santa Monica College will cost students approximately $322 and will be more accessible and affordable for a diverse group of students than private programs. This CTE program will be the first of its kind in the westside. The nearest CTE Community College Yoga Teacher Training 200 hour is at Pasadena City College and is 25 miles away. This is far enough away that there would not be competition for students. Other CTE 200 Hour Yoga Teacher Training programs are in San Diego Community College area and a program opened at College of the Desert in Palm Desert Fall 2018. The existing programs are sustaining themselves and show the need for the program here. Santa Monica and its environs have many potential employers for yoga teachers including numerous yoga studios and fitness centers (Hot 8 Yoga, Santa Monica Yoga, Core Power, Yoga Works, Shefa Yoga, Equinox, LA Fitness, John Reed etc.) as these businesses will need ongoing yoga instructors to teach their yoga classes. C. Program outcome: The U.S. Bureau of Labor and Statistics states that employment of fitness trainers and instructors (including yoga instructors) is projected to grow ten percent from 2016 to 2026 which is faster than average for all occupations. Business, government, and insurance organizations continue to recognize the benefits of health and fitness programs to their employees. Incentives to join gyms and other types of health clubs are expected to increase the need for fitness trainers and instructors, including yoga instructors. The SMC Yoga Teacher Training program will give students a 200-hour certification which is the standard in the industry to be hired as a yoga instructor, and SMC they will be able to register with the Yoga Alliance at completion of their certificate which is the highest standard in the industry to date.

I. **Catalog Description**

Provides students with the class blueprint and teaching tools to develop and implement yoga classes for all skill levels. Focuses students on instructional methods, sequencing, verbal and non-verbal communication strategies, student learning styles, meditation, asana progressions and regressions, physical adjustments, energetic anatomy, lifestyle and ethics for yoga teachers, and the business of yoga. This course is intended for students completing the Yoga Teacher Training 200 Hour Certification Program. [D; CSU]

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

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

1. Instructing Hatha Yoga, A Guide for Teachers and Students, 2nd, Ambrosini, Diane, Human Kinetics Publishers © 2015, ISBN: 978-1450484657
2. Yoga Sequencing: Designing Transformative Yoga Classes, Stephens, Mark, North Atlantic Books © 2012, ISBN: 978-1583944974
3. Hatha Yoga Illustrated, Kirk, Martin, Brooke Boon, and Daniel DiTuro, Human Kinetics Publishers © 2006, ISBN: 978-0736062039

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Analyze proper body alignment and administer appropriate physical adjustments to enhance student safety.
2. Create and teach a portion of a well-sequenced yoga class with proper demonstration and effective cueing.
3. Discuss the benefits and contraindications of various asanas and identify appropriate progressions and regressions for each pose.
4. Identify effective business strategies for yoga teachers.
5. Create and teach a guided meditation using centering exercises honoring the central channel and the chakras.

IV. **Methods of Presentation:**
Lecture and Discussion, Discussion, Observation and Demonstration, Group Work, Other Methods: Audiovisual

V. **Course Content**

% of Course	Topic
14.000%	Lifestyle and ethics of yoga instructors • Ayurveda • Professional ethics and expectations • Your own yoga practice and lifestyle • Serving others (seva) • Self-reflection and personal inquiry • Self-care
14.000%	The business of yoga • Employee vs independent contractor • Buidling your personal brand • Identifying your niche • Leveraging social media
14.000%	Restoration aspect of yoga • Yin Yoga • Foam roller exercises • Roll and release exercises • Self-massage • Sukshma Viyama • Reflexology • Essential Oils
14.000%	Energetic anatomy • Pranayama • Central channel • Chakras • Bandhas • Drishti • Vinyasa
14.000%	Introduction to Meditation • Personal meditation practice • Guided meditation • Stillness meditation honoring the central channel and the chakras • Mantra meditation • Chanting • Sound meditation • Breathwork
16.000%	Asana Expansion • Categorization of intermediate and advanced yoga postures • Exploring appropriate asana progressions and regressions • Providing hands-on adjustments • Refining sana transitions to create flow • Connecting breath with movement • Intermediate and advanced inversions

	• Intermediate arm balancing asanas • Wall yoga • Yoga props to enhance asana, alignment, comfort, and form • Providing feedback to fellow teachers
14.000%	Class construction and teaching methodology • Principles of intelligent sequencing • Enhancing verbal cueing • Catering to various learning styles
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Homework: Each week, read a chapter on yoga breath and be prepared to demonstrate your assigned technique to the class. Review and practice all breath techniques from each chapter.
25%	Exams/Tests: Quizzes, midterm, and the final exam.
25%	Written assignments: Design five posture sequences for 60 to 90-minute yoga classes. Pay close attention to safety, sequencing, transitions, and cues, and provide variations of each posture (regressions and progressions) so every student can find success.
25%	Oral Presentation: Analyze various bodies in intermediate-yoga postures, determine which adjustments should be offered, and demonstrate how to safely provide such adjustments.
100%	Total

VII. **Sample Assignments:**

Reading: Read the chapters on yoga breath and be prepared to demonstrate your assigned breath technique to the class, and to practice all breath techniques from the chapter.

Writing: Write out all the cues and progressive methods you might use to teach the yoga poses assigned to you. Include cues to emphasize safety, proper transition, regression and progression, and moving students into their best expression of the poses.

Critical Thinking: Analyze various bodies in intermediate-yoga postures and determine which adjustments should be offered and demonstrate how to safely provide such adjustments.

Create: Design and teach a sequence of postures for a 60- to 90-minute yoga class. Pay close attention to safety, sequencing, transition, cues, and to providing variations of each posture (regressions and progressions) so every student can find success.

VIII. **Student Learning Outcomes:**

1. Create and teach a guided meditation using centering exercises honoring the central channel and the chakras.
2. Demonstrate appropriate teaching methodologies and effective communication skills while leading a varied group of yoga participants.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 72, Yoga Teaching Practicum

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
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology
Program Impact:	Forthcoming: 200 Hour Yoga Teacher Training Certificate

Rationale

General assessment of the need: The Yoga Teacher Training programs found in private schools are expensive, costing between $2500 and $7800. The cost of tuition may deter potential students. Many yoga students at SMC have communicated an interest in a teacher training program in which they may complete the program locally at an affordable price. A program at Santa Monica College will cost students approximately $322 and will be more accessible and affordable for a diverse group of students than private programs. This CTE program will be the first of its kind on the west side. The nearest CTE Community College Yoga Teacher Training 200 hours is at Pasadena City College and is 25 miles away. This is far enough away that there would not be competition for students. Other CTE 200-Hour Yoga Teacher Training programs are in the San Diego Community College area, and a program opened at College of the Desert in Palm Desert Fall of 2018. The existing programs are sustaining themselves and show the need for the program here. Santa Monica and its environs have many potential employers for yoga teachers, including numerous yoga studios and fitness centers (Hot 8 Yoga, Santa Monica Yoga, Core Power, Yoga Works, Shefa Yoga, Equinox, LA Fitness, John Reed, etc.), as these businesses will need ongoing yoga instructors to teach their yoga classes. C. Program outcome: The U.S. Bureau of Labor and Statistics states that employment of fitness trainers and instructors (including yoga instructors) is projected to grow ten percent from 2016 to 2026, which is faster than average for all occupations. Businesses, governments, and insurance organizations continue to recognize the benefits of health and fitness programs to their employees. Incentives to join gyms and other types of health clubs are expected to increase the need for fitness trainers and instructors, including yoga instructors. The SMC Yoga Teacher Training program will give students a 200-hour certification which is the standard in the industry to be hired as a yoga instructor, and SMC they will be able to register with the Yoga Alliance at completion of their certificate which is the highest standard in the industry to date.

I. **Catalog Description**

Students seeking to complete the Yoga 200-hour Teacher Training Certificate will gain experience through practical application and supervised practice of lead yoga instructional techniques. Students will assist faculty in areas of administration, classroom management, teaching techniques, and instruction.

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

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

1. The Professional Yoga Teacher's Handbook, 1st, Sage Rountree, The Experiment. © 2020, ISBN: 1615196978
2. Yoga Sequencing: Designing Transformative Yoga Classes, Mark Stevens, North Atlantic Books © 2012, ISBN: 978-1583944974

III. **Course Objectives**

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

1. Identify and implement the components of a lesson plan with clear objectives and learning outcomes.
2. Demonstrate communication skills pertaining to group and individual instruction using appropriate cueing, terminology, and student feedback.
3. Demonstrate appropriate yoga asana selection and order, using proper technique and safety in individual and group instruction.
4. Demonstrate standard safety skills in selected use of props and activities.

5. Provide appropriate options for multi-level participants and various health conditions.
6. Apply instructional methods, classroom management techniques, and administration organization for a particular activity to teaching experiences in a practical setting.
7. Assess and analyze personal experience and current strengths and areas of development as a lead instructor.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Group Work, Service Learning

V. **Course Content**

% of Course	Topic
10.000%	XI. Assessment of Teaching Experience A. Personal evaluation of strengths and areas of development B. Student evaluations and feedback
10.000%	X. Communication Skills
10.000%	IX. Appropriate Corrections, Assistance, and Feedback to Participants
10.000%	VIII. Providing Options, Modifications, Regressions, and Progressions for All Levels and Limitations
10.000%	VII. Teaching Methods Appropriate for Yoga Instruction
10.000%	VI. Proper Form, Skills, Use of Props, and Safety Considerations for the Activity
5.000%	V. Classroom Procedures and Protocol A. Administration B. Classroom management
5.000%	IV. Lesson Planning and Class Organization
10.000%	I: Lead Instructing for Components of a Yoga Class A. Introduction, centering, and warm-up B. Cool-down C. Savasana and closing D. Main practice or flow sequence
10.000%	II. Lead Instructing for a Full Yoga Class
10.000%	III. Assisting a Lead Instructor
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Participation: 16 weeks of participation in class activities and assisting the instructor.
25%	Final Project: Instruction of individual components a full-length yoga session composed of standing and seated poses, back and forward bends, and possibly inversions.
25%	Class Work: Five Lesson plans, an assessment of teaching experience, and five self-evaluations.
25%	Exams/Tests: Quizzes, midterm, and the final exam.
100%	Total

VII. **Sample Assignments:**
Instructing: Instruct full length class based on a lesson plan and proper instructional methods. This design should include standing poses, twists, back bends, seated poses and svasana. 60-75 minutes long.

Create: Create and teach a restorative yoga class specifically for students with mild injuries. Use modifications and adjustments when needed.

VIII. **Student Learning Outcomes:**
1. Instruct an entire class using appropriate communication, instructional methods, and yoga teaching skills.
2. Develop written lesson plans for a yoga class.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 73, Anatomy & Physiology for Yoga Teachers

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology
Program Impact:	Forthcoming: 200 Hour Yoga Teacher Training Certificate

Rationale
The Yoga Teacher Training at Santa Monica College is a CTE Program and will certify students with the Yoga Alliance (A yoga registry and national credentialing organization for yoga teachers and schools that is fairly new to the industry but holds the standard in the yoga industry). At the completion of the 200-hour yoga certification offered through Santa Monica College, students will be able to register as RYT (Registered Yoga Teacher), and research locally and nationally shows that employers hire yoga teachers who are registered with Yoga Alliance preferentially to those teachers who have not completed the training to become RYT through Yoga Alliance.

I. **Catalog Description**
Students will learn the principles of human anatomy, physiology, and biomechanics as they relate to teaching yoga postures in private & group settings.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Yoga Anatomy , 3rd , Kaminoff and Matthews, Human Kinetics © 2021
2. Anatomy of Movement, Blandine Calais-Germain, Eastland Press © 1993, ISBN: 0-939616-17-3

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. 1. Identify basic human anatomy and body movement terminology.
2. 2. Describe evidence-based physiological benefits of yoga practices.
3. 3. Analyze breath anatomy and how it relates to yoga pranayama (breathing) exercises.
4. 4. Analyze the physiology of the nervous system and stress response related to yoga mind-body practices.

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

V. **Course Content**

% of Course	Topic
10.000%	Body Systems & Homeostasis A. Endocrine system B. Lymphatic & Immune system C. Digestive system D. Urinary system E. Reproductive system F. Integumentary system

10.000%	Biomechanics Principles A. Joint stability and mobility B. Safe movement C. Addressing common misalignments D. Balancing practices E. Adaptations
20.000%	Using Anatomy and Physiology for Yoga Instruction A. Theme-based classes B. Special populations C. Balancing planes of motion, movements of spine, muscles engaged and stretched D. Creating safe and effective practices E. Providing multi-level options with modifications, and progressions for deepening F. Properly warming up G. Protecting the joints, spinal discs, and common yoga injuries H. Addressing tight areas and injuries I. Common spinal conditions and contraindications J. Sequences focused on therapeutic practices or specific conditions
10.000%	The Nervous System A. Central nervous system B. Peripheral nervous system C. Neuron anatomy & function D. Vagus nerve E. Golgi tendon organs and muscle spindles F. Current research on the effects of yoga specific breathing practices
10.000%	IV. Dynamics of Breathing & the Circulatory system A. Mechanics of breathing B. Muscular involvement in passive and active ventilation C. Conditions related to the respiratory system D. Anatomy of the heart & lungs E. Circulatory system related to movement of blood through the pulmonary and circulatory circuits
10.000%	Fundamentals of Anatomical Movement and Positions A. Anatomical directional and positional terminology B. Planes of motion C. Movements of the spine D. Types of joints E. General movement terms
20.000%	The Musculoskeletal System A. Skeleton B. Types of joints & related connective tissue C. Articular structure D. Muscles of the body, their action, and types of muscle contractions E. Attachments F. Muscle agonist, antagonist, and synergist related to yoga specific movements G. Ligaments, tendons, and fascia H. Types of stretching I. Common yoga injuries
10.000%	Physiology of Yoga A. Scientific research B. Common injuries C. Injury prevention D. Adaptions in anatomy and physiology in response to yoga training E. Evidence-based physical and mental benefits of yoga F. Yoga for special populations/conditions (e.g. athletes, veterans, pregnancy, trauma-informed, kids, seniors and special groups)
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Participation: 16 weeks of participation in class activities.
25%	Exams/Tests: Quizzes, midterm, and the final exam.
25%	Papers: Two to three research assignments on Asana/Yoga Pose analysis, and anatomical case studies.
25%	Final Project: Teach a full-length yoga session, including the anatomical, skeletal, and musculatory explanations of the poses learned in class.
100%	Total

VII. **Sample Assignments:**
Asana Research Paper: Write a yoga evidence-based scientific research assignment on Asana analysis.

Practical skill demonstrations: Skill Performance Demonstration leading yoga exercises, warm-up, cool-down/flexibility, main segment, and full class, including the anatomical explanations of the alignment.

VIII. **Student Learning Outcomes:**
1. Apply biomechanics principles to address common misalignments, effective joint stabilization and mobility, safe movement, balanced practices, and adaptations.
2. Apply concepts of yoga anatomy, physiology, and biomechanics to a yoga practice.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 90, Pilates Teaching Methodology and Principals

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	083510 - Physical Fitness and Body Movement / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology, Other: Advanced level Pilates teaching certification, board standard
Program Impact:	Forthcoming: Pilates Comprehensive Instructor Certificate

Rationale

1. Health & Wellness Focus: Pilates is a very popular form of exercise that promotes physical fitness, flexibility, and mental well-being through the mind/body connection. A Pilates certification program at a community college aligns with the increasing emphasis on health and well-being among students and in society. A Pilates program serves the dual purpose of the growing demand for qualified Pilates instructors and providing affordable education for a diverse student population. 2: Job Opportunities: With Pilates's growing popularity, there is a demand for qualified instructors. Offering a certification program at a community college provides students with the necessary training and credentials to pursue careers as Pilates instructors in a variety of settings, such as gyms, fitness centers, studios, and rehabilitation facilities. 3: Affordable Education: Community colleges are known for providing affordable educational and training programs. A Pilates certification offers individuals who may not have the resources to attend an expensive private training program a quality education at a lower cost. The cost of an outside Pilates program can be from $ 2799-$6300. 4: Diverse Student Population: Community colleges attract a diverse student population, including high school graduates, working adults, and career changers. This certification would cater to individuals with different backgrounds and foster a rich learning environment to promote inclusivity in the fitness industry. 5: Professional Development: Obtaining a Pilates certification demonstrates a commitment to ongoing learning. Students will enhance their skills and knowledge as fitness professionals.

I. **Catalog Description**

In this course students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training.

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

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

1. Return to Life Through Contrology, 3rd, Pilates, Joseph H., Pilates Method Alliance, Incorporated © 2012, ISBN: 978-0976823209
2. Pilates, 3nd, Isacowitz, Rael, Human Kinetics © 2022, ISBN: 978-1492598862
3. National Pilates Certification Program. National Pilates Certification Exam Study Guide, National Pilates Certification Program (NPCP)

III. **Course Objectives**

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

1. Explain the history, goals, benefits, ethics, and scope of practice of Pilates training.
2. List and describe the six Pilates movement principles.
3. Demonstrate effective application of assessment tools and goal setting for Pilates training.
4. Define the key components utilized in designing safe and effective Pilates training programs.
5. Describe essential teaching methods and skills for effective Pilates instruction.
6. Identify the professional standards expected for Pilates instructors.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
16.660%	Professionalism and Industry Standards 1. Certifications and testing 2. Llability insurance 3. Continuing education 4. Employment 5. National Pilates Certification Program (NPCP) requirements and content 6. Pilates Method Alliance (PMA)
16.660%	Teaching Skills 1. Observation 2. Verbal Cueing 3. Cueing order 4. Demonstration 5. Tactile cueing 6. Visual communication 7. Feedback 8. Coaching skills 9. Safety considerations 10. Multi-level and contraindications 11. Accessibility, inclusion, and diversity
16.660%	Program Design 1. Private, group, or self-directed 2. Classic protocols for beginning, intermediate, and advanced participants 3. Customized programs 4. Components of a Pilates session 5. Regression, progressions, and modifications 6. Integrating intake and assessment information 7. Sequencing and balance of movements 8. Reassessment and adjustment of program and goals
16.700%	Assessment Tools 1. Intake and interview 2. Personal Activity Readiness Questionnaire (PAR-Q) and risk factors 3. Precautions 4. Contraindications 5. Medical release 6. Physical and postural assessment • Planes of Motion • Joint movement • Common Misalignments (kyphosis, lordosis, scoliosis) • Pelvic tilt • Genu album and varum • Varus and valgus (pronation/supination) • Winging and elevated scapula • Neutral pelvis and neutral spine • Knee and elbow hyperextension • Tibial torsion 7. Goal Setting
16.660%	The Pilates Movement Principles 1. Control 2. Breath 3. Concentration 4. Centering

	5. Flowing Motion 6. Precision
16.660%	Introduction to the Pilates Method 1. History 2. Goals and benefits 3. Scope of practice 4. Code of ethics
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Written assignments: Writing: Assessment tools that demonstrate writing skill and/or require students to select, organize and explain ideas in writing. Written assignments and discussions; personal instructor plan following professional industry standards and career goals
25%	Performance: Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams. Practical demonstrations.
25%	Exams/Tests: Quizzes, midterm, and final exam.
25%	Other: Participation in weekly class activities.
100%	Total

VII. **Sample Assignments:**

Reading: Weekly reading from the textbook. Be ready to demonstrate Pilates breath work. Explain and define the exhale specifically and the muscles of respiration.

Planning: Create a personal instructor plan following professional industry standards and career goals. In a group class of mat Pilates, plan a strategy of goals using Pilates basic principles.

Practicum: Practical demonstrations: Write a client intake, make assessments, and set practical goals for a client that is a 30 year old female with minor knee pain. She plays tennis on the weekends. Set 5 goals and exercises using Pilates equipment for this client.

Testing: Quizzes or exams

VIII. **Student Learning Outcomes:**

1. Identify and describe the industry standards and methods for teaching and developing Pilates training programs.
2. Examine the history, benefits, goals, and principles of Pilates training.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 91, Pilates Mat Instructor Training

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology OtherAdvanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming: Pilates Comprehensive Instructor Certificate Pilates Mat Instructor Certificate

Rationale

This course prepares students to instruct the complete repertoire of Pilates Mat in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, movement theory behind Pilates training, and applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. This course will be part of our teacher training program.

I. **Catalog Description**

Students will learn to safely and effectively instruct Pilates Mat exercises using Pilates principles for all skill levels and accommodations for various health conditions.

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

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

1. Pilates' Return to Life Through Contrology. , 2nd , Joseph H. Pilates, Pilates Method Alliance © 2012, ISBN: 978-0976823209
2. Human Kinetics., 2nd , Rael Isacowitz, Human Kinetics © 2021, ISBN: 978-1492598862
3. Lessen, Infante , and Betz. National Pilates Certification Exam Study Guide, National Pilates Certification Program

III. **Course Objectives**

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

1. Describe the principles, goals, and health benefits of Pilates Mat instruction.
2. Demonstrate the components of a Pilates Mat practice.
3. Design and instruct Pilates Mat exercises using safe and effective teaching skills and principles to address a wide variety of abilities in a balanced format.
4. Demonstrate proper use of Pilates Mat equipment to enhance classes. Other equipment: Pilates circle and Pilates ball.

IV. **Methods of Presentation:**

Field Experience, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Individualized Instruction, Work Experience (internship), Directed Study (independent study and internships), Group Work, Service Learning

V. **Course Content**

% of Course	Topic
10.000%	VII. Introduction to Pilates Mat Equipment

	A. Magic circle B. Foam roller C. Bands D. Bender ball and Togu inflatable ball E. Stability ball F. BOSU Balance Trainer
20.000%	VI. Mat Pilates Exercises A. Hundred B. Roll Up C. Roll Over D. Single Leg Circle E. Rolling Back (rolling like a ball) F. Single and Double Leg Stretch G. Single and Double Straight Leg Stretch H. Criss-cross I. Spine Stretch J. Open Leg Rocker K. Cork-Screw L. Saw M. Swan-Dive N. Single and Double Leg Kick O. Double Leg Kick P. Neck Pull Q. Scissors R. Bicycle S. Shoulder Bridge T. Spine Twist U. Jackknife V. Side Kick W. Teaser X. Hip Circle Y. Swimming Z. Leg Pull and Leg Pull Front AA. Kneeling Side Kick AB. Side Bend AC. Boomerang AD. Seal AE. Crab AF. Rocking AG. Control Balance AH. Push Up
10.000%	V. Principles of Teaching Mat Pilates Exercises A. Setting up and preparation for the exercise B. Breathing pattern, movement sequence, and recommended repetitions C. Safety, precautions, contraindications, and multi-level options D. Level, focus, and objective of the exercise E. Communication, cueing, and feedback
20.000%	IV. Principles of Developing a Mat Pilates Class A. Alignment B. Cueing C. Variations D. Modifications E. Contraindications F. Special populations G. Spine safety H. Program design and sequencing I. Creating a balanced session J. Planes of movement K. Anatomical positions

	L. Movements of the spine
10.000%	III. Components of a Pilates Mat practice A. Warm up B. Movements of the spine C. Planes of movement D. Pre-pilates exercises E. Main Segment F. Cool-down/Flexibility
20.000%	Pilates Mat Teaching Skills A. Observation B. Verbal cueing C. Cueing order D. Demonstration E. Tactile cueing F. Visual communication G. Feedback H. Coaching skills I. Safety considerations J. Multi-level and contraindications K. Accessibility, inclusion, and diversity
10.000%	Introduction to Pilates Mat A. History and lineage B. Pilates principles C. Goals and benefits D. Program requirements, certification, and employment
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	In Class Writing: Five written sequences for components of a segment and a full class.
30%	Class Work: Skill Performance Demonstration leading Pilates exercises, warm-up, cool-down/flexibility, main segment, and full class.
20%	Final Performance: Instruction of individual components and two full-length mat sessions.
30%	Class Participation: 16 weeks of participation in class activities and assisting the instructor.
100%	Total

VII. **Sample Assignments:**

Reading: Weekly reading from textbooks. After reading the chapters, write three mat sequences: Beginner level. Intermediate level. Advanced level. Be sure to include breath and muscles of respiration in sequences.

Create: Perform a warm up series using fundamental Pilates exercises and breath work. Create a series for Beginners, Intermediates and an Advanced level students.

Skill Demonstration: Skill performance demostration by leading their classmates in warm up, main segment, and cool-down/flexibility of a mat Pilates class, based on the material/exercises covered that week. Practice teaching sessions will be followed up with constructive feedback from the instructor and group.

Testing: Quizzes or exams

VIII. **Student Learning Outcomes:**

1. 1: Design and demonstrate a full multi-level Pilates Mat class using safe and effective instruction skills, tools, and techniques.
2. 2. Identify and instruct the Pilates Mat repertoire of exercises with the ability to modify and adapt for a wide range of abilities and conditions.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 92, Pilates Reformer Instructor Training

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology Industry standard Pilates Teaching Certification for specific topic OtherAdvanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming: Pilates Comprehensive Instructor Certificate Pilates Reformer Instructor Certificate

Rationale

Pilates Comprehensive Instructor Certificate prepares students to instruct the complete repertoire of Pilates Mat, Reformer, and Apparatus equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, movement theory behind Pilates training, and applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours.

I. **Catalog Description**

Students will learn to safely and effectively instruct Pilates Reformer exercises using Pilates principles for all skill levels and accommodations for various health conditions.

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

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

1. Return to Life Through Contrology, 2nd , Pilates, Joseph H., Pilates Method Alliance, Incorporated © 2012, ISBN: 978-0976823209
2. Pilates, 3rd, Isacowitz, Rael, Human Kinetics © 2022, ISBN: ISBN-13 978-1492598862
3. National Pilates Certification Program. National Pilates Certification Exam Study Guide, National Pilates Certification Program (NPCP)

III. **Course Objectives**

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

1. Describe the principles, goals, and health benefits of Pilates Reformer instruction.
2. Identify and demonstrate the safe and proper use of the Pilates Reformer parts and ancillary equipment.
3. Demonstrate the components of a Pilates Reformer class.
4. Design and instruct Pilates Reformer exercises using safe and effective teaching skills and principles to address a wide variety of abilities in a balanced formatted class.

IV. **Methods of Presentation:**

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

V. **Course Content**

% of Course	Topic
50.000%	VI. Reformer Exercises 1. Footwork

1. Pilates V/Turnout
    2. Arches
    3. Heels
    4. Tendon stretch
    5. Single leg footwork
2. Hundred
3. Overhead/Jackknife
4. Coordination
5. Rowing Back
    1. Round Back
    2. Flat Back
6. Rowing Front
    1. Sitting tall
    2. Bending down
7. Salute
8. Hug a tree
9. Long Box
    1. Swan
    2. Pulling Straps regular and T arms
    3. Backstroke/Swimming
    4. Teaser
    5. Breast stroke
    6. Horseback
10. Long back stretch
11. Stomach massage
    1. Round back
    2. Flat back
12. Reach
13. Twist
14. Tendon stretch
15. Short spine massage
16. Head
    1. Front
    2. Back
17. Semi-circle
18. Chest expansion kneeling
19. Thigh stretch
20. Reverse chest expansion/arm circles
21. Kneeling side arms 1, 2 and 3
22. Side stretch/Cleopatra
23. Mermaid
24. Twist
25. Corkscrew
26. Balance control into arabesque
27. 2nd long box
    1. Rowing
    2. Grasshopper
    3. Swimming
28. Short Box Series
    1. Round back/stomach control
    2. Flat back
    3. Twist
    4. Climb a tree
29. Long spine massage
30. Knee stretch series
    1. Kneeling/round back
    2. Arched back
    3. Standing knees off
31. Running
32. Pelvic lift
33. Control front and control back

	34. Bridge with arm pulls 35. Side support 36. Star 37. Russian 38. High bridge 39. Splits 1. Side 2. Front 3. Back 4. Russian 40. Feet in Straps 1. Leg lowers and lifts 2. Leg circles 3. Peter Pan 4. Frogs 5. Hamstring and wide leg adductor stretch 6. Butterfly
10.000%	V. Teaching Reformer Exercises 1. Setting up, preparation, and resistance selection for the exercise 2. Breathing pattern, movement sequence, and recommended repetitions 3. Safety, precautions, contraindications, and multi-level options 4. Level, focus, and objective of the exercise 5. Communication, curing, and feedback
10.000%	IV. Components of a Reformer Practice 1. Warm-up 2. Main segment 3. Cool-down/Flexibility
10.000%	III. Reformer Teaching Skills 1. Observation 2. Verbal cueing 3. Cueing order 4. Demonstration 5. Tactile cueing 6. Visual communication 7. Feedback 8. Coaching skills 9. Safety considerations 10. Multi-level and contraindications 11. Accessibility, inclusion, and diversity
10.000%	II. Pilates Principles 1. History and lineage 2. Goals and benefits 3. Program requirements, certification, and employment
10.000%	I. Introduction to Pilates Reformer 1. Reformer brands and types 2. Reformer parts 3. Springs and adjustments 4. Footbar 5. Ropes and straps 6. Maintenance 7. Attachment options 8. Ancillary equipment 9. Reformer tower
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**

25%	Written assignments: Create 10 to 15 differentiated assessment tools that require students to select, organize, and explain ideas in writing.
25%	Quizzes: Weekly written and/or oral quizzes on analysis of case studies.
30%	Class Participation: 16 weeks of participation in class activities and assisting the instructor.
20%	Exams/Tests: Midterm and Final Exam.
100%	Total

VII. **Sample Assignments:**

Written : Written Sequence of a full class for a group class of an Intermediate level student in healthy bodies. Be sure to include footwork, breath work and upper body exercises.

Problem Solving: Program design for 1-on-1 client case study. The case will be aftercare of a knee replacement. (Doctor approved patient to return to exercise.) Modify for safety.

Skill Demonstration: Skill performance demonstration leading Pilates Reformer exercises and class components. Demonstrate footwork, midback series and bridging exercises.

Exams: Quizzes or exams

VIII. **Student Learning Outcomes:**

1. Design and demonstrate a multi-level Pilates Reformer group class and personalized one-on-one session using safe and effective instruction skills, tools, and techniques.
2. Identify and instruct the Pilates Reformer repertoire of exercises with the ability to modify and adapt for a wide range of abilities and health conditions.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 93, Pilates Apparatus Instructor Training

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00

Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology, OtherAdvanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming: Pilates Comprehensive Instructor Certificate

Rationale

1. Health & Wellness Focus: Pilates is a very popular form of exercise that promotes physical fitness, flexibility, and mental well-being through the mind/body connection. A Pilates certification program at a community college aligns with the increasing emphasis on health and well-being among students and in society. A Pilates program serves the dual purpose of the growing demand for qualified Pilates instructors and providing affordable education for a diverse student population. 2: Job Opportunities: With Pilates's growing popularity, there is a demand for qualified instructors. Offering a certification program at a community college provides students with the necessary training and credentials to pursue careers as Pilates instructors in a variety of settings, such as gyms, fitness centers, studios, and rehabilitation facilities. 3: Affordable Education: Community colleges are known for providing affordable educational and training programs. A Pilates certification offers individuals who may not have the resources to attend an expensive private training program a quality education at a lower cost. The cost of an outside Pilates program can be from $ 2799-$6300. 4: Diverse Student Population: Community colleges attract a diverse student population, including high school graduates, working adults, and career changers. This certification would cater to individuals with different backgrounds and foster a rich learning environment to promote inclusivity in the fitness industry. 5: Professional Development: Obtaining a Pilates certification demonstrates a commitment to ongoing learning. Students will enhance their skills and knowledge as fitness professionals.

I. **Catalog Description**

Students will learn to safely and effectively instruct a Pilates Apparatus exercises using the Pilates principles. This will include the Cadillac Trapeze Table, Chair, Ladder Barrel and Spine Corrector, for all skill levels and accommodations for various health conditions.

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

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

1. Pilates' Return to Life Through Contrology, 2nd , Joseph H. Pilates, Pilates Method Alliance © 2012, ISBN: 978-0976823209
2. Pilates, 2nd, Isacowitz, Rael, Human Kinetics © 2022
3. Lessen, Infante , and Betz. National Pilates Certification Exam Study Guide, National Pilates Certification Program (NPCP)

III. **Course Objectives**

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

1. 1. Describe the principles, goals, and health benefits of Pilates Apparatus instruction
2. 2. Identify and demonstrate the safe and proper use of the Pilates Apparatus Equipment
3. 3. Design and instruct Pilates Apparatus exercises using safe and effective teaching skills and principles to address a wide variety of abilities in a balanced format

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Individualized Instruction, Work Experience (internship), Directed Study (independent study and internships), Group Work, Service Learning

V. **Course Content**

% of Course	Topic
10.000%	X. Ladder Barrel Exercises A. Swan dive B. Swimming C. Grasshopper D. Side sit-ups E. Short box series 1. Round back 2. Flat back 3. Twist 4. Climb a tree F. Horseback G. Leg Series 1. Scissors 2. Walking 3. Bicycle 4 Helicopter H. Handstand I. Stomach jumps J. Back to forward bend
10.000%	IX. Spine Corrector Exercises A. Reach/Roll down B. Overhead stretch/rollover C. Leg Series 1. Scissors 2. Walking 3. Bicycle 4. Circles 5. Helicopter D. Low bridge E. Rolling in and out F. Corkscrew G. Back arch and bridge H. Balance I. Swan J. Grasshopper K. Swimming L. Rocking M. Teaser N. Hip circles O. High bridge P. Forward stretch/rest position
10.000%	VIII. Instructing Barrel Exercises A. Setting up and preparation for the exercise B. Breathing pattern, movement sequence, and recommended repetitions C. Safety, precautions, contraindications, and multi-level options D. Level, focus, and objective of the exercise E. Communication, cueing, and feedback
10.000%	VII. Introduction to Barrels A. Step Barrels B. Spine Corrector (AKA East Coast Step Barrel) C. Pilates Arc

	D. Clara Step Barrel E. Contour Step Barrel F. Ladder Barrel
10.000%	VI. Chair Exercises A. Double leg pumps 1. V position 2. Parallel 3. Heels B. Single leg pumps 1. Toes 2. Heels C. Hamstring 1 D. Swan front/chest press E. Reverse swan/torso press sit F. Seated mermaid/side arm sit G. Chest expansion/tricep press sit H. Piano lesson/plie front and back I. Kneeling mermaid/side arm kneeling J. Horseback K. One arm push-ups 1. Hand on chair 2. Lying prone 3. Standing 4. Hand on floor L. Side arm twist M. Pike/teaser on floor N. Forward, sideward, and backward step down O. Tricep sit P. Cat Q. Jack-knife from floor and corkscrew R. Swan from floor S. Frog lying flat T. Single leg pump - lying flat U. Scissor leg side-lying V. Handstand W. Standing leg and foot press X. Hamstring 2 and one arm W. Forward and side lunge X. Side body twist Y. Tendon stretch Z. Hamstring 3 AA. Side pull up/side leg extension AB. Spine stretch forward/sitting arm push down AC. Frog front and back AD. Standing leg pump front and side AE. Standing leg pump crossover AF. Achilles stretch AG. Press up with handles facing out and in
10.000%	V. Instructing Chair Exercises A. Setting up, preparation, and resistance selection for the exercise B. Breathing pattern, movement sequence, and recommended repetitions C. Safety, precautions, contraindications, and multi-level options D. Level, focus, and objective of the exercise E. Communication, cueing, and feedback
10.000%	IV. Introduction to the Chair, Brands, and Types A. Combo Chair B. Wunda Chair C. EXO Chair

	D. Cactus positions, springs, and resistance adjustments E. Single and split pedal adjustments F. Handles G. Ancillary equipment
10.000%	III. Trapeze Exercises A. Push-through bar 1. Upper arms 2. Swan 3. Push-through seated front 4. Push-through seated back 5. Cat 6. Teaser 7. Mermaid 8. Parakeet 9. Bend and stretch/footwork (springs from below) 10. Sit-up 11. Monkey 12. Tower 13. Hip opener B. Standing on the Floor 1. Upper arm control facing in 2. Upper arm control facing out 3. Arm circles facing in 4. Boxing/Punching 5. Salute 6. Hug a tree 7. Twist 8. Butterfly 9. Chest expansion 10. Reverse chest expansion 11. Lunge C. Rolldown Bar 1. Rolldown 2. Breathing 3. Hundred 4. Short spine/semi-circles 5. Swan 6. Chest expansion 7. Thigh stretch 8. Rolling in and out 9. Side bend D. Leg Springs 1. Supine bicycle 2. Walking 3. Scissors 4. Frog 5. Circles 6. Circles (side lying) 7. Bicycle 8. Magician 9. Airplane E. Arm Springs 1. Circles supine 2. Circles prone 3. Flying eagle F. Rowing Back 1. Round back 2. Flat back G. Rowing Front

	1. Sitting tall 2. Bending down 3. Salute 4. Hug a tree H. Full Trapeze Table 1. Hanging down 2. Hanging up I. Hanging 1. Half 2. Full 3. Spread eagle 4. Cat walkover 5. Squirrel 6. Inversions
10.000%	II. Introduction to Trapeze Table, Types, and Parts A. Table bed and frame B. Springs and adjustments C. Trapeze bar and canopy loop D. Push-through bar and safety strap E. Roll down bar F. Cross bar G. Maintenance and safety H. Attachment options I. Accessories J. Ancillary equipment K. Trapeze Table exercises instruction L. Preparation, set-up, and resistance selection for the exercise M. Breathing pattern, movement sequence, and recommended repetitions N. Safety, precautions, contraindications, and multi-level options O. Level, focus, and objective of the exercise P. Communication, cueing, and feedback
10.000%	I. Pilates Principles A. History and lineage B. Goals and benefits C. Program requirements, certification, and employment
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
40%	Class Work: Five written lesson plans, an assessment of teaching experience, and five self-evaluations.
30%	Final Performance: Instruction of individual components, skill performance demonstration on leading two full-length apparatus sessions.
30%	Exams/Tests: Quizzes, midterm, and final exam.
100%	Total

VII. **Sample Assignments:**

1. Write: 1. Prepare written sequences of a full session including the Pilates chair, Cadillac Trapeze Table, Spine Corrector and Ladder Barrel. Session should be about 60 minutes.

Design : 2. Design a 1-on-1 client case study for individual in a healthy body. Design a case study for an idividual who must modify due to a minor back injury. Include the Pilates Chair, Cadillac Trapeze Table, Spine Corrector and Ladder Barrel into the sequence.

Demonstrate: 3. Demonstrate three exercises on each piece of equipment. Including the Pilates Chair, Cadillac Trapeze Table, Spine Corrector and Ladder Barrel.

VIII. **Student Learning Outcomes:**

1. 1. Design and demonstrate a multi-level Pilates Apparatus personalized 1-on-1 and group session using safe and effective instruction skills, tools, and techniques.
2. 2. Identify and instruct the Pilates Apparatus repertoire of exercises, including Chair, Trapeze Table, and Barrels, with the ability to modify and adapt a wide range of abilities and health conditions.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 94, Pilates Reformer Teaching Practicum

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
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology, OtherAdvanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming: Pilates Comprehensive Instructor Certificate Pilates Reformer Instructor Certificate

Rationale

1. Health & Wellness Focus: Pilates is a very popular form of exercise which promotes physical fitness, flexibility and mental well-being through the mind/body connection. A Pilates certification program at a community college aligns with the increasing emphasis on health and well-being with students and in society. A Pilates program serves the dual purpose of the growing demand for qualified Pilates instructors and providing affordable education for a diverse student population. 2: Job Opportunities: With the growing popularity of Pilates, there is a demand for qualified instructors. Offering a certification program at a community college provides students with the necessary tracing and credentials to pursue careers as Pilates instructors in a variety of settings, such as gyms, fitness centers, studios and rehabilitation facilities. 3: Affordable Education: Community colleges are known for providing affordable educational and training programs. A Pilates certification offers individuals who may not have the resources to attend an expensive private training program, a quality education at a lower cost. The cost of an outside Pilates program can be from $ 2799-$6300. 4: Diverse Student Population: Community colleges attract a diverse student population, including high school graduates, working adults and career changers. This certification would cater to individuals with different backgrounds and foster a rich learning environment to promote inclusivity in the fitness industry. 5: Professional Development: Obtaining a Pilates certification demonstrates a commitment to ongoing learning. Students will enhance their skills and knowledge as fitness professionals.

I. **Catalog Description**

Students seeking to complete the Pilates Reformer Instructor Certificate will gain experience through practical application and supervised practice of lead instructional techniques. Students will assist faculty in areas of administration, classroom management, teaching techniques, and instruction.

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

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

1. Lessen, Infante , and Betz. National Pilates Certification Exam Study Guide,, National Pilates Certification Program (NPCP)

III. **Course Objectives**

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

1. Identify and implement the components of a lesson plan with clear objectives and learning outcomes.
2. Demonstrate communication skills pertaining to group and individual instruction using appropriate cueing, terminology, and student feedback.
3. Demonstrate appropriate Pilates Reformer exercise selection and order, using proper technique and safety in individual and group instruction.
4. Demonstrate standard safety skills in selected equipment and activities.
5. Provide appropriate options for multi-level participants and various health conditions.
6. Apply instructional methods, classroom management techniques, and administration organization for a particular activity to teaching experiences in a practical setting.

7. Assess and analyze personal experience and current strengths and areas of development as a lead instructor.

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Individualized Instruction, Work Experience (internship), Directed Study (independent study and internships), Service Learning, Group Work

V. **Course Content**

% of Course	Topic
10.000%	XI. Assessment of Teaching Experience A. Personal evaluation of strengths and areas of development B. Student evaluations and feedback
10.000%	X. Communication Skills
10.000%	IX. Appropriate Corrections, Assistance, and Feedback to Participants
10.000%	VIII. Providing Options, Modifications, Regressions, and Progressions for All Levels and Limitations
10.000%	VII. Teaching Methods Appropriate for Pilates Reformer Instruction
10.000%	VI. Proper Form, Skills, Use of Pilates Reformer Equipment, and Safety Considerations for the Activity
5.000%	V. Classroom Procedures and Protocol A. Administration B. Classroom management
5.000%	IV. Lesson Planning and Class Organization
10.000%	III. Assisting a Lead Instructor
10.000%	II. Lead Instructing for a Full Pilates Reformer Class
10.000%	I. Lead Instructing for Components of a Pilates Reformer Class A. Introduction and warm-up B. Cool-down and flexibility C. Main Pilates Reformer Session
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Work: Five Lesson plans, an assessment of teaching experience, and five self-evaluations.
40%	Final Performance: Instruction of individual components and two full-length Pilates Reformer sessions written and sequenced by the student.
40%	Class Participation: 16 weeks of participation in class activities and assisting the instructor.
100%	Total

VII. **Sample Assignments:**
Create: 1. Create a lesson plan for a beginner, intermediate and advanced reformer group class. This session should include foot work, mid back series, standing work, and upper body. Adding in feet in straps as a cool down. List springs according to level.

Instruct: 2. Instruct a group reformer class based on a lesson plan and proper instructional methods learned in class. This will be a mixed level class. Be prepared to modify when needed. Including proper breath work and adjustments. Demonstrate how to safely provide such adjustments.

Write: 3. Written assessment of teaching experience, personal objectives, and self-evaluation. Practice teaching for feedback and experience. Practice teaching for feedback and experience.

Testing: 4. Quizzes or exams

VIII. **Student Learning Outcomes:**

1. 1. Instruct an entire class using appropriate communication and Pilates Reformer instructional methods and skills. Acquire correct posture through all exercises and stretches learned within the semester including safety measures.
2. 2. Develop written lesson plans for Pilates Reformer class.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 95, Introduction to Applied Kinesiology and Anatomy

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology
Program Impact:	Forthcoming: Pilates Comprehensive Instructor Certificate Pilates Mat Instructor Certificate Pilates Reformer Instructor Certificate

Rationale

1. Health & Wellness Focus: Pilates is a very popular form of exercise which promotes physical fitness, flexibility and mental well-being through the mind/body connection. A Pilates certification program at a community college aligns with the increasing emphasis on health and well-being with students and in society. A Pilates program serves the dual purpose of the growing demand for qualified Pilates instructors and providing affordable education for a diverse student population. 2: Job Opportunities: With the growing popularity of Pilates, there is a demand for qualified instructors. offering a certification program at a community college provides students with the necessary tracing and credentials to pursue careers as Pilates instructors in a variety of settings such as gyms, fitness centers, studios and rehabilitation facilities. 3: Affordable Education: Community colleges are known for providing affordable educational and training programs. A Pilates certification offers individuals who may not have the resources to attend an expensive private training program, a quality education at a lower cost. The cost of an outside Pilates program can be from $ 2799-$6300. 4: Diverse Student Population: Community colleges attract a diverse student population, including high school graduates, working adults and career changers. This certification would cater to individuals with different backgrounds and foster a rich learning environment to promote inclusivity in the fitness industry. 5: Professional Development: Obtaining a Pilates certification demonstrates a commitment to ongoing learning. Students will enhance their skills and knowledge as fitness professionals.

I. **Catalog Description**

Students learn applied Kinesiology and anatomy by examining the anatomical structure and function of the musculoskeletal system as it relates to human movement and exercise. Muscular analysis and practical application, including strengthening and flexibility exercises for each muscle will be emphasized. Students will also study physiological and biomechanical principles. Course content is part of the national American Council on Exercise (ACE) certification program. This course along with Kines 81 and 83 will prepare students to take the ACE Personal Trainer and/or Group Fitness Certification exam.

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

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

1. Kinetic Anatomy, 4th, Behnke, Robert and Plant, Jennifer., ASFA American Sports & Fitness Assoc. © 2021
2. American Council on Exercise. The Exercise Professional's Guide to Personal Training 2020, American Council on Exercise
3. Lessen, Infante , and Betz. National Pilates Certification Exam Study Guide, Independent

III. **Course Objectives**

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

1. 1. Demonstrate knowledge of correct anatomical terminology used to describe body part locations, position, and direction.
2. 2. Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.

3. 3. Explain basic neuromuscular concepts and muscle properties in relation to how muscles function in joint movement and work together in affecting motion.
4. 4. Demonstrate knowledge of the principles of biomechanics.
5. 5. Locate the major muscles of the human body, including origin, insertion, and action and identify their movements associated with all joints in the body.
6. 6. Analyze exercises of the upper extremity, trunk, and lower extremity to determine the joint movements, types of contractions, and specific muscles involved in those movements.
7. 7. Perform movement, flexibility, and functional training assessments and identify common postural deviations.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Individualized Instruction, Work Experience (internship), Directed Study (independent study and internships), Group Work

V. **Course Content**

% of Course	Topic
9.000%	XII. Muscular Analysis of Trunk and Lower Extremity Exercises A. Lower extremity activities B. Analysis of movement C. Analysis of lower body exercises D. Open and closed kinetic chain
4.000%	XI. The Trunk and Spinal Column A. Bones, nerves, joints and movement of the trunk and spinal column B. Muscles of the trunk and spinal column 1. location and action 2. origin and insertion 3. primary function 4. selected exercises and flexibility
9.000%	X. The Ankle and Foot Joints A. Bones, nerves, joints and movement of the ankle and foot joints B. Muscles of the ankle and foot joint 1. location and action 2. origin and insertion 3. primary function 4. selected exercises and flexibility
8.000%	IX. The Knee Joint A. Bones, nerves, joints, and movement of the knee joint B. Muscles of the knee joint 1. location and action 2. origin and insertion 3. primary function 4. selected exercises and flexibility
9.000%	VIII. The Hip Joint and Pelvic Girdle A. Bones, nerves, joints and movement of the hip joint and pelvic girdle B. Muscles of the hip joint and pelvic girdle 1. location and action 2. origin and insertion 3. primary function 4. selected exercises and flexibility
9.000%	VII. Muscular Analysis of Upper Extremity Exercises A. Upper extremity activities B. Analysis of movement C. Open and closed kinetic chain D. Analysis of upper body exercises
8.000%	VI. The Wrist and Hand Joints

	A. Bones, nerves, joints and movement of the wrist and hand joints B. Muscles of the wrist and hand joints 1. location and action 2. origin and insertion 3. primary function 4. selected exercises and flexibility
7.000%	VIII. The Elbow and Radioulnar Joints A. Bones, nerves, joints and movement of the elbow and radioulnar joints B. Muscles of the elbow and radioulnar joints 1. location and action 2. origin and insertion 3. primary function 4. selected exercise and flexibility
9.000%	VII. The Shoulder Girdle and Shoulder Joint A. Bones, nerves, joints and movement of the shoulder girdle and shoulder joint B. Muscles of the shoulder girdle and shoulder joint 1. location and action 2. origin and Insertion 3. primary function 4. selected exercise and flexibility
5.000%	VI. Biomechanics A. Levers, pulleys, wheels, and axles B. Laws of motion and physical activities C. Friction D. Balance, equilibrium, and stability E. Force and mechanical loading F. Active and passive insufficiency
7.000%	III. Flexibility Assessments A. Lower extremity 1. hip joint 2. ankle joint 3. knee joint B. Upper extremity 1. shoulder joint 2. elbow joint 3. wrist joint C. Spinal movements 1. extension 2. flexion 3. lateral flexion 4. rotation D.Thomas test for hip flexor length E. Passive straight-leg-raise F. Correctible factors 1. Repetitive movements 2. Awkward positions 3. Lack of joint stabiity 4. Imbalanced strength-training programs G. Non-correctible factors 1. congenital conditions 2. some pathologies 3. structual deviations 4. certain types of trauma
7.000%	II. Functional Training Assessments A. American Council on Exercise (ACE) Integrated Training Model B. Static postural assessment C. Postural deviations of the spine - kyphosis and lordosis D. Muscle imbalances

	E. Common postural deviations 1. subtalar pronation/supination and the effect on tibial and femoral rotation 2. hip adduction 3. shoulder position and the thoracic spine 4. pelvic tilt 5. head position F. Dynamic balance: Y Balance test G. Static balance: Unipedal stance test H. McGill's torso muscular endurance test battery 1. trunk flexor endurance 2. trunk lateral endurance test 3. trunk extensor endurance test
9.000%	I. Muscular Foundations A. Anatomical systems 1. skeletal system 2. articulations - classifications 3. muscular terminology 4. muscle tissue actions a. Roles of muscles b. Types of muscle actions c. Functions 5. kinetic chain movement 6. mobiity and stability 7. anatomical position and planes of motion 8. nervous system a. proprioception b. kinesthesis B. Balance and alignment - center of gravity C. Human motion terminology 1. Types of muscular contration 2. Kinetic chain movement 3. Mobility and stability 4. Balance and alignment
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Work: 15 assignments based on textbook readings and in-class discussions.
25%	Quizzes: Weekly written and/or oral quizzes on analysis of case studies.
25%	Final exam: Midterm and Final Exam.
20%	Class Participation: Participation in class discussions.
100%	Total

VII. **Sample Assignments:**

Textbook readings: After reading assigned sections of the textbooks, students will summarize the text and write down questions. The instructor will present a few questions based on the readings at the start of each class session. Students will reflect on the questions and write down their answers to turn in, then the group will discuss. Other questions from the reading will also be brought up for discussion.

3. Written assignments and/or oral presentations : Students will receive hypothetical case studies of potential clients and integrate content learned in reading materials and lecture to present an analysis of the client's needs and plan for treatment. These case study plans will be presented to the class and should express an understanding of the relevant anatomy and kinesthetic elements related to the hypothetical client. Presentations will be followed by group discussion and feedback.

VIII. **Student Learning Outcomes:**

1. 1. Identify muscular imbalances and movement patterns through functional movement, muscular endurance, flexibility, balance and passive assessment tests.
2. 2. Identify and analyze exercises or movements related to muscle groups using anatomical terminology and the principles of biomechanics and neuromuscular properties.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 96, Pilates Apparatus Teaching Practicum

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
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology, OtherAdvanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming: Pilates Comprehensive Instructor Certificate

Rationale

1. Health & Wellness Focus: Pilates is a very popular form of exercise that promotes physical fitness, flexibility, and mental well-being through the mind/body connection. A Pilates certification program at a community college aligns with the increasing emphasis on health and well-being among students and in society. A Pilates program serves the dual purpose of the growing demand for qualified Pilates instructors and providing affordable education for a diverse student population. 2: Job Opportunities: With Pilates's growing popularity, there is a demand for qualified instructors. Offering a certification program at a community college provides students with the necessary training and credentials to pursue careers as Pilates instructors in a variety of settings, such as gyms, fitness centers, studios, and rehabilitation facilities. 3: Affordable Education: Community colleges are known for providing affordable educational and training programs. A Pilates certification offers individuals who may not have the resources to attend an expensive private training program a quality education at a lower cost. The cost of an outside Pilates program can be from $ 2799-$6300. 4: Diverse Student Population: Community colleges attract a diverse student population, including high school graduates, working adults, and career changers. This certification would cater to individuals with different backgrounds and foster a rich learning environment to promote inclusivity in the fitness industry. 5: Professional Development: Obtaining a Pilates certification demonstrates a commitment to ongoing learning. Students will enhance their skills and knowledge as fitness professionals.

I. **Catalog Description**

Students seeking to complete the Pilates Apparatus Instructor Certificate will gain experience through practical application and supervised practice of lead instructional techniques. Students will assist faculty in areas of administration, classroom management, teaching techniques, and instruction.

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

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

1. Lessen, Infante, and Betz. National Pilates Certification Exam Study Guide, National Pilates Certification Program (NPCP)

III. **Course Objectives**

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

1. Identify and implement the components of a lesson plan with clear objectives and learning outcomes.
2. Demonstrate communication skills pertaining to group and individual instruction using appropriate cueing, terminology, and student feedback.
3. Demonstrate appropriate Pilates Apparatus exercise selection and order, using proper technique and safety in individual and group instruction.
4. Demonstrate standard safety skills in selected equipment and activities.
5. Provide appropriate options for multi-level participants and various health conditions.
6. Apply instructional methods, classroom management techniques, and administration organization for a particular activity to teaching experiences in a practical setting.
7. Assess and analyze personal experience and current strengths and areas of development as a lead instructor.

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Individualized Instruction, Work Experience (internship), Directed Study (independent study and internships), Group Work, Service Learning

V. **Course Content**

% of Course	Topic
8.000%	XI. Assessment of Teaching Experience A. Personal evaluation of strengths and areas of development B. Student evaluations and feedback
9.000%	X. Communication Skills
9.000%	IX. Appropriate Corrections, Assistance, and Feedback to Participants
9.000%	VIII. Providing Options, Modifications, Regressions, and Progressions for All Levels and Limitations
10.000%	VII. Teaching Methods Appropriate for Pilates Apparatus Instruction
9.000%	VI. Proper Form, Skills, Use of Pilates Apparatus Equipment, and Safety Considerations for the Activity
8.000%	V. Classroom Procedures and Protocol A. Administration B. Classroom management
8.000%	IV. Lesson Planning and Class Organization
10.000%	III. Assisting a Lead Instructor
10.000%	II. Lead Instructing for a Full Pilates Apparatus Session
10.000%	I. Lead Instructing for Components of a Pilates Apparatus Session A. Introduction and warm-up B. Cool-down and flexibility C. Main Pilates Apparatus Session
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Work: Five Lesson plans, an assessment of teaching experience, and five self-evaluations.
30%	Final Performance: Instruction of individual components and two full-length apparatus sessions.
40%	Class Participation: 16 weeks of participation in class activities and assisting the instructor.
100%	Total

VII. **Sample Assignments:**
Write: Write a sequence of a full Apparatus class with a duration of 60 minutes. Include the Pilates Chair, Cadillac Trapeze Table, Spine Corrector and Ladder Barrel. Practice teaching this class.

Design: Program design for 1-on-1 client with no physical constraints. Include the Pilates Chair, Cadillac Trapeze Table, Spine Corrector and Ladder Barrel. Demonstrate teaching this design o the apparatus.

Demonstrate: Physically demonstrate three exercises on all Pilates Apparatus. (The Pilates Chair, Cadillac Trapeze Table, Spine Corrector and Ladder Barrel.)

Testing: Quizzes or exams

VIII. **Student Learning Outcomes:**
1. Instruct an entire session using appropriate communication and Pilates Apparatus instructional methods and skills.
2. Develop written lesson plans for Pilates Apparatus session.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 97, Pilates Mat Teaching Practicum

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
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology, OtherAdvanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming: Pilates Comprehensive Instructor Certificate Pilates Mat Instructor Certificate

Rationale

1. Health & Wellness Focus: Pilates is a very popular form of exercise which promotes physical fitness, flexibility and mental well-being through the mind/body connection. A Pilates certification program at a community college aligns with the increasing emphasis on health and well-being with students and in society. A Pilates program serves the dual purpose of the growing demand for qualified Pilates instructors and providing affordable education for a diverse student population. 2: Job Opportunities: With Pilates's growing popularity, there is a demand for qualified instructors. Offering a certification program at a community college provides students with the necessary training and credentials to pursue careers as Pilates instructors in a variety of settings, such as gyms, fitness centers, studios, and rehabilitation facilities. 3: Affordable Education: Community colleges are known for providing affordable educational and training programs. A Pilates certification offers individuals who may not have the resources to attend an expensive private training program, a quality education at a lower cost. The cost of an outside Pilates program can be from $ 2799-$6300. 4: Diverse Student Population: Community colleges attract a diverse student population, including high school graduates, working adults and career changers. This certification would cater to individuals with different backgrounds and foster a rich learning environment to promote inclusivity in the fitness industry. 5: Professional Development: Obtaining a Pilates certification demonstrates a commitment to ongoing learning. Students will enhance their skills and knowledge as fitness professionals.

I. **Catalog Description**

Students seeking to complete the Pilates Mat Instructor Certificate will gain experience through practical application and supervised practice of lead instructional techniques. Students will assist faculty in areas of administration, classroom management, teaching techniques, and instruction.

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

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

1. Lessen, Infante , and Betz. . National Pilates Certification Exam Study Guide, National Pilates Certification Program (NPCP)

III. **Course Objectives**

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

1. Identify and implement the components of a lesson plan with clear objectives and learning outcomes.
2. Demonstrate communication skills pertaining to group and individual instruction using appropriate cueing, terminology, and student feedback.
3. Demonstrate appropriate Pilates Mat exercise selection and order, using proper technique and safety in individual and group instruction.
4. Demonstrate standard safety skills in selected equipment and activities.
5. Provide appropriate options for multi-level participants and various health conditions.
6. Apply instructional methods, classroom management techniques, and administration organization for a particular activity to teaching experiences in a practical setting.
7. 7. Assess and analyze personal experience and current strengths and areas of development as a lead instructor.

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Experiments, Individualized Instruction, Work Experience (internship), Group Work

V. **Course Content**

% of Course	Topic
10.000%	I. Lead Instructing for Components of a Pilates Reformer Class A. Introduction and warm-up B. Cool-down and flexibility C. Main Pilates Reformer Session
9.000%	II. Lead Instructing for a Full Pilates Reformer Class
8.000%	III. Assisting a Lead Instructor
10.000%	IV. Lesson Planning and Class Organization
4.000%	V. Classroom Procedures and Protocol A. Administration B. Classroom management
10.000%	XI. Assessment of Teaching Experience A. Personal evaluation of strengths and areas of development B. Student evaluations and feedback
10.000%	VI. Proper Form, Skills, Use of Pilates Mat Equipment, and Safety Considerations for the Activity
10.000%	VII. Teaching Methods Appropriate for Pilates Mat Instruction
10.000%	VIII. Providing Options, Modifications, Regressions, and Progressions for All Levels and Limitations
10.000%	IX. Appropriate Corrections, Assistance, and Feedback to Participants
9.000%	X. Communication Skills
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Work: Five Lesson plans, an assessment of teaching experience, and five self-evaluations.
40%	Final Performance: Instruction of individual components and two full-length Pilates Mat class sessions.
40%	Class Participation: 16 weeks of participation in class activities and assisting the instructor.
100%	Total

VII. **Sample Assignments:**
Instruction: 1. Instruction of individual components of a mat lesson plan based on proper breath work and adjustments. Demonstrate how to safely provide such adjustments.

Teach: 2. Teach a full length class to a group based on prepared lesson plan and proper instructional methods learned in class. Choose a sequence level, include breath work, demonstate when needed.

Write: 3. Written assessment of teaching experience, personal objectives, and self-evaluation. Practice teaching for feedback and experience.

Testing: 4. Quizzes or exams

VIII. **Student Learning Outcomes:**
1. 1. Develop written lesson plans for a Pilates Mat class sequencing from one exercise to the next.. Demonstrate flexibility throughout the spine by performing Pilates exercises.

2. 2. Instruct an entire class using appropriate communication and Pilates Mat instructional methods and skills. This class should be 60 minutes and include correct posture through all exercises and stretches learned within the semester.

New Course: REAL ESTATE 3, Real Estate Practice

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	NONE
Proposed Start:	Spring 2025
TOP/SAM Code:	051100 - Real Estate / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business Real Estate
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • This course is part of a 3-course series that will prepare and qualify students to sit for their real estate salesperson license exam. The certificate will be earned by completing the 3-course series.

Rationale
This course is in alignment with career education goals for preparing students to enter the entry-level workforce. The target population is students interested in entering the real estate industry specifically for positions within the real estate brokerage and mortgage industry.

I. **Catalog Description**
This course covers the day-to-day of real estate sales and brokerage practices. Students will learn the fundamentals of representing sellers, buyers, property owners, and tenants, and the associated compensation structures. Essential topics include adhering to California's regulatory framework for advertising real estate services, handling client funds responsibly, and ensuring proper disclosure as licensed real estate professionals. This course complies with California Senate Bill 1495 (SB1485) pre-license education requirements on implicit, explicit, and systemic biases and an interactive federal fair housing component.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. California Real Estate Practice, 11th, William H. Pivar, Dearborn Real Estate Education © 2022, ISBN: 978-1-078-82638-2
2. California Real Estate Practice, 10th, Walt Huber, Educational Textbook Company © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Learn about Real Estate Practice.
2. Understand some key concepts necessary for the CA Real Estate License examination.
3. Gain insight on operating a successful real estate sales practice.
4. Learn the fundamnetals of obtaining and servicing a residentail listing, preparing a residential purchase agreement, and negotiating a sales transaction.

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

V. **Course Content**

% of Course	Topic
10.000%	Getting Started in Real Estate
5.000%	Ethics, Fair Housing, Trust Funds, and Other Legal Issues

5.000%	Mandatory Disclosures
5.000%	Prospecting and Business Development
20.000%	Listing Presentation & Contracts
5.000%	Servicing the Listing
10.000%	Advertising
10.000%	Buyers, Property Showing, and Offers
10.000%	Closing, Escrow & Title
10.000%	Real Estate Financing & Taxation
10.000%	Property Management & Leasing
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
20%	Quizzes
30%	Exams/Tests
20%	Homework
20%	Oral Presentation
100%	Total

VII. **Sample Assignments:**
Interactive Participatory Component: Students will form teams of two where they will take turns role playing as both the consumer and the real estate professional where the theme includes components on implicit bias and fair housing.
Group Presentation: 10-minute oral presentation in groups of 2-3 students. A. Find a property that is currently on the market using RedFin, Zillow, or any real estate listing platform of your choice. B. Prepare a presentation for a potential seller or buyer, and include the following: a. Your unique value proposition. b. A marketing strategy -or- buying strategy. c. Explanation of real estate contracts and the buying or selling process d. A comparative market analysis to determine the appropriate price.

VIII. **Student Learning Outcomes:**
1. Students will be able to identify the steps required to list a real property for sale.
2. Students will be able to describe techniques for assisting buyers in purchasing real estate.
3. Students will be able to comply with ethical standards and practices as they relate to the real estate industry.

REAL ES 3 Distance Education Application

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

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome email and a video that includes pertinent details regarding the course and how the instructor will communicate with the students. The instructor will also post a video on "Meet the Instructor" to personalize and humanize the course. The students will be asked to post a self-introduction video to the class. If the student doesn't feel comfortable showing face, a typed message or an audio file will also suffice. Each week, the instructor will post regular announcements and reminders regarding the assignments that must be completed. Additionally, content pages will begin each module and include key information and suggestions for approaching content. Weekly discussion boards will be posted, and the instructor will provide comments, input, and feedback as in a traditional classroom environment. Additionally, constructive feedback will be supplied on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to a communication from students via email, during office hours, and through the "General Questions" discussion board for administrative-type questions. The

instructor will also respond in a timely manner to questions related to homework assignments and course content via the "Homework Q&A" discussion board, emails, and office hours.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. The students can also view and comment on each other's self-introduction posts.

1c. Student - Content Interaction:
The class is organized through weekly course modules. Each module will cover readings from the required textbooks. Students will read the selected texts for the course. Supplemental materials will also be provided via captioned lecture videos for each module and current articles and relevant websites on topics in the homeless response system. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Study and/or Review Sessions	Prior to an exam, the instructor will host a review session via the Review Session Q&A Discussion Thread. The instructor will also host a live review session via Zoom which will be recorded for later viewing. Students who are not able to attend the live review session can watch the recording at their own time, and review the comments posted on the Review Session Q&A Discussion Thread.	10.00%
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interactions on various topics.	30.00%
Written assignments	Students will have at least three written assignments in the class. Prior to the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "Homework Q&A" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	10.00%
Online Lecture	Students will watch captioned video lectures on topics chosen from the required texts. Or live lectures will be presented in a synchronous online class.	40.00%
Project Presentation	Students will conduct research on a specific real estate principles topic studied in class and construct a media presentation to be given in class or posted online.	10.00%

2. Organization of Content:
The content will be organized into weekly modules. Each module will capture a chapter in the required textbook. There will be a homework assignment, discussion topic and quiz under each module. There will also be a separate module for the midterm and for the final exam and project.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Discussion Boards	The discussion boards will be assessed based on participation, application, and completeness.
15.00%	Homework	Homework will be assessed based on application and completion.
20.00%	Presentation	The presentation will be assessed based on a detailed rubric.
10.00%	Midterm	The multiple-choice midterm exam will test concepts and theories presented in the class up to that point.
10.00%	Final Report	The Final Report will be assessed based on critical thinking and application of course content.
15.00%	Final Exam	The multiple-choice final exam will test concepts and theories presented in the class.

4. Instructor's Technical Qualifications:
Instructors should be familiar with the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:
The student will need access to a computer, WiFi network and a camera. Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number and other related student support services including Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes.

6. Accessibility Requirements:
All videos in this course will be captioned to be in compliance with the regulations of Section 508. All images will use descriptive alternative text. Also, any content pages and texts will be organized by heading and paragraph designations.

7. Representative Online Lesson or Activity:
Students will be able to analyze a simple real estate investment by writing an analysis of a potential investment as if it were a memo that will be read by investment partners at their next meeting. Discuss and answer what the project value is using the sales comparison approach and what are the financial and non-financial risk associated with the project. The memo should be 1-2 pages in length. Project will be submitted online for peer review and critique.

Substantial Change: ART 87, Art Mentor Portfolio

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	None
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	100200 - Art / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Art
Program Impact:	

Rationale
this course is designed to help students develop and create portfolio for transfer This course was previously known as 87J

I. **Catalog Description**
This course is designed for students who are building an art portfolio for transfer and have taken entry-level art courses. Planning, production and execution of proposed projects leading to completed artworks for an exhibition at the end of the program will be the main emphasis. Focus will be on creating ambitious and self-guided artwork.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Art/Work - Revised & Updated: Everything You Need to Know (and Do) As You Pursue Your Art Career, Heather Darcy Bhandari and Jonathan Melber, Free Press; Revised, Updated edition (October 17, 2017) © 2017

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Learn to talk critically about your work and the work of others
2. Verbalize visual perceptions of related objects and make analysis and aesthetic judgments based on what has been learned.
3. Present artwork and artistic intentions to a group of peers
4. Develop an artist statement that integrates personal experience and culture, and art historical context and interests that could be included in a transfer application or an exhibition

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Lab, Discussion, Critique, Projects, Field Trips, Experiments, Individualized Instruction, Visiting Lecturers, Group Work, Online instructor-provided resources, Other Methods: films, video, recordings, critique

V. **Course Content**

% of Course	Topic
25.000%	Learning to participate in group critiques, present work to others, review work of others, and respond to constructive criticism from peers
25.000%	Conceptual and theoretical perspectives on Contemporary art
25.000%	Tools and material exploration to further the development of personal works
25.000%	Development of personal, portfolio-quality artwork

100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation
30%	Projects: There will be 4 projects each semester
15%	Oral Presentation: Presenting works in critique
20%	Final Project
20%	Class Participation
100%	Total

VII. **Sample Assignments:**
Re-worked object: Find an object in the world, take an element of it and work it into a project where the description or understanding of the object is altered or questioned. Present the re-contextualization within a critique
Unmomumental: What is a monument, how does a monument function, and what is considered monumental? Create a site-specific work that explores notions of monumentality in public space.
Toos and materials: Experiment with different tools and materials to create an art work related to the same visual source. What changes when you switch tools and materials in creating your work?

VIII. **Student Learning Outcomes:**
1. Learn to present artwork and critique the artwork of others with appropriate terminology in the context of contemporary and historical art.
2. Demonstrate an understanding of various historical and contemporary artwork with an emphasis on aesthetics and culture.
3. Experiment with creative responses to materials and space.

ART 87 Distance Education Application

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

1a. Instructor - Student Interaction:
87A will regularly meet in person for lab time and to critique artwork. We would also like the flexibility that online options offer for occasional video conference meetings and presentations.

1b. Student - Student Interaction:
Students will communicate regularly with each other via the Learning Management System (LMS). For each module, students will interact in a threaded discussion for each assignment. Students will respond to a discussion topic and will then respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions and group critiques.

1c. Student - Content Interaction:
The online component may include video presentations, slideshows, and artist talks. Students will be asked to respond to the presented materials verbally. They'll also be asked to integrate the presented concepts into their artwork, writing, and their presentations of art in a critique setting.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Project Presentation	Participants will present their goals and vision for each project. They will be asked to contextualize their work and intentions through the readings and video materials about art historical and contemporary art theory.	15.00%

Threaded Discussions	Participants will be asked to critically and productively respond to each other's project uploads. Responses should consider the discussion content that informed the project description.	20.00%
Written assignments	Participants will produce multiple artist statements that reflect their intentions in their visual artwork. These will accompany the 4 projects assigned during the semester and one overarching statement that could be included in a college application or exhibition of artworks.	20.00%
Project Presentation	Each project will be documented by students and uploaded with high-resolution, professional-grade photographs and a description of the student's intentions.	30.00%
Videos		%
Discussion	Discussions will introduce topics accompanied with slide shows, descriptions and links. Students will be asked to view the material and upload written and visual responses	15.00%

2. Organization of Content:
Modules in the LMS will be used to store relevant materials for the multiple projects that students will take on during the semester. Students will be asked to upload art documentation and writing to various discussions stored in modules.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Documentation and presentation	Students will be asked to create high-quality documentation, appropriate for portfolio inclusion. Image quality and accompanying text's relevancy will factor into the overall grade. Students will incorporate thoughts of documentation into their threaded review of one another's work.
50.00%	Production of artwork	Students will produce and present their work in person and upload images and descriptions/intentions in LMS discussions. The work will be critiqued in the context of the project prompt, and the related videos, slideshows, and texts. Students will be asked to respond to each others work in person and in threaded LMS discussion.
15.00%	Self-Guided research and planning	Students will be asked to research tools, materials, and relevant artworks/art movements related to the project description and presented materials. Students will upload their research and plans and comment on the material from co-students.
15.00%	Viewing and responding to video and text material that related to the assigned project	Students will upload visual and written responses in the LMS modules to show their understanding of the material presented.

4. Instructor's Technical Qualifications:
Instructors would need access to a computer with an internet connection and video conference capabilities.

5. Student Support Services:
Links to the many helpful SMC support services will be listed in the LMS shell.

6. Accessibility Requirements:
Instructors will ensure that all learning management software (LMS) content is clear and accessible and that video content includes captioning. Frequent in-person meetings and synchronous video conference meetings will provide students with the opportunity to address any concerns.

7. Representative Online Lesson or Activity:
Threaded discussions will be integrated into each project. Students will be asked to upload images, text, and responses to one another's work.

Substantial Change: ENGLISH 5, British Literature 1

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:	C2 - Humanities
IGETC Area:	3B: Humanities
SMC GE Area:	Area III: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL 1

Rationale
Updating the course to match CID 160 for inclusion in the pending English AA/ADT/AA-T CID: This course surveys the literature written in the British Isles up to the last quarter of the 18th century. PREVIOUS DESCRIPTION: This course traces the historical development of English literature from the Anglo-Saxon period through the end of the Neo-Classical Period in 1798.

I. **Catalog Description**
This course surveys literature written in English in countries around the world, including but not limited to the British Isles and the American colonies, from the pre-Norman period in England to the late 18th century.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Norton Anthology of English Literature, Vol. 1, 10th, Greenblatt, Stephen. ed, W.W .Norton & Co. © 2020

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify the development and characteristics of major literary genres in British literature such as the epic, drama, sonnet, and prose essay.
2. Recognize the cultural, philosophical, religious, political, and social themes underlying successive British literary periods, and analyze how literature from each period engages with and addresses these themes.
3. Define major British literary movements up to the Eighteenth Century, recognizing the special characteristics and attitudes inherent within each.
4. Conduct written analyses of the movements, genres, and themes that define British literature up to the Eighteenth Century.

IV. **Methods of Presentation:**
Discussion, Lecture and Discussion, Critique, Projects, Other Methods: group work, student-lead presentations

V. **Course Content**

% of Course	Topic
5.000%	Introduction and Historical Background
25.000%	Old, Norman and Middle English: Beowulf; Chaucer; Malory; Sir Gawainand the Green Knight
35.000%	Early Modern English and the Renaissance • Wyatt, Howard, Sidney,Donne, the Metaphysical poets • Spenser, Shakespeare, Marlowe
35.000%	Restoration and the Eighteenth Century • Pope, Bacon, Congreve, Dryden,Smith, Gray, Goldsmith, Milton, Johnson
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
50%	Written assignments: Essays, research papers, literature reviews, journals, quizzes, discussions, etc.
20%	Other: Multimodal assignments (e.g. presentations, projects, video essays, etc)
30%	Exams/Tests: exams, timed-writing, essays, etc.
100%	Total

VII. **Sample Assignments:**

Genre Comparison Essay Exam: We have read many different genres, from sonnets and lyrics to satires and fables. Select two examples of one of these genres from distinct periods. Identify and compare their distinguishing features. Your comparison should consider the social, cultural, or political context in which each work was composed.

Thematic Analysis Essay: Throughout this course, each period essentially reveals a radical alteration in the meaning of the concept of “the Self.” The Self in relationship to the Divine, the Self in relation to Others, and the Self in relation to Society would be three simple formulations. Taking two works from different periods, explore how the Self either replicates and modifies or rejects and redesigns what the possible meanings are for the Self in a formal essay. In addition to the obvious temporal shifts, are these meanings of the Self also affected by the gender, class, or race of the author and/or intended audience of the literature under discussion?

Analyzing Ritual Research Project and Presentation: Rituals, ceremonies, and traditional practices (like marriages and trials) convey social meanings. Identify the rituals, ceremonies, or cultural practices in one of the works we have read. Analyze their representation in the work and its relation to the text's meaning. For added detail, do some additional research into the culture to understand the historical and social importance of those rituals. Present findings in a multimodal presentation.

VIII. **Student Learning Outcomes:**

1. Upon completion of the course, the student will be able to identify and discuss major authors, works, genres, and themes of the period through the writing of formal essays.
2. Upon completion of the course, the student shall be able to analyze and write critically about the relationship between literary works and their historical, philosophical, social, political, and aesthetic contexts.

Substantial Change: GEOGRAPHY 3, Weather And Climate

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
Cal-GETC Area:	5A: Physical Science
CSU GE Area:	B1 - Physical Science
IGETC Area:	5A: Physical Science
SMC GE Area:	Area I: Natural Science
Degree Applicability:	Credit - Degree Applicable

Rationale
This course became a DE course in 2004. However there is no DE section in the course outline. This proposal is to add the DE section to the course outline

I. **Catalog Description**
This course is a survey of earth's atmosphere, with special reference to the causes and regional distribution of weather and climate. The nature and causes of winds, clouds, precipitation, severe storms, and global climate change is studied. Students will learn techniques of local weather observation and prediction.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Essentials of Meteorology: An Invitation to the Atmosphere, 8th, C. Donald Ahrens, Robert Henson, Cengage Learning © 2018, ISBN: 978-1305628458
2. Meteorology Today: An Introduction to Weather, Climate, and the Environment, 13th, Ahrens, D.C. and Henson, R., Cengage Learning © 2021, ISBN: 978-0357452073

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Express a basic understanding of the origin, composition, extent, and dynamics of the atmosphere.
2. Recognize the importance of energy and the energy budget in our atmosphere.
3. Define and distinguish between different types of humidity, fog, and clouds.
4. Show the importance of moisture and the hydrologic cycle in the atmosphere.
5. Recognize the connections between air pressure, forces, and winds on all scales.
6. Read and interpret weather charts, satellite images, and other weather data.
7. Understand and predict local weather.
8. Recognize the conditions that cause severe weather and its consequences.
9. Evaluate the causes and effects of air pollution.
10. Distinguish between Earth's various climates and the factors that create them.
11. Apply their basic knowledge of atmospheric science to evaluate and explain climate change.

IV. **Methods of Presentation:**
Online instructor-provided resources, Field Trips, Lecture and Discussion, Other Methods: The primary teaching procedure is lecture supplemented by slides and movies, demonstrations in the use of various meteorological equipment, and field trips. Additionally, charts, graphs, maps and board diagrams are used as an integral part of the lecture series. Take home exercises using maps, weather observations, and forecasts are often a part of this class.

V. **Course Content**

% of Course	Topic
25.000%	Introduction - overview of Earth and its atmosphere. Weather basics - behavior of air; energy in the atmosphere; seasonal temperatures; diurnal temperatures. Light, color, atmospheric optics.

25.000%	Humidity; dew, frost, fog; clouds. Atmospheric stability and cloud development; precipitation.
25.000%	Atmosphere in motion - charts, forces, winds. Local winds and the environment. Global winds. Air masses, fronts, middle latitude cyclones, thunderstorms.
25.000%	Tornadoes. Hurricanes. Weather forecasting, local weather. Global climates, climate modification and change.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
60%	Exams/Tests: Approximately four exams, scored objectively by points, each representing up to 15% of semester grade.
30%	Homework: 3-5 homework assignments
100%	Total

VII. **Sample Assignments:**

Draw, label, and describe Earth's general atmospheric circulation model. Show and discuss how and why it changes during the seasons and how this impacts our climate here and at other locations on the planet. How do these global circulation systems and cycles impact life (including humans) on Earth? A cold front (or change to warm front) is approaching your area. What weather changes will you observe as the cold front moves through? Describe all weather conditions such as winds, clouds, and precipitation associated with the cold front. Draw a side view diagram to help you with this! Using your own observations and available data, analyze current weather conditions and make a weather forecast for the next 24 hours.

Skill-focused assignment: Copy the empty sketch below and draw in the three-cell model of global wind systems and pressure belts. Note, you also need to label the name of each wind system and pressure belt.

VIII. **Student Learning Outcomes:**

1. Students will recognize and differentiate between the cycles and systems of Earth that affect the atmosphere.
2. Students will identify the origin, composition, extent, and dynamics of our atmosphere.
3. Students will explain and interpret local weather using different meteorological variables, such as wind speed, relative humidity, and temperature.
4. Students will differentiate Earth's various climates and explain how they are changing.

Substantial Change: INTERACTION DESIGN 310, Interaction Design Studio 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Admission to the Bachelor of Science in Interaction Design

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
The course serves as an introduction to the methods and principles of Interaction Design. It is structured around project-based learning, emphasizing diverse approaches to tackling design challenges. The primary focus is on leveraging the iterative design process to identify human behaviors and using technology interventions to influence those behaviors. In addition to ideation and problem-solving methods, this class will also use research and rapid prototyping techniques to ensure the proposed interventions resonate with users and project stakeholders.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Universal Principles of UX: 100 Timeless Strategies to Create Positive Interactions between People and Technology, 4th, Pereyra, Irene, Rockport Publishers © 2023, ISBN: 978-0760378045
2. Interaction Design: Beyond Human-Computer Interaction, 6th, Yvonne Rogers (Author), Helen Sharp (Author), Jennifer Preece (Author), Wiley © 2023, ISBN: 978-1119901099

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Explore graphic design, UX design, and human-centered design principles to design effective user experiences.
2. Assess the quality of a design using human-centered design principles.
3. Demonstrate how human-centered design principles and screen-based interaction design patterns can be designed to create a user interface in support of a user's needs, goals, and desires.
4. Contribute to class brainstorms, discussions, and critiques.
5. Demonstrate competency with deadline driven assignments in team settings.
6. Create visual techniques to effectively organize and articulate user experience (UX) processes for a range of audiences.
7. Employ user testing and iterative design methodologies to develop interface concepts that explore, compare, and contrast how to best meet a user's needs.
8. Produce and give presentations that clearly communicate to a range of audiences.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Students will demonstrate an understanding of how to leverage the iterative design process and the power of using rapid prototyping to approach diverse design challenges.

IV. **Methods of Presentation:**
Group Work, Lecture and Discussion, Projects, Critique, Field Experience, Observation and Demonstration, Discussion

IVb. **Arranged Hours Instructional Activities:**
Online instructor-provided resources, Other Methods: Build skill set through video materials and instructor online resources.

V. **Course Content**

% of Course	Topic
30.000%	Apply human-centered design principles in project-based assignments.
30.000%	Analyze and critique interaction design based on human-centered design principles.
40.000%	Presentations, critiques, and in-class discussion of examples, assignments, and projects.
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
40%	Homework: Design and Research Assignments - no single assignment shall be more than 30%.
10%	Oral Presentation
40%	Projects: Midterm Project 20% Final Project 20%
100%	Total

VII. **Sample Assignments:**

Design Brief: Mobility Challenge: How might we create an interactive system that solves a transportation and mobility issue in Los Angeles? Most of us have experienced transportation and mobility issues in the city such as terrible parking kiosk interfaces, limited parking spaces, and difficulty navigating public transportation. Working in teams, the challenge is to create an interactive system that solves transportation and mobility issues within a city center. It must be based on research, and where you find an example of a system that suffers from a severe design issue that your team will help solve. This project should build upon your understanding of different platforms, user experience, design, and emerging technologies to solve real-world problems in the context of serving particular demographics and audiences. This project needs a strong, focused concept as well as thoughtful design and must address an entire system “end to end” (from the beginning of the experience to the end). And, It is not only about technology. It is about creating experiences and interactions that will solve, serve, and even delight people in a sustaining manner.

Research one human-centered design principle: Using historical and contemporary user interface examples, find 5 interfaces that follow the chosen principle and 5 interfaces that do not. Create a presentation for your fellow classmates that introduces the principle, what is it, and the user interfaces selected. Give an overview of each user interface, how it used or did not use the principle appropriately. For each of the 5 that did not utilize the principle, provide your opinion on how it could be improved.

VIII. **Student Learning Outcomes:**

1. Students will be able to communicate their design brief response to relevant stakeholders through presentations and written documentation, based on clarity, persuasiveness, and audience engagement.
2. Students will demonstrate an understanding of human-centered design principles and iterative design processes.
3. Students will design, analyze, and justify using human-centered design principles to identify human behaviors to create technological interventions to influence those behaviors.

IXD 310 Distance Education Application

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

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback. (multiple discussion boards where no one assignment is worth more than 30%).	40.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium. Videos shall be captioned.	10.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
20.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Class Exercises	Students will work together or individually on small skill building exercises such as research, design, justify, and articulate their work using human-centered design principles and screen-based interaction patterns. These exercises directly relate to the class topics and projects. Each student submits final deliverables. Instructor shall review and grade the submissions within a week.
40.00%	Projects	Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class. No one assignment is worth more than 30%.

4. Instructor's Technical Qualifications:
The instructor be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course Objective:
Identify key historical and contemporary Interaction Design examples.

Sample Assignment: Research one human-centered design principle.
Using historical and contemporary user interface examples, find 5 interfaces that follow the chosen principal and 5 interfaces that do not. Create a presentation for your fellow classmates that introduce the principle, what it is, and the user interfaces selected. Give an overview of each user interface, how it used or did not use the principle appropriately. For each of the 5 that did not utilize the principle, provide your opinion on how it could be improved.

Online Process:
Students will read or listen to lectures and demonstrations which are posted in the online course. Handouts shall be accessible and the videos shall have transcripts.

Students will complete assignment from their computers using techniques in these lectures/demonstrations. Feedback from the instructor and other students will be done periodically to assure understanding and mastery of the skill. This will be done through discussion boards, written and audio and/or video feedback on assignments from the professor, peer review, and conferencing tools.

In addition, the final project is to be documented and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Substantial Change: INTERACTION DESIGN 330, Interaction Design Studio 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Admission to the Bachelor of Science in Interaction Design

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
This course focuses on principles, approaches and methods for designing user interfaces. Building on the outcomes of Interaction Design Studio 1 the course prepares students to engage with a range of topics relevant for UI design from information architecture to microinteraction. In the course of the studio students will learn a set of research, ideation, diagramming, and prototyping methods employed in interface design. Students learn to design for a wide range of devices, from wearable to screen-based to mixed reality. Students will analyze existing approaches to UI design and develop a critical understanding of how interface affects user behavior and system performance.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Practical UI Patterns for Design Systems, Diana MacDonald, Apress © 2019, ISBN: 978-1484249376

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate a thorough understanding of components, methods and approaches of designing user interfaces.
2. Analyze systems and their components, and propose information architecture solutions based on their analysis.
3. Create appropriate artifacts (diagrams, descriptions, illustrations and digital prototypes) outlining information architecture for a design system
4. Analyze requirements for interfaces design based on efficiency, effectiveness and task completion.
5. Create interactive digital prototypes demonstrating their user interface designs.
6. Analyze a design brief and select the most appropriate method of responding to it.
7. Contribute to design critiques and discussions.
8. Create and deliver presentations that communicate their intent and accomplishments within the scope of a design project.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of how to user-test a specific feature interaction.

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

IVb. **Arranged Hours Instructional Activities:**
Online instructor-provided resources, Other Methods: Build skill set in user testing for a specific interaction through video materials and instructor online resources.

V. **Course Content**

% of Course	Topic

10.000%	Presentations and critiques of assignments and projects.
25.000%	System audit and analysis, information architecture
25.000%	Microinteractions and task-flow analysis
25.000%	Diagramming and prototyping
15.000%	User testing and analysis
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
30%	Class Work
20%	Projects: Midterm project
30%	Final Project
100%	Total

VII. **Sample Assignments:**

Assignment 1:

Design a task execution on a smartwatch platform with the primary focus on microinteractions. Start by selecting one of the tasks from the provided list or pick another common task that is facilitated by a smartwatch. Use Figma to create the prototype of your microinteraction. You can choose either watchOS or WearOS. Your interaction has to comply with the design guidelines for the selected platform. After you have finished your prototype you will need to create a documentation page for your designs, outlining the main functionality and design decisions, your design process and the final result.

Assignment 2:

Redesign the interactions users have with desktop email clients (e.g Outlook, Apple Mail, Windows Mail). Focus our attention on the ability or microinteractions to make digital chores easier, simpler, more enjoyable and less noticeable, and the power of the well-designed user interface to move the task to the periphery, and to bring forward the delight of being able to communicate instantly across the globe. Identify 1 task that you will focus on in this project - it can be organization, composition, or contact and relationship management, or any other tasks of your choice. Within it identify 3 microinteractions that would make up the core of your proposed user interface. Draw flowchart diagrams for each one of them to outline your proposed computer-user interaction for each one. Research the technologies you will need and the methods of how they can be applied to make your proposals a reality. Create an interactive digital prototype showcasing your designs. Create a page on your design blog for this project and post the resulting materials on it.

VIII. **Student Learning Outcomes:**

1. Students will create interactive prototypes for user interfaces using appropriate methodologies and tools appropriate to the design brief.
2. Students will analyze existing user interfaces and identify their components, purposes and design models, and evaluate their effectiveness for a given design brief.
3. Students will be able to effectively communicate their response to the design brief for relevant stakeholders through presentations and written documentation, based on clarity, persuasiveness, and audience engagement.

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

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback. No single assignment shall be more than 30% of the total grade.	40.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium.	10.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
20.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Class Exercises	Students will work together or individually on small skill building exercises such as ideation, storyboarding, user testing. These exercises directly relate to the class topics and project. Deliverables are submitted by each student. Instructor shall review and grade the submissions within a week.
40.00%	Projects	Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class. No single assignment shall be more than 30% of the total grade.

4. Instructor's Technical Qualifications:

The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:

Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:

Course Objective:

Conduct user-testing sessions to develop further iterations of a project.

Sample Assignment:

Heuristic evaluation: Using templates and other resources provided students will conduct heuristic evaluations of the prototypes created by their peers. They will produce a detailed analysis of the user interface and user experience following the existing industry-standard guidelines.

Online Process:

Students will read or listen to lectures, reading assignments and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. Students will use their computers to complete the homework and the class projects utilizing the techniques demonstrated and discussed in lectures. Using an online platform students will organize in groups and create the project deliverables. This is accomplished through discussion boards or conferencing tools. The resulting documents will be submitted via an online learning platform. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Substantial Change: INTERACTION DESIGN 360, Product Design

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Admission to the Bachelor of Science in Interaction Design, IXD 350

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
This course introduces fundamental concerns, concepts, methods and approaches of product design disciplines for interaction designers. Students will learn how to use sketching, rapid prototyping, 3D modeling and other common product design techniques to create useful and engaging products. Students will be introduced to the use of electronics and microcontrollers in designing objects with interactive capabilities. The course employs "critical making" pedagogy and emphasizes the importance of craft and prototyping in the design process.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Fundamentals of Product Design, Richard Morris, Bloomsbury Publishing © 2017, ISBN: 9781350033863

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Create prototypes of physical products using tools and methods appropriate for the task
2. Determine the use of appropriate product design methodologies and tools
3. Apply the previously acquired user experience design skills into the practice of product design
4. Integrate electronics and microcontrollers into the prototypes of physical interfaces
5. Evaluate design tasks and recommend appropriate set of tools and technologies for their completion
6. Analyze a design brief and select the most appropriate method of responding to it.
7. Contribute to design critiques and discussions
8. Create and deliver presentations that communicate their intent and accomplishments within the scope of a design project

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Understand how to print a design using a 3D printer.

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

IVb. **Arranged Hours Instructional Activities:**
Other (Specify), Online instructor-provided resources
Other Methods: Build understanding of how to use a 3D printer through video materials and instructor online resources.

V. **Course Content**

% of Course	Topic
10.000%	Presentations and critiques of assignments, and projects
15.000%	History and fundamental principles of product design

25.000%	Practicing sketching and other rapid prototyping techniques
25.000%	Working on implementing and refining design within 3D modeling software
25.000%	Exploring applications of electronics and microcontrollers in the design of physical interfaces
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
30%	Class Work
20%	Projects
30%	Final Project
100%	Total

VII. **Sample Assignments:**

Assignment 1:

As our first design project, we will visualize something new as a lighting device for outdoor experiences. Using electronic LEDs as a light engine, conceptualize possible situations and places that this product will exist. How is the light carried? How is it stored? How is it charged or powered on and off? What materials are used for manufacturing? Could it have multiple uses? Submit design ideas for your lighting device using the design drawing methods we reviewed in class, using thumbnails to get started, then design sketches to develop the idea.

Assignment 2:

Using your earlier assets of orthographics and design drawings, make a low-resolution 3D sketch model of your lighting device. You can use whatever you have on hand: cardboard, foamcore, heavy paper, etc. Be as faithful to your design and include as many details as possible - not all features need to be 3D; they can also be applied as a graphic to show the idea. Use white glue, hot glue or tape to fabricate.

VIII. **Student Learning Outcomes:**

1. Students will evaluate product design methods and approaches and determine the appropriate response for a given design brief.
2. Students will design and implement prototypes of interactive objects using principles and methods of product design

IXD 360 Distance Education Application

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

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This critical component will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback. No single assignment shall be more than 30% of the total grade.	40.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling of sketching or other skills and tools needed for class. Videos shall be captioned.	10.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	20.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.
20.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
30.00%	Class Exercises	Students will work together or individually on small skill building exercises such as research, design, justify, and articulate their work using human-centered design principles and screen-based interaction patterns. These exercises directly relate to the class topics and projects.

		Each student submits final deliverables. Instructor shall review and grade the submissions within a week.
30.00%	Projects	Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications:
The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course Objective: Construct 3D models using digital software.

Lesson/Activity: Design a Vessel
Design a vessel that is made to hold, contain, or protect something very specific. Start by sketching concepts and form explorations. While sketching think about things that are delicate or messy. Consider your user and what problem would the vessel would be solving? Is the vessel smart? Does it know when something is placed within it? How does it communicate its function to the user?

Draw a front and side view of the vessel. Using your sketches as a guide, scan them in, trace sketches in a vector based software, and export the files to a 3D modeling program. Use the exported sketch lines to forming your final design vessel but in three dimensions.

Students will complete assignment from their computers using techniques in these lectures/demonstrations. Feedback from the instructor and other students will be done periodically to assure understanding and mastery of the tangible skills and software tools. This will be done through discussion boards, written and audio and/or video feedback on assignments from the professor, peer review, and conferencing tools.

In addition, the final project is to be documented and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Substantial Change: INTERACTION DESIGN 410, Project Management for Design

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Admission to the Bachelor of Science in Interaction Design

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
This course contextualizes project management for interaction designers through three lenses: Time Management, Career Management, and applied Project Management. The first two lenses—Time and Career Management—take place in the first half of class. These sections make the connection between personal development and project management. During the first half of class, students will also develop a comprehensive overview of current design development processes and tools used to successfully deliver high-quality projects on time. In the second half of the class, students will then apply their evolving skills to a client-based project. Students will learn to clearly communicate with clients and manage the design process while integrating design objectives into the overall development timeline. In all three sections, students will develop leadership skills as well as learn to plan, organize, motivate, and control resources based on defined goals.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. A World Without Email: Reimagining Work in an Age of Communication Overload, Cal Newport (Author), Portfolio © 2021, ISBN: 978-0525536550
2. Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones, James Clear (Author), Avery © 2018, ISBN: 978-0735211292
3. Four Thousand Weeks, Oliver Burkeman (Author), Picador Paper © 2023, ISBN: 978-1250849359
4. Radical Candor: Fully Revised & Updated Edition: Be a Kick-Ass Boss Without Losing Your Humanity, Kim Scott (Author), St. Martin's Press © 2019, ISBN: 978-1250235374

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate a comprehensive knowledge of different development processes, such as agile and continuous, such as agile, kanban, or waterfall methodologies
2. Comprehensively analyze and synthesize major milestones, as well as the necessary task to reach these milestones within the design process and articulate them clearly to a broad audience.
3. Identify and employ project management tools to plan and execute a design project.
4. Apply project goals into a plan and process for design.
5. Create a project proposal, including a project brief, major milestones, expected outcomes, and proposed budget as part of a client-based project.
6. Demonstrate the ability to recognize different objectives through negotiating and collaborating with clients and partners.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Interview a potential client to create a project proposal.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Projects, Critique, Distance Education, Discussion

IVb. **Arranged Hours Instructional Activities:**

Other (Specify), Online instructor-provided resources
Other Methods: Build an understanding of how to successfully interview a client through video materials and instructor online resources.

V. **Course Content**

% of Course	Topic
24.000%	Project Proposal
6.000%	Reflection
24.000%	Homework
24.000%	In-Class Assignments
12.000%	Discussion
10.000%	Quizzes
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
30%	Homework: Assignments
10%	Oral Presentation
50%	Projects: (Midterm and Final project). No single assignment shall be more than 30% of total grade.
100%	Total

VII. **Sample Assignments:**
Assignment 1: Calendar Creation: In this assignment, students will document every moment of every hour for ONE WEEK of their life. Students will bucket these events into three categories Immovable, Moveable, and Fun. While the aks is ridiculous and over-the-top, students are asked to embrace an experimenters mindset to learn about themselves, their digital habits, how to effectively schedule time using a tool, and ways they can improve their own time management. Students are then asked to make connections between personal time management and project management.
Assignment 2: Project Proposal : Write a project proposal as part of a client-based, in-class project. Interview the client to establish the project goals and objectives. Based on that project, write a detailed project proposal. Include a project description, objectives, schedule, tasks, resources, skills, and cost. Present project proposal back to client and receive feedback. Assignment 2: Create a project schedule based on a provided project brief.Based on the provided project brief, create an outline of key design milestones. Within each milestone provide a description of work, assign the types of designers needed, major deliverables, estimated time, and cost.

VIII. **Student Learning Outcomes:**
1. Students will be able to communicate their design brief response to relevant stakeholders through presentations and written documentation, based on clarity, persuasiveness, and audience engagement.
2. Students will utilize Project Management tools and tactics to accurately manage project expectation, collaborate with clients, and clearly articulate design processes and outcomes through a variety of communication methods.
3. Students will demonstrate a comprehensive knowledge of different design development processes such as agile, kanban, or waterfall methodologies

IXD 410 Distance Education Application

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

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion	Scheduled “class hours” where students can ask questions of the professor or of each other. These discussions will be recorded and contain written files or captioned (or a combination of both)	20.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	50.00%
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	20.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the

semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Discussion	Weekly questions regarding lecture, readings, or exercises, posted to discussion thread. Students must answer thoroughly, thoughtfully and comment on other students' posts.
20.00%	Projects	Students complete multiple projects. Assessment criteria based on the objectives for the project.
15.00%	Quizzes	Completion of weekly multiple choice questions based on lecture notes and readings.
25.00%	Final Project	Students complete a final project. Assessment criteria based on the objectives for the project.
20.00%	Assignments	Completion of weekly assignments and assessment based on objectives for the assignment.
5.00%	Participation	Assessed by completion of student "introduction" in Discussion section and giving feedback on other students' work, completion of online orientation survey, creation of class blog to post work.

4. Instructor's Technical Qualifications:
The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course Objective:
Effectively conduct field research to formalize an analysis and develop solutions through creative concepts

Sample Assignment:
As an individual or as part of a team, students will interview stakeholders as part of project kick-off. Students will then use a variety of design research techniques and methods to understand the audience and their needs. Based on this research, students will then design an end-to-end user experience complete with detailed interaction flows to create a prototype. These prototypes will then be tested with users. Finally, students will speak the language of community sector stakeholders to successfully communicate and demonstrate the value of the proposed design solutions.

Online Process:
Students will read and listen to lectures/demonstrations, which are posted in the online course. Handouts shall be accessible and the videos shall have transcripts.

Students will complete assignment from their computers using techniques in these lectures/demonstrations. Feedback from the instructor and other students will be done periodically to assure understanding and mastery of the skill. This will be done through discussion boards, written/audio/video feedback on assignments from the professor, peer review, and conferencing tools.

Students will collaborate through online conferencing tools such as Zoom breakout rooms and via online chat to share work and receive feedback.

In addition, final projects will be documented through the creation of a case study and submitted to the online course. Instructors will aim to provide feedback within a week and grades will be posted shortly thereafter.

Substantial Change: INTERACTION DESIGN 460, Programming Design Systems

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	IXD 360

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
This course allows students to explore the methods and approaches to high-level prototyping of digital systems. Situated on the intersection of computer graphics programming and interactive systems design, this class teaches students to analyze interactive systems, evaluate their components, and strategize their customization and improvement. Students will create their own programmed interactive graphical systems, collect, store and visualize data, and evaluate opportunities for other applications of computer graphics technologies in interactive digital systems.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Coding Art, Yu Zhang, Apress © 2021, ISBN: 978-1484262634

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Develop functional prototypes of interactive graphics systems using contemporary computer programming paradigms
2. Create design system prototypes incorporating components for data collection, storage and presentation
3. Explain different representational models for binary computer data and their application in design of various media.
4. Analyze existing examples of interactive design systems and identify a set of technologies used to create them
5. Evaluate design tasks and recommend appropriate set of tools and technologies for their completion
6. Analyze a design brief and select the most appropriate method of responding to it.
7. Contribute to design critiques and discussions.
8. Create and deliver presentations that communicate their intent and accomplishments within the scope of a design project.

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:
1. Work effectively with git version control systems

IV. **Methods of Presentation:**
Critique, Experiments, Group Work, Lab, Lecture and Discussion, Observation and Demonstration

IVb. **Arranged Hours Instructional Activities:**
Online instructor-provided resources, Other Methods: Build understanding of how to work with Arduino and other creative technology through video materials and instructor online resources.

V. **Course Content**

% of Course	Topic

25.000%	Creating components of a design system in computer code
25.000%	Application of digital systems for creative work
25.000%	Collecting, storing and displaying user data
15.000%	History and fundamental principles of electronic computers
10.000%	Presentations and critiques of assignments, and projects.
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation
30%	Class Work
20%	Projects
30%	Final Project
100%	Total

VII. **Sample Assignments:**

Assignment 1: Create a system capable of collecting data from your environments (temperature and lights in your room, how many times you open and close your door, how often your pet comes to a feeding bowl, etc.) using sensors connected to a networked microcontroller. Collect and store this data in a cloud-based database over the course of one week. Enable access to this database from your custom Web-based application and visualize this data observing cognitive, aesthetic and usability principles.

Assignment 2: Create an application that would simulate an existing natural system - look at physics, biology, and other natural sciences for good examples. Start with the environment - where is the system situated? What are the forces the environment might exert on the system? Examine the agents in the system, their relationships to each other and the environment they are in. Then look at how this system would develop over time. What are the rules that you are going to come up with, what are the parameters you are going to feed into them and what effect will the changes have on the development of the system.

VIII. **Student Learning Outcomes:**

1. Students will evaluate methods and approaches to programming interactive graphics and determine the appropriate response for a given design brief.
2. Students will design and implement high-fidelity prototypes of interactive graphics systems

IXD 460 Distance Education Application

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

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will

promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	50.00%
Videos	Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium.	30.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Presentations	Using a rubric students will present their work to the instructor and the other students for feedback and discussion. Feedback will be provided within a week of a publication date.
10.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
10.00%	Class Exercises	Students will work together or individually on small skill building exercises directly related to the class topic of the week. The requirements for the deliverables will be posted online and

		available for review a week before submissions are due. Instructor shall review and grade the submissions within a week.
60.00%	Projects	Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class. No single assignment shall be more than 30% of the total grade.

4. Instructor's Technical Qualifications:
The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course Objective:
Use creative technologies to make interactive physical and spatial prototypes and concepts that use non-screen-based gestures, behaviors, and affordances.
Sample Assignment:
Create a prototype of a visual interactive systems utilizing input and output modes in Processing, input and output modes in Arduino and a serial connection between them. Use the taxonomy of prototypes suggested in "What do Prototypes Prototype?" reading assignment to help you identify the question that you're trying to prototype in your project.
Online Process:
Students will read or listen to lectures and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. They will follow along the coding demonstrations available in the videos from their own computer. Discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. Students will be able to initiate their own discussion to allow them to ask pertinent questions. This is accomplished through discussion boards or conferencing tools. In addition, the final project is to be documented by uploading it to a video streaming service and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Substantial Change: INTERACTION DESIGN 470, Interaction Design Senior Studio

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:	1.00
Arranged:	2.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	IXD 430
Pre/Corequisite(s):	IXD 410

Rationale
The course is proposed as a part of the program-wide update of the curriculum for the Bachelor's Degree in Interaction Design at Santa Monica College.

I. **Catalog Description**
This is a capstone course where students work individually to build on the knowledge and skills they acquired in earlier course work. The course is organized around an independent project that requires students to explore various design concepts and alternatives as well as explore recent practices, tools, and systems that may be related to the project. Students will design and produce a prototype that they will then share with industry professionals as part of a presentation. Considering the pace of the development of the project, this requires students to engage in a considerable amount of independent learning.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. You Need a Manifesto: How to Craft Your Convictions and Put Them to Work, Charlotte Burgess-Auburn (Author), Stanford d.school (Author), Ten Speed Press © 2022, ISBN: 978-1984858061
2. Experiments in Reflection: How to See the Present, Reconsider the Past, and Shape the Future, Leticia Britos Cavagnaro (Author), Stanford d.school (Author), Ten Speed Press © 2023, ISBN: 978-1984858108
3. Design Portfolios: A Recruiter's View, Mark W. Smith (Author), Wiley © 2023, ISBN: 978-1394150465
4. Unreasonable Hospitality: The Remarkable Power of Giving People More Than They Expect, Will Guidara (Author), Optimism Press © 2022, ISBN: 978-0593418574

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Apply prior UX/interaction design knowledge to designing and implementing solutions to design problems while considering multiple constraints.
2. Evaluate design concepts and alternatives.
3. Gather design research.
4. Identify and assess tools and practices for solving given problems.
5. Analyze quality for each iteration of the project.
6. Demonstrate competency with deadline driven projects in an independent setting.
7. Create solutions to project management issues, such project scheduling, time management, establishing project milestones, and executing on final deliverables.
8. Produce design presentations to a range of audiences, including peers and industry professionals.
9. Compose techniques for effective written communication for a range of purposes (user research, design documentation, storyboards, etc.)

IIIb. **Arranged Hours Objectives:**
Upon completion of this course, the student will be able to:

1. Produce a professional design presentation responding to the design brief as part of a team.

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

IVb. **Arranged Hours Instructional Activities:**
Online instructor-provided resources, Other Methods: Build skill set in making professional presentations through video materials and instructor online resources.

V. **Course Content**

% of Course	Topic
25.000%	Final Capstone Presentation
10.000%	Case Study SMC site
10.000%	Case Study Personal site
25.000%	In-Class Assignments
25.000%	Homework
5.000%	Reflection
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
50.00%	Critiques
50.00%	Team Exercises
100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation
50%	Group Projects Final Project
20%	Projects
20%	Research Projects
100%	Total

VII. **Sample Assignments:**
Assignment 1: Project Discovery Through Self Discovery : In order for you students to identify a capstone directions, they will have to be willing to do a bit of “discovery” work in the beginning. In this assignment, students reflect back on the things that bring them joy when they were young. In addition, students are asked to identify what brings them inspiration, what activities they find exciting, and topics they love to talk about—and collect imagery that represents them. Then using words, pictures or other media, students express this on a box given to them in class. Students will then be asked to share their box with a small group of classmates with the goal experience the “Aha!” moment from their team. These reactions will help clarify what part of their story resonates with an audience.
Assignment 2: Presentation : Based on an self-identified project direction, students will produce a final presentation to industry partners. Students should be able to articulate the personal reasons why they chose this project as well as how this projects positions them professionally as an interaction designer. As par of this presentation, students can share research insights, user experience documentation, design concepts, prototyping outcomes, project milestones, and next steps.

VIII. **Student Learning Outcomes:**
1. Students will be able to communicate their design brief response to relevant stakeholders through presentations and written documentation, based on clarity, persuasiveness, and audience engagement.
2. Students will be able to evaluate a complex design problem and justify a design solution to a group of industry professionals.

3. Students will employ design thinking methodology that conceptualizes, researches, analyzes, designs, prototypes and iterates to develop a design solution relavant to the design problem.

IXD 470 Distance Education Application

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

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom. Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board. Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.	10.00%
Online Lecture	Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.	30.00%
Videos	Demonstrations of specific modeling of sketching or other skills for class. Videos shall be captioned.	30.00%
Class Debate	This is a class-led project where students will form affinity groups based on specific topics. Collaboration—via groups or breakout rooms—will be central as all teams work towards a shared goal of designing an experience.	20.00%
Project Presentation	Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.	10.00%

2. Organization of Content:
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient

in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week. Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments:

% of grade	Activity	Assessment Method
50.00%	Presentations	Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations. No one assignment shall be worth more than 30%.
10.00%	Discussion Boards	Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.
20.00%	Class Exercises	Students will work together or individually on small skill building exercises such as sketch models or research. These exercises directly relate to the class topics and project. Images and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week.
20.00%	Projects	Students shall submit final portfolio pages for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications:
The instructor should be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity:
Course Objective:
Create a Grad Show for industry partners

Sample Assignment:
Project Management: Following a series of exercises to define what makes a Grad Show, students will self-select into affinity groups. These groups are responsible for delivery their specific aspect of the grad show. Examples include Marketing, Tech Considerations, Website Development, and Documentation. Using project management, each group is responsible for creating a task and delivery schedule.

Online Process:
Students will read or listen to lectures and demonstrations, which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts.

Then they will draft their work from their computers using the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project plan is to be documented by scanning and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Santa Monica College
Program Of Study
Acute Care Nurse Assistant Certificate of Completion (Noncredit)

This noncredit certificate is intended for students who are certified nurse assistants seeking employment in the acute care setting. The Acute Care Nursing Assistant (ACNA) has a companion lab/corequisite Health 990. The Acute Care Nurse Assistant course provides comprehensive training tailored to the unique demands of working in acute care settings. This course builds upon the foundational principles covered in the Nurse Assistant Pre-Certification Foundational Training and Health program, with a focus on addressing the unique challenges and responsibilities encountered in an acute care setting. Areas covered are medical and surgical patient care, oncology, orthopedics, obstetrics, and maternal-child care found in diverse patient populations. Through a combination of classroom instruction, lecture, hands-on practical exercises, and demonstrations, students will gain skills and knowledge in patient care areas with a major focus on diverse patient care, vital signs monitoring, infection control protocols, emergency response procedures, and patient communication techniques.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for acute care nurse assistant 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. At the completion of the program, students will be able to: a. provide basic care to patients in a variety of acute care settings b. communicate and interact effectively with patients and their families, with sensitivity to the psychosocial needs of the hospitalized patient or urgent care patient. c. assist patients in the acute care setting to attain maximal health. d. protect, support and promote the rights of acute care patients. e. provide safety and preventive measures in the care of patients. f. function effectively as a member of the interdisciplinary health care team in the acute care setting.

Required Courses

HEALTH 989 Acute Care Nurse Assistant
HEALTH 990 Acute Care Nurse Assistant Lab

Santa Monica College
Program Narrative
Acute Care Nurse Assistant Certificate of Completion (Noncredit)

Program Goals and Objectives:

This noncredit certificate is intended for students who are certified nurse assistants seeking employment in the acute care setting. The Acute Care Nursing Assistant (ACNA) has a companion lab/corequisite Health 990. The Acute Care Nurse Assistant course provides comprehensive training tailored to the unique demands of working in acute care settings. This course builds upon the foundational principles covered in the Nurse Assistant Pre-Certification Foundational Training and Health program, with a focus on addressing the unique challenges and responsibilities encountered in an acute care setting. Areas covered are medical and surgical patient care, oncology, orthopedics, obstetrics, and maternal-child care found in diverse patient populations. Through a combination of classroom instruction, lecture, hands-on practical exercises, and demonstrations, students will gain skills and knowledge in patient care areas with a major focus on diverse patient care, vital signs monitoring, infection control protocols, emergency response procedures, and patient communication techniques.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for acute care nurse assistant 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. At the completion of the program, students will be able to: a. provide basic care to patients in a variety of acute care settings b. communicate and interact effectively with patients and their families, with sensitivity to the psychosocial needs of the hospitalized patient or urgent care patient. c. assist patients in the acute care setting to attain maximal health. d. protect, support and promote the rights of acute care patients. e. provide safety and preventive measures in the care of patients. f. function effectively as a member of the interdisciplinary health care team in the acute care setting.

Catalog Description:

This noncredit certificate is intended for students who are certified nurse assistants seeking employment in the acute care setting. The Acute Care Nursing Assistant (ACNA) has a companion lab/corequisite Health 990. The Acute Care Nurse Assistant course provides comprehensive training tailored to the unique demands of working in acute care settings. This course builds upon the foundational principles covered in the Nurse Assistant Pre-Certification Foundational Training and Health program, with a focus on addressing the unique challenges and responsibilities encountered in an acute care setting. Areas covered are medical and surgical patient care, oncology, orthopedics, obstetrics, and maternal-child care found in diverse patient populations. Through a combination of classroom instruction, lecture, hands-on practical exercises, and demonstrations, students will gain skills and knowledge in patient care areas with a major focus on diverse patient care, vital signs monitoring, infection control protocols, emergency response procedures, and patient communication techniques.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate competency in the knowledge, skills, and abilities essential for acute care nurse assistant 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. At the completion of the program, students will be able to: a. provide basic care to patients in a variety of acute care settings b. communicate and interact effectively with patients and their families, with sensitivity to the psychosocial needs of the hospitalized patient or urgent care patient. c. assist patients in the acute care setting to attain maximal health. d. protect, support and promote the rights of acute care patients. e. provide safety and preventive measures in the care of patients. f. function effectively as a member of the interdisciplinary health care team in the acute care setting.

Program Requirements:

Required Courses
HEALTH 989 Acute Care Nurse Assistant
HEALTH 990 Acute Care Nurse Assistant Lab

Master Planning:

The Acute Care Nursing Assistant 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 need for Acute Care Nursing Assistants is currently high and expected to increase in the future. The majority of students are likely to finish their Acute Care Assistant training, and disadvantaged individuals may find it relatively accessible to meet the academic criteria for this training. Those who complete the Acute Care Assistant program can enhance their employment prospects in the healthcare sector by combining it with other short-term training courses. Hospitals stand to gain significant advantages by employing Acute Care Nurse Assistants, as the coursework equips them with the essential skills, knowledge, and abilities required for acute care roles.

Santa Monica College can:

- offer and encourage students in the Acute Care Nurse Assistant program to participate in this short term program to achieve job placement in the acute care setting. Anecdotal evidence suggests this can improve their job opportunities and wages.
- partner with hospitals to create acute care assistant apprenticeships or extended programs that offer ways for acute care 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.

Enrollment and Completer Projections:

The plan is to enroll 50 students in this program yearly.

Place of Program in Curriculum/Similar Programs:

Santa Monica College presently provides a certified nurse aid licensing course concentrating on long-term care residents. The acute certified nurse assistant program expands upon the foundational skills and knowledge acquired in this initial training, preparing individuals with the essential skills, knowledge and abilities necessary to be successfully employed in the acute care settings.

Similar Programs at Other Colleges in Service Area:

Los Angeles County has a limited number of community colleges that offer acute care nurse assistant courses.

Santa Monica College
Program Of Study
Biotechnology Associate in Science (AS)

Biotechnology is the union of fundamental biology, engineering, and technology that results in the development of products that have economic benefit and the potential to improve society and the environment. The life sciences/biotechnology sector has remained resilient after emerging from the height of the COVID-19 pandemic, with the Los Angeles region generating $60.8 billion in economic activity during that time and hosting more than 1,000 life science innovation companies. It is projected that 16,000 technical jobs will be added to this rapidly growing sector by 2025. The acceleration of the widening supply-and-demand gap, along with the need for highly skilled technicians, emphasizes the necessity to prepare students to become the next generation of highly skilled workers in this dynamic sector. The stackable Biotechnology Certificate and AS Degree Program focusing on cell science and immunological testing will align academic offerings with industry needs and students will be trained in a curriculum that focuses on essential knowledge, state-of-the-art technical skills, and industry-required soft skills. Students will also receive an introduction to nanobiotechnology concepts and their applications in the biomedical, cell therapy, and immunological testing industries.

Program Learning Outcomes:
Upon completion of this program, students will demonstrate knowledge of the broad scope of the biotechnology industry as well as the structure of a company and the importance of project management, workflow, and ethical practices. Students will also be able to describe and perform foundational molecular biology techniques that include quantifying, manipulating, and purifying biological molecules. Students will be able to demonstrate and articulate the importance of aseptic techniques for maintaining and cryopreserving eukaryotic cells as well as perform advanced cellular and immunological techniques to assess and characterize cells and biomolecules. Students will articulate the major advancements and challenges impacting the nanobiotechnology field; describe nanoscience applications in molecular, medical, and environmental contexts; and apply foundational knowledge of chemistry to understand nanomaterial interactions and their impact on the environment. Through these cumulative laboratory experiences, students will be able to apply the scientific method to design controlled experiments and perform data analysis and graphing skills to generate quality figures. Also, students will demonstrate their technical knowledge of the different types of documents and records used in a regulatory environment and communicate novel scientific findings through written and oral communication. Finally, students will become aware of equipment and laboratory space modifications that will promote inclusivity and accommodations for scientists living with disabilities.

BIOL 30[DE] Fundamentals of Biotechnology 1	5.0
BIOL 31 Fundamentals of Biotechnology 2: From Genes to Proteins	5.0
BIOL 32 Cell Culture Methods & Techniques	4.0
BIOL 33 Immunoassay Methods	4.0
BIOL 34 Science Communication for Regulated Environments	3.0
BIOL 35 Nanobiotechnology	3.0
BIOL 36 Quality Control and Assurance	3.0
BIOL 90B Life Science Internship	2.0
MCRBIO 1[DE] Fundamentals of Microbiology	5.0
CHEM 10 Introductory General Chemistry	5.0
CHEM 11[DE] General Chemistry I	5.0
MATH 54[DE] Elementary Statistics	4.0
ENGL 1[DE] Reading and Composition 1	3.0
ENGL 2[DE] Critical Analysis and Intermediate Composition	3.0

Total: 54.0

Santa Monica College
Program Narrative
Biotechnology Associate in Science (AS)

Program Goals and Objectives:

Biotechnology is the union of fundamental biology, engineering, and technology that results in the development of products that have economic benefit and the potential to improve society and the environment. The life sciences/biotechnology sector has remained resilient after emerging from the height of the COVID-19 pandemic, with the Los Angeles region generating $60.8 billion in economic activity during that time and hosting more than 1,000 life science innovation companies. It is projected that 16,000 technical jobs will be added to this rapidly growing sector by 2025. The acceleration of the widening supply-and-demand gap, along with the need for highly skilled technicians, emphasizes the necessity to prepare students to become the next generation of highly skilled workers in this dynamic sector. The stackable Biotechnology Certificate and AS Degree Program focusing on cell science and immunological testing will align academic offerings with industry needs and students will be trained in a curriculum that focuses on essential knowledge, state-of-the-art technical skills, and industry-required soft skills. Students will also receive an introduction to nanobiotechnology concepts and their applications in the biomedical, cell therapy, and immunological testing industries.

Program Learning Outcomes:
Upon completion of this program, students will demonstrate knowledge of the broad scope of the biotechnology industry as well as the structure of a company and the importance of project management, workflow, and ethical practices. Students will also be able to describe and perform foundational molecular biology techniques that include quantifying, manipulating, and purifying biological molecules. Students will be able to demonstrate and articulate the importance of aseptic techniques for maintaining and cryopreserving eukaryotic cells as well as perform advanced cellular and immunological techniques to assess and characterize cells and biomolecules. Students will articulate the major advancements and challenges impacting the nanobiotechnology field; describe nanoscience applications in molecular, medical, and environmental contexts; and apply foundational knowledge of chemistry to understand nanomaterial interactions and their impact on the environment. Through these cumulative laboratory experiences, students will be able to apply the scientific method to design controlled experiments and perform data analysis and graphing skills to generate quality figures. Also, students will demonstrate their technical knowledge of the different types of documents and records used in a regulatory environment and communicate novel scientific findings through written and oral communication. Finally, students will become aware of equipment and laboratory space modifications that will promote inclusivity and accommodations for scientists living with disabilities.

Catalog Description:

Biotechnology is the union of fundamental biology, engineering, and technology that results in the development of products that have economic benefit and the potential to improve society and the environment. The life sciences/biotechnology sector has remained resilient after emerging from the height of the COVID-19 pandemic, with the Los Angeles region generating $60.8 billion in economic activity during that time and hosting more than 1,000 life science innovation companies. It is projected that 16,000 technical jobs will be added to this rapidly growing sector by 2025. The acceleration of the widening supply-and-demand gap, along with the need for highly skilled technicians, emphasizes the necessity to prepare students to become the next generation of highly skilled workers in this dynamic sector. The stackable Biotechnology Certificate and AS Degree Program focusing on cell science and immunological testing will align academic offerings with industry needs and students will be trained in a curriculum that focuses on essential knowledge, state-of-the-art technical skills, and industry-required soft skills. Students will also receive an introduction to nanobiotechnology concepts and their applications in the biomedical, cell therapy, and immunological testing industries.

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Finally, students will become aware of equipment and laboratory space modifications that will promote inclusivity and accommodations for scientists living with disabilities.

Program Requirements:

BIOL 30[DE] Fundamentals of Biotechnology 1	5.0
BIOL 31 Fundamentals of Biotechnology 2: From Genes to Proteins	5.0
BIOL 32 Cell Culture Methods & Techniques	4.0
BIOL 33 Immunoassay Methods	4.0
BIOL 34 Science Communication for Regulated Environments	3.0
BIOL 35 Nanobiotechnology	3.0
BIOL 36 Quality Control and Assurance	3.0
BIOL 90B Life Science Internship	2.0
MCRBIO 1[DE] Fundamentals of Microbiology	5.0
CHEM 10 Introductory General Chemistry	5.0
CHEM 11[DE] General Chemistry I	5.0
MATH 54[DE] Elementary Statistics	4.0
ENGL 1[DE] Reading and Composition 1	3.0
ENGL 2[DE] Critical Analysis and Intermediate Composition	3.0
	Total:54.0

Master Planning:

The program has been developed and designed to meet many of the goals outlined in the Chancellor's Office Vision for Success, which also align with the mission and goals of the college. The curriculum that has been developed and put forth will provide students with opportunities to transfer to a biomanufacturing bachelor's program offered within the CCC system and to join the rapidly growing biotechnology workforce to obtain in-demand jobs. Once launched, this program will allow students to earn stackable certificates and an associate degree. In addition, the AS degree can be obtained in fewer than 70 units. Moreover, this program was designed to be an equity-centered and inclusive program that puts student success first. The infusion of metacognitive and executive functioning strategies into the curriculum will play an important role in providing students with unique ways to engage in a meaningful way with the curriculum while developing the requisite soft-skills desired by industry. This unique approach for improving student learning outcomes and retention rates, will hopefully result in a reduction in equity gaps, especially for students from traditionally underrepresented groups. Additionally, the incorporation of disability awareness and general techniques to operationalize inclusivity into laboratory spaces into the curriculum will prepare students to serve as advocates, ambassadors, and allies for scientists living with disabilities and/or who identify as an individual from a historically marginalized ethnic/racial, gender, or socioeconomic group.

Enrollment and Completer Projections:

The biotechnology workforce is a growing and dynamic industry that is the catalyst for innovation in multiple fields such as healthcare, military defense, agriculture, and bio-renewables/environmental stewardship. Major regional economic forecasts have projected a broadening gap between supply and demand of technicians in this industry as well as a gap in diversity of the workforce. Santa Monica College (SMC) is located in the center of an emerging biotechnology/cell science hub. To leverage these favorable circumstances while narrowing the technician supply and diversity gaps that have become exacerbated during the COVID-19 pandemic era, the leadership team is proposing a plan to develop and implement a biotechnology technician education program consisting of two stackable certificates that will focus on cell science and immunoassay techniques. The emphasis is on expanding access to employment opportunities for traditionally under-represented populations within the Los Angeles area while re-imagining the technical education and diversity culture of the biotechnology industry. Based on this overarching goal, the objectives of the proposed stackable Biotechnology certificate program focusing on cell science and immunoassay technologies will: 1) support the rapid growth of biotechnology industries in Santa Monica and West Los Angeles while influencing the economic impact of Southern California, 2) expand outreach, recruitment, and retention efforts of students from traditionally untapped pools of talent and communities, and 3) grow a diverse and talented workforce while narrowing the training, mentorship, and employment equity gaps associated with the life science/biotechnology industry in California. This equity-centered and inclusive biotechnology technician education program has the potential to serve as a replicable model for how to advance diversity and inclusion in programs that focus on life science/biotechnology technician education.

Place of Program in Curriculum/Similar Programs:

At present, there are not any related programs that fall under the 4300 TOP CODE at SMC; they are all pending approval for launch in fall 2024.

Similar Programs at Other Colleges in Service Area:

There are eleven community colleges within the Greater Los Angeles Region that offer Biotechnology degrees and certificates. Various colleges specialize in a different focus related to the broad field of biotechnology. These special interests include: Chemical Technology, Research & Discovery, Fermentation, Agricultural Biotechnology, Cell Culture, Stem Cells, Biomanufacturing. The eleven colleges are listed below.

- Los Angeles Pierce College
- Los Angeles Valley College
- Los Angeles Mission College
- Citrus College
- Los Angeles Trade Technical College
- Compton College
- El Camino College
- Pasadena City College
- Rio Hondo College
- Glendale Community College
- East Los Angeles College

Meeting Minutes

Members in Attendance: Brendan Rayhan Amer, Tom Chen, Andria Denmon, Wendie Johnston, Mabel Pang, Tricia Ramos (Supervising Dean), Damon Tighe, Navija Watson

I. Call to Order & Approval of the Agenda

a) Meeting called to order at 9:04 AM-PST

b) Approval of the agenda

i) Motion: Navija Watson

ii) Second: Tom Chen

II. Roll Call & Introductions

a) Quorum was reached with four of five voting members in attendance.

III. Action Items

a) **Overview of program mission & vision (15 min.)**

i) Andria Denmon provided an overview of the economic landscape and projected job growth related to the life sciences/biotechnology sector in Los Angeles County. She also reviewed the major goals related to the creation of the program; recruitment of students; and retention and training of the students. Discussion of current and pending funding was also addressed.

ii) Brendan Amer inquired about current equipment and Andria D. mentioned that over $50,000 in lab equipment had been donated by board member, Michael Moritz, along with two laminar flow biosafety cabinets from Pasadena City College.

b) **Review of curriculum & program maps (35 min.)**

i) Andria D. provided an overview of the timeline to complete the stackable biotechnology certificates and associate degree.

ii) Discussion regarding the possibility of CHEM 19 as a second chemistry option was initiated by full-time faculty from the Life Science Department in attendance. Upon further discussion and review of the curriculum pathway, the board decided that CHEM 19 would not be an acceptable option for students continuing with the associate degree. Further discussion regarding CHEM 19 as an option for the stackable certificates will be tabled until the next meeting.

iii) The board felt that a concurrent designation of the Fundamentals of Biotechnology 2: From Genes to Proteins, for the Immunoassay course would put students at a disadvantage since they might not have covered the appropriate content needed to understand protein interactions. Therefore, the board voted unanimously to remove the concurrent designation.

iv) Andria D. asked if the board felt that we should include a Quality Control/Quality Assurance course as part of the associate degree pathway.

(1) Wendie Johnston felt that incorporating QA/QC into the courses would be sufficient for the stackable certificate, but that a course would be appropriate for students on the degree path. Wendie J. also indicated that having this type of course would pull in different types of students into the program.

(2) Nevija W. felt that a QA/QC course was essential. Brendan A. and Damon Tighe echoed this sentiment.

(3) The board voted unanimously to incorporate a QA/QC course into the associate degree pathway.

v) Andria D. mentioned that the work-based study course would include technical writing and communication as well as the completion of an independent project designed by their industry mentor and that the nanobiotechnology course would be a seminar style course with invited speakers that would cover nanotechnology applications used in the cell science and immunoassay fields.

vi) Upon completing the presentation of the certificate and degree pathways, the board voted unanimously in support of the courses and the proposed pathway.

vii) Dean Ramos asked about validation of skills through certification as well as multiple avenues for students to start, stop, and catch back up on the pathway.

(1) Damon T. mentioned multiple options for credential exams to validate skills, which were BACE and ECSI. Both are grant-funded (soft money), while Wendie mentioned the BIOCOM/Grifols, Biotility, and a credentialling program through a Nebraska institution.

viii) Yvonne Ortega, curriculum representative from the Life Sciences department, noted that a UC/CSU social science course would need to be added to fulfil the transfer requirements. This would include psychology or sociology.

ix) Wendie J. mentioned that 20% of students in CCC biotechnology programs already have a degree and that the average age is 32. Therefore, it is important to keep in mind that transferring may not be every student's intended goal.

c) **Equipment & facilities review (20 min.)**

i) Andria D. reviewed the equipment that was to be purchased through the budgeted Strong Workforce Program grant. The board found the planned equipment to be acceptable. Andria D. asked if a mechanical stage was necessary on the inverted microscope. The board felt that if students were receiving experience on a microscope with a mechanical stage, it would not be necessary to include one on the inverted microscope. The board also felt that the ThermoFisher NanoDrop One was the most prevalent UV/VIS microspectrophotometer in an industry setting. Based on these recommendations the project leads will purchase the ThermoFisher NanoDrop One and the inverted microscope without a mechanical stage.

d) **Work-based study/internship model (20 min.)**

i) Andria D. asked what type of mentorship structure should be considered to ensure that our students have the best internship experience.

(1) Damon T. mentioned e-mentoring, which is a structured, long-term mentoring program.

(2) David Hall from workforce development: business relations and career development, mentioned the LinkedIn tool to connect students to industry, jobs, and additional internships. He also can facilitate industry tours.

ii) Discussion on the internship model will continue at the next meeting.

iii) Faculty externships were discussed and Amgen, BioRad, and Kite would be willing to facilitate and support externships. Amgen and BioRad have externship models in place, while Kite would need to establish an official program or opportunity.

e) **Funding & opportunities for special populations (20 min.)**

i) Tom C. discussed the plans to work closely with Austin City College and InnovATE*BIO* to support disabled students in biotech. Brendan A. mentioned that Amgen is committed to

these types of initiatives and that contacting the diversity coordinators within the companies would help to facilitate getting students into internships.

ii) It was suggested that Veterans also be included in the list of special populations the program wishes to support. In response, Andria D. said that multiple attempts were made to reach out to the Veteran's Resource Center but there was no immediate response. Additional attempts will be made to ensure that the Veteran population is included.

IV. Comments

i) *Dean Ramos brought up the discussion of pathway development and alignment for high school/pre-college students. She mentioned that outreach is an important key, but to also consider dual enrollment and a high school/pre-college cohort path. This can be achieved by offering some of the courses at the high school.

*Dean Ramos's comments were initiated while the meeting was in session but due to technical difficulties, her comments were completed after the meeting was adjourned. Her comments have been added to the minutes in their entirety to complete what she intended to say while the meeting was in session.

V. Adjournment

a) Meeting adjourned at 10:27 AM-PST

Labor Market Analysis: 0430.00/Biotechnology and Biomedical Technology
Biotechnology: Cell/Tissue Culture and Immunoassay Technology
Cell and Gene Therapy Technician
Certificate requiring 16 to fewer than 30 semester units; Certificate requiring 30 to fewer than 60 semester units; Associate of Science (A.S.) degree
Los Angeles Center of Excellence, February 2023

Summary

Program Endorsement:	**Endorsed: All Criteria Met** ☒	**Endorsed: Some Criteria Met** ☐	**Not Endorsed** ☐

Program Endorsement Criteria		
Supply Gap:	Yes ☑	No ☐
Living Wage: (Entry-Level, 25th)	Yes ☑	No ☐
Education:	Yes ☑	No ☐
Emerging Occupation(s)		
Yes ☐		No ☑

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

- ***Biological Technicians* (19-4021)** Assist biological and medical scientists. Set up, operate, and maintain laboratory instruments and equipment, monitor experiments, collect data and samples, make observations, and calculate and record results. May analyze organic substances, such as blood, food, and drugs.[1]
- ***Clinical Laboratory Technologists and Technicians* (29-2018)** This occupation includes the 2018 SOC occupations: Medical and Clinical Laboratory Technologists (29-2011) and Medical and Clinical Laboratory Technicians (29-2012).[2]
    - ***Medical and Clinical Laboratory Technologists* (29-2011)** Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff.
    - ***Medical and Clinical Laboratory Technicians* (29-2012)** Perform routine medical laboratory tests for the diagnosis, treatment, and prevention of disease. May work under the supervision of a medical technologist.

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[3] Although the occupations in this report typically require a bachelor's degree,

[1] Biological Technicians : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)
[2] Clinical Laboratory Technologists and Technicians : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)
[3] The COE classifies middle-skill jobs as the following:
- All occupations that require an educational requirement of some college, associate degree or apprenticeship;

they are considered middle-skill because approximately one-third of workers in the field have completed some college or an associate degree. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

Based on the available data, there appears to be a supply gap for these two biomedical technician occupations in the region. Furthermore, the majority of annual openings in LA County have entry-level wages that exceed the self-sufficiency standard wage, and more than one-third of current workers in the field have completed some college or an associate degree. **Therefore, due to all the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:

- ***Supply Gap Criteria –*** Over the next five years, **1,297 jobs are projected to be available annually** in the region due to new job growth and replacements, **which is more than the three-year average of 233 awards conferred** by educational institutions in the region.
    - Over the past 12 months, there were **412 online job postings related to the occupations in this report that also listed one of the following skills: gene therapy, cell therapy and/or immunology.** The highest number of job postings were for research associates, laboratory assistants, medical laboratory technicians, laboratory technicians, and immunologists.
- ***Living Wage Criteria –*** Within Los Angeles County, the majority (78%) of annual job openings for these biomedical technician occupations have **entry-level wages <u>above</u> the self-sufficiency standard hourly wage** ($18.10/hour).[4]
- ***Educational Criteria –*** The Bureau of Labor Statistics (BLS) lists a **bachelor's degree** as the typical entry-level education for both occupations in this report.
    - However, the national-level educational attainment data indicates **between 37% and 40% of workers in the field have completed some college or an associate degree.**

Supply:

- There are **11 community colleges** in the greater LA/OC region that issue awards related to biomedical occupations, conferring an average of **174 awards annually** between 2018 and 2021.
- Between 2017 and 2020, there was an average of **59 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

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

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

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for these middle-skill biomedical occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 12% through 2026. There will be nearly 1,300 job openings per year through 2026 due to job growth and replacements.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[5]

Geography	2021 Jobs	2026 Jobs	2021-2026 Change	2021-2026 % Change	Annual Openings
Los Angeles	8,724	9,557	833	10%	868
Orange	3,577	4,251	674	19%	428
Total	**12,300**	**13,808**	**1,507**	**12%**	**1,297**

Wages

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

Los Angeles County

The majority (78%) of annual openings for middle-skill biomedical occupations have entry-level wages above the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $17.27 and $22.19. *Clinical laboratory technologists and technicians* have entry-level wages above the county's self-sufficiency standard: $22.19. Experienced workers can expect to earn wages between $29.02 and $37.93, which are higher than the self-sufficiency standard.

Exhibit 2: Hourly Earnings for Occupations in LA County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Biological Technicians (19-4021)	$17.27	$22.40	$29.02
Clinical Laboratory Technologists and Technicians (29-2018)	$22.19	$28.62	$37.93

Orange County

The majority (84%) of annual openings for these middle-skill biomedical occupations have entry-level wages above the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $18.18 and $23.25. *Clinical laboratory technologists and technicians* have entry-level wages above the county's self-sufficiency standard:

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

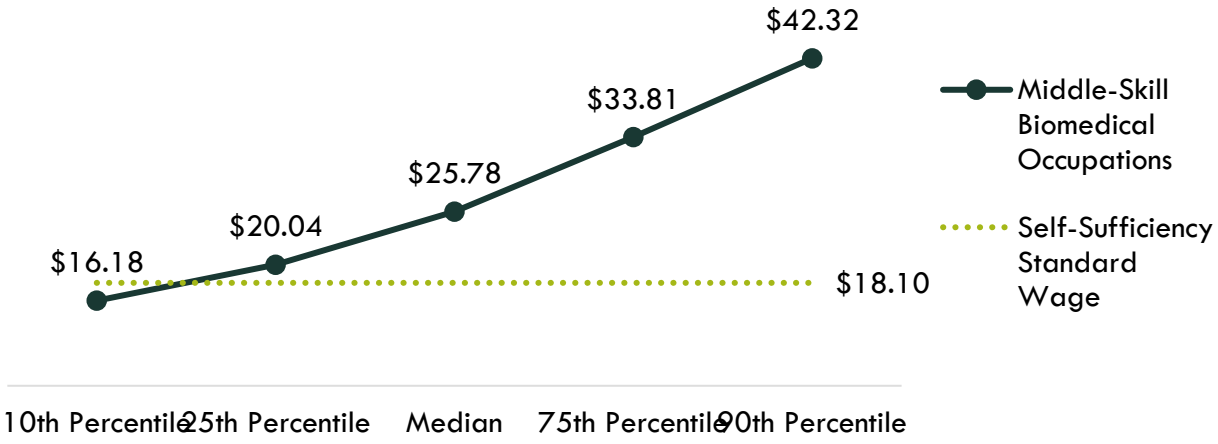
$23.25. Experienced workers can expect to earn wages between $29.87 and $39.39, which are higher than the self-sufficiency standard.

Exhibit 3: Hourly Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Biological Technicians (19-4021)	$18.18	$23.06	$29.87
Clinical Laboratory Technologists and Technicians (29-2018)	$23.25	$29.87	$39.39

On average, the entry-level earnings for the occupations in this report are $20.04; this is above the living wage for one single adult in Los Angeles County ($18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.

Exhibit 4: Average Hourly Earnings for Middle-Skill Biomedical Occupations in LA/OC



Job Postings

Over the past 12 months, there were 412 online job postings related to the occupations in this report that also listed one of the following skills: gene therapy, cell therapy and/or immunology. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (63%) were for *clinical laboratory technologists and technicians*, followed by *biological technicians* (37%). The highest number of job postings were for research associates, laboratory assistants, medical laboratory technicians, laboratory technicians, and immunologists. The top skills were immunology, microbiology, biology, chemistry, and cell cultures. The top three employers, by number of job postings, in the region were Prime Healthcare Services, Cedars-Sinai, and Gilead Sciences.

Exhibit 5: Job postings by occupation (last 12 months)

Educational Attainment

The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for both occupations in this report. However, the national-level educational attainment data indicates between 37% and 40% of workers in the field have completed some college or an associate degree. Of the 84% of related job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 35% (120) requested high school or vocational training, 12% (42) requested an associate degree, and 53% (185) requested a bachelor's degree.

Educational Supply

Community College Supply

Exhibit 6 shows the annual and three-year average number of awards conferred by community colleges in programs that have historically trained for the occupations of interest. The colleges with the most completions in the region are LA Mission, Pasadena, and Saddleback.

Exhibit 6: Regional community college awards (certificates and degrees), 2018-2021

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
0430.00	Biotechnology and Biomedical Technology	Citrus	19	8	5	11
		East LA	-	5	7	4
		LA Mission	21	37	17	25
		LA Trade-Tech	2	7	6	5
		Pasadena	18	24	32	25
		LA Subtotal	**60**	**81**	**67**	**69**
		Fullerton	18	18	13	16
		Irvine	25	33	14	24
		Santa Ana	11	10	5	9
		Santiago Canyon	11	8	9	9
		OC Subtotal	**65**	**69**	**41**	**58**
Supply Subtotal/Average			**125**	**150**	**108**	**128**
0955.00	Laboratory Science Technology	Mt San Antonio	2	1	5	3
		LA Subtotal	**2**	**1**	**5**	**3**
Supply Subtotal/Average			**2**	**1**	**5**	**3**

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
1205.00	Medical Laboratory Technology	Mt San Antonio	19	11	26	19
		LA Subtotal	**19**	**11**	**26**	**19**
		Saddleback	18	29	27	25
		OC Subtotal	**18**	**29**	**27**	**25**
		Supply Subtotal/Average	**37**	**40**	**53**	**43**
		Supply Total/Average	**164**	**191**	**166**	**174**

Non-Community College Supply

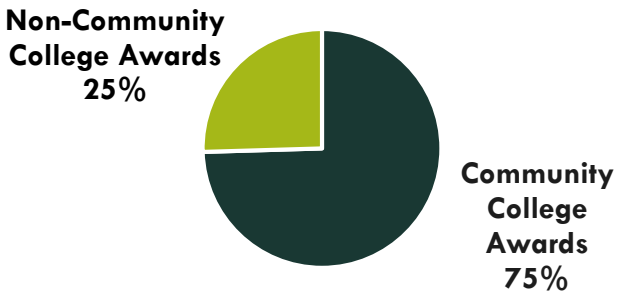
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for biomedical technician occupations. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent three-year period of available data is from 2017 to 2020. Between 2017 and 2020, non-community college institutions in the region conferred an average of 59 awards.

Exhibit 7: Regional non-community college awards, 2017-2020

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
15.0401	Biomedical Technology/ Technician	Southern California Institute of Technology	62	63	46	57
26.1104	Computational Biology	University of Southern California	-	-	7	2
		Supply Total/Average	**62**	**63**	**53**	**59**

Exhibit 8 shows the proportion of community college awards conferred in LA/OC compared to the number of non-community college awards for the programs in this report. Three out of four awards conferred in these programs are awarded by community colleges in the LA/OC region.

Exhibit 8: Community College Awards Compared to Non-Community College Awards in LA/OC Region, 3-Year Average



Appendix A: Occupational demand and wage data by county

Exhibit 9. Los Angeles County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Biological Technicians (19-4021)	1,160	1,332	172	15%	195	$17.27	$22.40	$29.02
Clinical Laboratory Technologists and Technicians (29-2018)	7,564	8,225	661	9%	673	$22.19	$28.62	$37.93
Total	**8,724**	**9,557**	**833**	**10%**	**868**	**-**	**-**	**-**

Exhibit 10. Orange County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Biological Technicians (19-4021)	407	467	61	15%	68	$18.18	$23.06	$29.87
Clinical Laboratory Technologists and Technicians (29-2018)	3,170	3,783	613	19%	360	$23.25	$29.87	$39.39
Total	**3,577**	**4,251**	**674**	**19%**	**428**	**-**	**-**	**-**

Exhibit 11. Los Angeles and Orange Counties

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
Biological Technicians (19-4021)	1,566	1,799	233	15%	264	Bachelor's degree
Clinical Laboratory Technologists and Technicians (29-2018)	10,734	12,009	1,274	12%	1,033	Bachelor's degree
Total	**12,300**	**13,808**	**1,507**	**12%**	**1,297**	**-**

Appendix B: Sources

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

For more information, please contact:

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

C·O·E
CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Los Angeles Regional Consortium
Program Recommendation Minutes
May 19, 2022
8:30 – 10:00 a.m.

Zoom Meeting
https://pasadena-edu.zoom.us/j/99493008099

Voting Members Present:

- Nick Real, Cerritos College
- Kimberly Mathews, Citrus College
- Lynell Wiggins (alternate), Compton College
- Kendra Madrid, East LA College
- Virginia Rapp, El Camino College
- Freddy Saucedo, Glendale College
- Armando Rivera-Figueroa, LA City College
- Priscilla Lopez (alternate), LA Harbor College
- Marla Uliana, LA Mission College
- Mon Khat, LA Pierce College
- Laura Perez, LA Southwest College
- Marcia Wilson, LA Trade-Tech College
- Brandon Hildreth, LA Valley College
- Gene Carbonaro, Long Beach City College
- Jennifer Galbraith, Mt. SAC
- Armine Derdiarian, Pasadena City College
- Mike Slavich, Rio Hondo College
- Patricia Ramos, Santa Monica College
- Tiffany Miller, West LA College

I. Call to Order

The Los Angeles Regional Consortium (LARC) Workforce Council Business Meeting was called to order at 8:34 a.m. by Dr. Narineh Makijan, Los Angeles Regional Consortium (LARC) Chair & AVP, Pasadena City College.

II. LA Workforce Council Roll Call

The roll call was completed by Grace Rakow, Administrative Assistant, LARC, Pasadena City College. They confirmed that a quorum of participating members was present.

III. Approval of Previous Month's Minutes

a. Minutes from the April 21, 2022, LARC Meeting
Motion: Mon Khat, LA Pierce College *Second*: Virginia Rapp, El Camino College *Approved*: ☒ Yes ☐ No
Marla Uliana, LA Mission College, abstained.

IV. Informational Items ..... Dr. Narineh Makijan

a. Program Data Requests
The following motion was brought to the floor: All noncredit LMI data requests will not be included in future LARC Business Meeting agendas.
Motion: Kendra Madrid, East LA College *Second*: Tricia Ramos, Santa Monica College *Approved*: ☒ Yes ☐ No
Lynell Wiggins, Compton College, and Mon Khat, LA Pierce College, abstained.

Program Title	TOP Code	College	Contact
New Programs			
1. General Engineering Technician (Certificate)	0924	East LA College	Kamyar Khashayar khashak@elac.edu
2. Yoga Teacher Training (Certificate)	0835.10	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu
3. Agricultural Drone Technology (Certificate)	0103	Mt. San Antonio College	Jason Perez jperez1@mtsac.edu
4. Child Development-Early Intervention (AS)	1305.2	Mt. San Antonio College	Cecelia Thay cthay@mtsac.edu
5. Athletic Trainer and Sports Medicine (AS; Certificate)	1228	West LA College	Victor Pulido pulidovc@wlac.edu
Existing Low-unit, Local Certificate for State Chaptering			
6. Forensic Science (Certificate)	2105.40	Pasadena City College	Amy Coren acoren@pasadena.edu
7. Special Education Assistant (Certificate)	0809	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu
8. Instructional Assistant Level I (Assistant Teacher Preschool) (Certificate)	1305.4	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu

9. School Age Instructional Assistant (School Age Assistant) (Certificate)	0802	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu
10. Preschool Teachers (Certificate)	1305.40	West LA College	Dolores Gallegos gallegd@wlac.edu
College/District Program Review			
11. Data Analytics (AS; Certificate)	0702	El Camino College	Khai Lu klu@elcamino.edu
12. Fashion Design (AS; Certificate)	1303.10	Mt. San Antonio College	Maria Davis mdavis@mtsac.edu
13. Information Technology (AA)	0701	Mt. San Antonio College	Anna Degtyareva adegtyareva@mtsac.edu
14. Speech-Language Pathology Assistant (AS)	1220	Pasadena City College	Beverly Dunbar bdunbar@pasadena.edu
Non-credit Vocational			
15. Community Health Worker	1261	LA Valley College	Edgar Perez pereze5@laccd.edu
Program Modification			
16. Real Estate (AS)	0511	Citrus College	Vicctoria Dominguez vdominguez@citruscollege.edu
17. CIS Professional in Object-Oriented Design & Programming (Certificate)	0707.10	Mt. San Antonio College	Sohair Zaki szaki5@mtsac.edu
18. Computer Network Administration and Security Management (AS)	0708	Mt. San Antonio College	Jim Gau jgau@mtsac.edu
19. Professional Accounting Certificate	0502	Mt. San Antonio College	Steven Valdes svaldes3@mtsac.edu
20. Photography (Certificate)	1012	Pasadena City College	Lynora Rogacs larogacs@pasadena.edu
21. Data Science (AA)	0707	Santa Monica College	Howard Stahl stahl_howard@smc.edu
22. Website Software Specialist (AA)	0701	Santa Monica College	Howard Stahl stahl_howard@smc.edu
23. Computer Science Information Technology (Associate Degree and Certificate)	0702.10	West LA College	Anna Chiang chiangas@wlac.edu

V. Action Items.....Dr. Narineh Makijan

a. Program Recommendation

Motion: Mike Slavich, Rio Hondo *Second*: Marla Uliana, LA Mission College *Recommended*: ☒ Yes ☐ No

Amendment: All programs were approved once AS Degree: Esports Management, Production and Performance was marked as Emerging. Due to not enough information being available to LA COE, the program would not be endorsed(EA/ES), or not endorsed (NE), by COE.

No abstentions.

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emerging*
					Supply Gap	Living Wage	Ed Atmnt	
1. Certificate of Achievement: Human Resources Management - Level I	0516.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
2. Certificate of Achievement: Human Resources Management - Level II	0516.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
3. Certificate of Achievement: Management - Level I	0506.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
4. Certificate of Achievement: Management - Level II	0506.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
5. Certificate of Achievement: Marketing	0509.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	EA	Y	Y	Y	N
6. Certificate of Achievement: Small Business Management/Entrepreneurship - Level I	0506.40	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	Y	Y	N	N
7. Certificate of Achievement: Small Business Management/Entrepreneurship - Level II	0506.40	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	Y	Y	N	N
8. Certificate of Achievement: Business Information Worker I	0514.00	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	ES	Y	N	Y	N

9. Certificate of Achievement: Business Information Worker II	0514.00	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	ES	Y	N	Y	N
10. Certificate of Achievement: SOUND FOR FILM	0612.20	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	EA	Y	Y	Y	N
11. Certificate of Achievement: Licensed Vocational Nursing	1230.20	LA Mission College	Marla Uliana ulianamr@lamission.edu	EA	Y	Y	Y	N
12. Certificate of Achievement: Medical Office Administrative Assistant	1208.20	LA Mission College	Marla Uliana ulianamr@lamission.edu	ES	Y	N	Y	N
13. AS Degree: Wildland Fire Technology	2133.10	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	N	Y	Y	N
14. Certificate of Achievement: Wildland Fire Technology	2133.10	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	N	Y	Y	N
15. Certificate of Achievement: Certified Hospitality Entrepreneur	1307.00	Pasadena City College	Armine Derdiarian aderdiarian@pasadena.edu	ES	Y	N	Y	N
16. AS Degree: Fire Academy Preparation	2133.00	Pasadena City College	Julie Kiotas AJKIOTAS@pasadena.edu	ES	N	Y	Y	N
17. Certificate of Achievement: Fire Academy Preparation with Emergency Medical Technician	2133.00	Pasadena City College	Julie Kiotas AJKIOTAS@pasadena.edu	ES	Y	N	Y	N
18. AS Degree: Biotechnology	0430.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
19. Certificate of Achievement: Biotechnology	0430.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
20. Certificate of Achievement: Digital Technician	1012.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
21. AS Degree: Esports Management, Production and Performance	0604.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu					Y
22. Certificate of Achievement: Advanced Athletic Training & Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N

23. AS Degree: Athletic Training & Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N
24. Certificate of Achievement: Construction Inspection Certificate of Completion	0957.20	West LA College	Tiffany Miller millerts@wlac.edu	EA	Y	Y	Y	N
25. Certificate of Achievement: Fundamentals of Athletic Training and Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N

Key	
EA = Endorsed: All Criteria Met ES = Endorsed: Some Criteria Met NE = Not endorsed PA = Pre-approved	Y = Yes N = No * Emerging denotes there are gaps in the traditional labor market information.

b. Modified Programs

Motion: Mike Slavich, Rio Hondo *Second*: Jennifer Galbraith, Mt. SAC *Recommended*: ☒ Yes ☐ No

No abstentions.

1. AS Degree: Respiratory Therapy, East LA College

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

Changes:

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

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

VI. Action Item.....Dr. Narineh Makijan

a. Approval of Minutes Reflecting Today's Program Recommendation Vote
Motion: Marla Uliana, LA Mission College *Second*: Kendra Madrid, East LA College *Approved*: ☒ Yes ☐ No
No abstentions.

Santa Monica College
Program Of Study
Dance Teaching (Pre-K - Grade 5) Certificate of Achievement

The Dance Teaching Certificate of Achievement is specifically designed for the student seeking employment in dance and/or integrating dance experiences in the field of child development. The curriculum is designed to be completed in two semesters of study through coursework in the Santa Monica College Dance Department. Upon completion of this certificate, the student is prepared for the demands of developing and teaching diverse dance classes and/or programs for pre-K and elementary school students.
Upon completion of the Santa Monica College Dance Teaching Certificate of Achievement, students will demonstrate technical and creative proficiency in teaching various dance genres and develop teaching skills for dance-related careers. Students will possess the ability to create dance/movement lessons for children, learn to integrate movement into the classroom, and develop creative skill sets and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as teachers equipped for the dynamic nature of a career in the arts.
Coursework includes dance pedagogy, anatomy, modern dance, ballet, jazz and world dance techniques as well as dance history, curriculum, psychology, and career preparation.

Program Learning Outcomes:

- Upon completion of the program, students will demonstrate technical and creative proficiency in teaching a variety of dance genres.
- Upon completion of the program, students will demonstrate an ability to generate materials needed for teaching dance classes and building dance-related careers.
- Upon completion of the program, students will demonstrate the ability to design dance lesson plans, and develop dance classes and programs for schools, private studios, fitness centers, and community centers.
- Upon completion of the program, students will demonstrate the ability to teach creative movement experiences as well as correct body alignment within various dance techniques.

Required Core Courses	**Units: 13.0**
DANCE 10 Fundamentals of Dance Technique	2.0
DANCE 75 Dance for Children: Creative Dance in the Pre-K and Elementary Classroom *(same as: ECE 75)*	3.0
DANCE 90B Dance Internship	2.0
ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
PSYCH 11[DE] Child Growth and Development	3.0

Dance History Electives: Select 3 Units from the following	**Units: 3.0**
DANCE 2[DE] Dance in American Culture	3.0
DANCE 5[DE] Dance History	3.0

Ballet Electives: Select 2 Units from the following	**Units: 2.0**
DANCE 32A[DE] Ballet 2A	2.0
DANCE 32B[DE] Ballet 2B	2.0
DANCE 33A Intermediate Ballet 3A	2.0
DANCE 33B Intermediate Ballet 3B	2.0
DANCE 34A Advanced Ballet 4A	2.0
DANCE 34B Advanced Ballet 4B	2.0

Modern Electives: Select 2 Units from the following	**Units: 2.0**
DANCE 42[DE] Contemporary Modern Dance 2	2.0
DANCE 43A Intermediate Contemporary Modern Dance 3A	2.0
DANCE 43B Intermediate Contemporary Modern Dance 3B	2.0
DANCE 44A Advanced Contemporary Modern Dance 4A	2.0
DANCE 44B Advanced Contemporary Modern Dance 4B	2.0

World and Commercial Dance Electives: Select 2 Units from the following	**Units: 2.0**
DANCE 11 Beginning Hip Hop Dance	2.0
DANCE 12 Intermediate Hip Hop Dance	2.0
DANCE 13[DE] Advanced Hip Hop Dance	2.0
DANCE 14 Beginning Jazz	2.0
DANCE 15 Intermediate Jazz	2.0
DANCE 16 Advanced Jazz	2.0

DANCE 17 Beginning Tap	2.0
DANCE 18 Intermediate Tap	2.0
DANCE 19A Beginning Ballroom Dance	2.0
DANCE 20[DE] World Dance Styles and Forms	2.0
DANCE 21A Beginning Asian Pacific Dance	2.0
DANCE 21B Intermediate Asian Pacific Dance	2.0
DANCE 22A[DE] Beginning Mexican Dance	2.0
DANCE 22B[DE] Intermediate Mexican Dance	2.0
DANCE 24 Flamenco Dance 1	2.0
DANCE 24B[DE] Intermediate Flamenco Dance	2.0
DANCE 25[DE] African Dance	2.0
DANCE 25B[DE] Intermediate African Dance	2.0
DANCE 26A Beginning Salsa Dance	2.0
DANCE 26B Intermediate Salsa Dance	2.0

Total: 22.0

Santa Monica College
Program Narrative
Dance Teaching (Pre-K - Grade 5) Certificate of Achievement

Program Goals and Objectives:

The Dance Teaching Certificate of Achievement is specifically designed for the student seeking employment in dance and/or integrating dance experiences in the field of child development. The curriculum is designed to be completed in two semesters of study through coursework in the Santa Monica College Dance Department. Upon completion of this certificate, the student is prepared for the demands of developing and teaching diverse dance classes and/or programs for pre-K and elementary school students.
Upon completion of the Santa Monica College Dance Teaching Certificate of Achievement, students will demonstrate technical and creative proficiency in teaching various dance genres and develop teaching skills for dance-related careers. Students will possess the ability to create dance/movement lessons for children, learn to integrate movement into the classroom, and develop creative skill sets and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as teachers equipped for the dynamic nature of a career in the arts.
Coursework includes dance pedagogy, anatomy, modern dance, ballet, jazz and world dance techniques as well as dance history, curriculum, psychology, and career preparation.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate technical and creative proficiency in teaching a variety of dance genres.
Upon completion of the program, students will demonstrate an ability to generate materials needed for teaching dance classes and building dance-related careers.
Upon completion of the program, students will demonstrate the ability to design dance lesson plans, and develop dance classes and programs for schools, private studios, fitness centers, and community centers.
Upon completion of the program, students will demonstrate the ability to teach creative movement experiences as well as correct body alignment within various dance techniques.

Catalog Description:

The Dance Teaching Certificate of Achievement is specifically designed for the student seeking employment in dance and/or integrating dance experiences in the field of child development. The curriculum is designed to be completed in two semesters of study through coursework in the Santa Monica College Dance Department. Upon completion of this certificate, the student is prepared for the demands of developing and teaching diverse dance classes and/or programs for pre-K and elementary school students.
Upon completion of the Santa Monica College Dance Teaching Certificate of Achievement, students will demonstrate technical and creative proficiency in teaching various dance genres and develop teaching skills for dance-related careers. Students will possess the ability to create dance/movement lessons for children, learn to integrate movement into the classroom, and develop creative skill sets and networking strategies to pursue various dance-related employment opportunities. Students will develop greater confidence and resilience as teachers equipped for the dynamic nature of a career in the arts.
Coursework includes dance pedagogy, anatomy, modern dance, ballet, jazz and world dance techniques as well as dance history, curriculum, psychology, and career preparation.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate technical and creative proficiency in teaching a variety of dance genres.
Upon completion of the program, students will demonstrate an ability to generate materials needed for teaching dance classes and building dance-related careers.
Upon completion of the program, students will demonstrate the ability to design dance lesson plans, and develop dance classes and programs for schools, private studios, fitness centers, and community centers.
Upon completion of the program, students will demonstrate the ability to teach creative movement experiences as well as correct body alignment within various dance techniques.

Program Requirements:

Required Core Courses	**Units: 13.0**
DANCE 10 Fundamentals of Dance Technique	2.0
DANCE 75 Dance for Children: Creative Dance in the Pre-K and Elementary Classroom *(same as: ECE 75)*	3.0
DANCE 90B Dance Internship	2.0
ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
PSYCH 11[DE] Child Growth and Development	3.0

Dance History Electives: Select 3 Units from the following	**Units: 3.0**
DANCE 2[DE] Dance in American Culture	3.0
DANCE 5[DE] Dance History	3.0

Ballet Electives: Select 2 Units from the following	**Units: 2.0**
DANCE 32A[DE] Ballet 2A	2.0
DANCE 32B[DE] Ballet 2B	2.0
DANCE 33A Intermediate Ballet 3A	2.0
DANCE 33B Intermediate Ballet 3B	2.0
DANCE 34A Advanced Ballet 4A	2.0
DANCE 34B Advanced Ballet 4B	2.0

Modern Electives: Select 2 Units from the following	**Units: 2.0**
DANCE 42[DE] Contemporary Modern Dance 2	2.0
DANCE 43A Intermediate Contemporary Modern Dance 3A	2.0
DANCE 43B Intermediate Contemporary Modern Dance 3B	2.0
DANCE 44A Advanced Contemporary Modern Dance 4A	2.0
DANCE 44B Advanced Contemporary Modern Dance 4B	2.0

World and Commercial Dance Electives: Select 2 Units from the following	**Units: 2.0**
DANCE 11 Beginning Hip Hop Dance	2.0
DANCE 12 Intermediate Hip Hop Dance	2.0
DANCE 13[DE] Advanced Hip Hop Dance	2.0
DANCE 14 Beginning Jazz	2.0
DANCE 15 Intermediate Jazz	2.0
DANCE 16 Advanced Jazz	2.0
DANCE 17 Beginning Tap	2.0
DANCE 18 Intermediate Tap	2.0
DANCE 19A Beginning Ballroom Dance	2.0
DANCE 20[DE] World Dance Styles and Forms	2.0
DANCE 21A Beginning Asian Pacific Dance	2.0
DANCE 21B Intermediate Asian Pacific Dance	2.0
DANCE 22A[DE] Beginning Mexican Dance	2.0
DANCE 22B[DE] Intermediate Mexican Dance	2.0
DANCE 24 Flamenco Dance 1	2.0
DANCE 24B[DE] Intermediate Flamenco Dance	2.0
DANCE 25[DE] African Dance	2.0
DANCE 25B[DE] Intermediate African Dance	2.0
DANCE 26A Beginning Salsa Dance	2.0
DANCE 26B Intermediate Salsa Dance	2.0

Total: 22.0

Master Planning:

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

Enrollment and Completer Projections:

Since 2015, Santa Monica College has successfully offered the Dance Teacher (Pre K-5) Department Certificate Program. Enrollment in classes each semester is between 18 and 25 students, and to date 30 students have completed their SMC Dance Teacher Certificate (average 3-5 students per year). Offering the Dance Teacher Certificate of Achievement would benefit present SMC students and also attract additional students, teachers, and future dance educators.

Place of Program in Curriculum/Similar Programs:

The Dance Teacher Certificate of Achievement will replace the pre-existing departmental-level teaching of dance certificate. The Dance Teacher Certificate of Achievement is specifically designed for the student seeking to expand their dance and pedagogical experience as a dance educator in the Pre K-Grade 5 setting. Like the Commercial Dance Certificate of Achievement, this certificate provides the student with knowledge of career options, skills and rigorous training for both immediate work in the field of dance and college/university transfer. Students would be able to complete the Dance Teacher Certificate of Achievement within one year of study at Santa Monica College Dance Department.

Similar Programs at Other Colleges in Service Area:

Mt San Antonio College - Dance Teaching Certificate
Glendale Community College - Dance Teaching Certificate

Santa Monica College – Dance Teaching Certificate of Achievement Advisory Board Meeting

Meeting Minutes

Location:

- Zoom: https://smc-edu.zoom.us/j/85871681165

Date: November 8, 2023
Time: 4:00-6:00pm PST (Pacific Standard Time)
Members Present: Erica Burke, Tu Devare, Caron Eule, Martine Harley, Nancy Wyatt Kupka, Derrick Paris, Mark Tomasic (Chair/Non-voting member), Jackie Valmont, Carol Zee
Interested Parties: Jae Lee, Roberta Wolin-Tupas

I. **Call to Order:** 4:19pm

II. **Motion to approve agenda:** Motion made by Nancy Wyatt Kupka. Seconded by Caron Eule. The motion passed unanimously.

III. **Action Item:** Vote to approve proposed curriculum for the SMC Dance Teaching Certificate of Achievement.

- Upon discussion, the advisory board decided to add a dance history component to the curriculum (Dance 2 or Dance 5) as well as Dance 10, Fundamentals of Dance Technique. The committee also decided to provide ancillary materials and guest lectures on the topics of teaching dance to students who have physical/developmental/cognitive disabilities, conflict resolution (particularly with parents), and sensitivity/equity training.
- Motion to approve SMC Dance Teaching Certificate of Achievement curriculum made by Carol Zee. Seconded by Nancy Wyatt Kupka. The motion passed unanimously.

IV. **Next Steps:** The certificate proposal must receive local approval by the SMC Curriculum Committee, Academic Senate Committee + Board of Trustees as well as approvals from the LAOCRC (Los Angeles Orange County Regional Consortium) and CCCCO (California Community College Chancellor's Office).

V. **Adjournment:** 6:12pm

Labor Market Analysis: 1008.10 - Commercial Dance

Dance Teaching (Pre-K – Grade 5) **-** Certificate requiring 16 to fewer than 30 semester units

Los Angeles Center of Excellence, February 2024

Summary

Program Endorsement:	**Endorsed: All Criteria Met** ☒	**Endorsed: Some Criteria Met** ☐	**Not Endorsed** ☐

Program Endorsement Criteria		
Supply Gap:	Yes ☑	No ☐
Living Wage: (Entry-Level, 25th)	Yes ☑	No ☐
Education:	Yes ☑	No ☐
Emerging Occupation(s)		
Yes ☐		No ☑

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

- ***Dancers* (27-2031)** Perform dances. May perform on stage, for broadcasting, or for video recording.[1]
- ***Choreographers* (27-2032)** Create new dance routines. Rehearse performance of routines. May direct and stage presentations.[2]

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[3] This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

Based on the available data, there appears to be a supply gap for these commercial dance occupations in the region. Furthermore, entry-level wages exceed the self-sufficiency standard wage in Los Angeles County, and nearly one-third of current workers in the field have completed some college or an associate degree. **Therefore, due to all the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

[1] Dancers and Choreographers (bls.gov)

[2] Dancers and Choreographers (bls.gov)

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

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

Demand:

- ***Supply Gap Criteria –*** Over the next five years, **718 jobs are projected to be available annually** in the region due to new job growth and replacements, **which is more than the three-year average of 272 awards conferred** by educational institutions in the region.
- ***Living Wage Criteria –*** Within Los Angeles County, both occupations have entry-level wages **above** the self-sufficiency standard hourly wage ($18.10/hour).[4]
- ***Educational Criteria –*** Within the greater LA/OC region, **67% of the annual job openings** for occupations related to commercial dance typically require **no formal educational credential.**
    - However, the national-level educational attainment data indicates **29% of workers in the field have completed some college or an associate degree, and 30% have completed a bachelor's degree or more education.**

Supply:

- There are **6 community colleges** in the greater LA/OC region that issue awards for commercial dance, conferring an average of **26 awards annually** between 2019 and 2022.
- Between 2019 and 2021, there was an average of **246 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for these commercial dance occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 11% through 2027. There will be more than 700 job openings per year through 2027 due to job growth and replacements. The majority of jobs in 2022 for these commercial dance occupations (67%) were located in Los Angeles County.

Exhibit 1: Occupational demand in Los Angeles and Orange counties[5]

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	2,621	2,826	206	8%	463
Orange	1,269	1,485	215	17%	256
Total	**3,890**	**4,311**	**421**	**11%**	**718**

Wages

The labor market endorsement in this report considers the entry-level hourly wages for these commercial dance occupations in Los Angeles County as they relate to the county's self-sufficiency standard wage. Orange County wages are included below in order to provide a complete

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

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

analysis of the greater LA/OC region. Detailed wage information, by county, is included in Appendix A.

Los Angeles County

Both occupations have entry-level wages above the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $19.26 and $19.80. Experienced workers can expect to earn wages between $28.69 and $40.38.

Exhibit 2: Earnings for Occupations in LA County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Dancers (27-2031)	$19.26	$22.63	$28.69	$47,100
Choreographers (27-2032)	$19.80	$33.89	$40.38	$70,500

*Rounded to the nearest $100

Orange County

Both occupations have entry-level wages below the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $16.45 and $18.65. Experienced workers can expect to earn wages between $23.31 and $33.02, which are higher than the self-sufficiency standard.

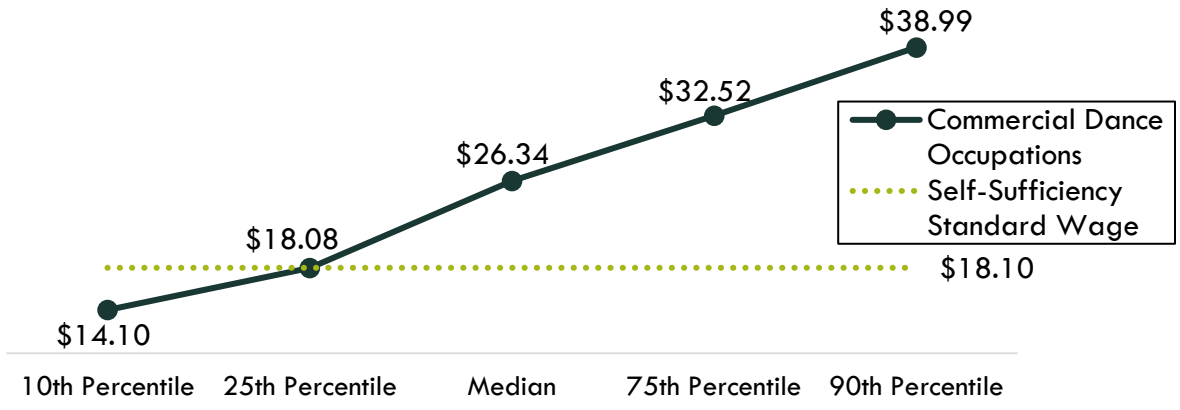
Exhibit 3: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Dancers (27-2031)	$16.45	$18.71	$23.31	$38,900
Choreographers (27-2032)	$18.65	$28.64	$33.02	$59,600

*Rounded to the nearest $100

On average, the entry-level earnings for the occupations in this report are $18.08; this is nearly equal to the living wage for one single adult in Los Angeles County ($18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.

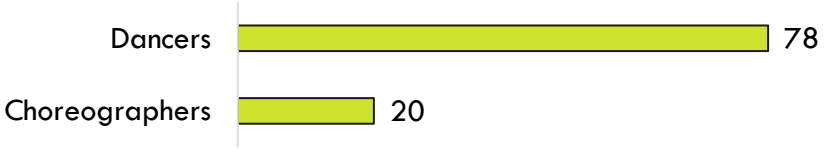
Exhibit 4: Average Hourly Earnings for Commercial Dance Occupations in LA/OC



Job Postings

There were 98 online job postings related to commercial dance listed in the past 12 months. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (80%) were for *dancers*, followed by *choreographers* (30%). The highest number of job postings were for dance instructors, music video directors, choreographers, dancers, and sign dancers. The top skills were choreography, costuming, Tiktok, jazz, and ballet. The top three employers, by number of job postings, in the region were Creation Station Dance, Tiktok, and Cedar Fair Entertainment Company.

Exhibit 5: Job postings by occupation (last 12 months)



Educational Attainment

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

- **High school diploma or equivalent:** *Choreographers*
- **No formal educational credential:** *Dancers*

In the greater LA/OC region, the majority of annual job openings (67%) typically require no educational credential. However, the national-level educational attainment data indicates 29% of workers in the field have completed some college or an associate degree and 30% hold a bachelor's degree or more education. Of the 16% of commercial dance job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 87% (14) requested high school or vocational training, and 13% (2) requested a bachelor's degree.

Educational Supply

Community College Supply

Exhibit 6 shows the annual and three-year average number of awards conferred by community colleges in the related TOP code: Commercial Dance (1008.10). The colleges with the most completions in the region are Orange Coast, Glendale, and Irvine.

Exhibit 6: Regional community college awards (certificates and degrees), 2019-2022

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
1008.10	Commercial Dance	Cerritos	-	1	1	1
		Citrus	3	-	1	1
		Glendale	10	8	3	7
		Mt San Antonio	-	3	1	1
		LA Subtotal	**13**	**12**	**6**	**10**

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
		Irvine	1	4	3	3
		Orange Coast	18	10	12	13
		OC Subtotal	**19**	**14**	**15**	**16**
		Supply Total/Average	**32**	**26**	**21**	**26**

Non-Community College Supply

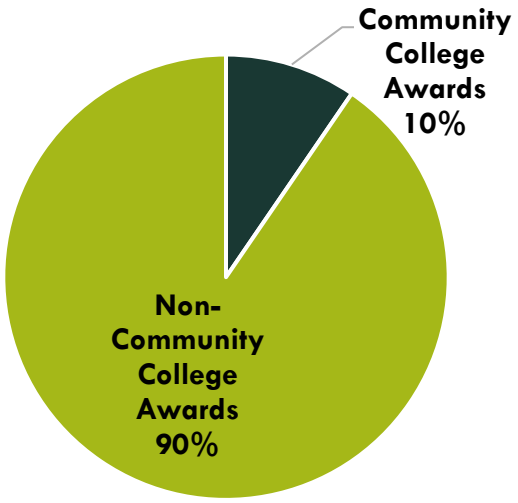
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for commercial dance occupations. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent period of available data is from 2019 to 2021. Between 2019 and 2021, non-community college institutions in the region conferred an average of 246 bachelor's awards. There were no sub-baccalaureate awards (associate degrees, certificates, or other awards) conferred during this time period.

Exhibit 7: Regional non-community college awards, 2019-2021

CIP	Program	Institution	2019-20 Awards	2020-21 Awards	2-Year Average
50.0301	Dance, General	CA Institute of the Arts	16	23	20
		CSU-Fullerton	34	23	29
		CSU-Long Beach	40	57	49
		Chapman University	31	25	28
		Claremont McKenna College	2	1	2
		Harvey Mudd College	1	-	1
		Loyola Marymount Univ.	15	13	14
		Pitzer College	1	-	1
		Pomona College	-	1	1
		Scripps College	2	2	2
		UC-Irvine	46	58	52
		UC-Los Angeles	31	33	32
		USC	16	21	19
		Supply Total/Average	**235**	**257**	**246**

Exhibit 8 shows the proportion of community college awards conferred in LA/OC compared to the number of non-community college awards for the programs in this report. Nine out of ten awards conferred in these programs are awarded by non-community colleges in the LA/OC region.

Exhibit 8: Community College Awards Compared to Non-Community College Awards in LA/OC Region, 3-Year Average



Appendix A: Occupational demand and wage data by county

Exhibit 9. Los Angeles County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Dancers (27-2031)	1,831	1,969	138	8%	321	$19.26	$22.63	$28.69
Choreographers (27-2032)	789	857	68	9%	141	$19.80	$33.89	$40.38
Total	**2,621**	**2,826**	**206**	**8%**	**463**	**-**	**-**	**-**

Exhibit 10. Orange County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Dancers (27-2031)	872	970	98	11%	162	$16.45	$18.71	$23.31
Choreographers (27-2032)	397	515	117	30%	94	$18.65	$28.64	$33.02
Total	**1,269**	**1,485**	**215**	**17%**	**256**	**-**	**-**	**-**

Exhibit 11. Los Angeles and Orange Counties

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	% Age 55 and older*	Typical Entry-Level Education
Dancers (27-2031)	2,703	2,939	236	9%	483	4%	No formal ed. credential
Choreographers (27-2032)	1,187	1,372	185	16%	235	4%	HS diploma or equivalent
Total	**3,890**	**4,311**	**421**	**11%**	**718**	**-**	**-**

*The average percentage of workers aged 55 and older across all occupations in the greater LA/OC region is 27%. These occupations have a smaller share of older workers, which typically indicates fewer replacements needs to offset the amount of impending retirements.

Contact information:

Luke Meyer, Director

Los Angeles Center of Excellence

Lmeyer7@mtsac.edu

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POWERED BY California Community Colleges

DATA SOURCES

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

Los Angeles Regional Consortium
Program Recommendation Minutes
April 18, 2024
8:30 a.m. – 10:30 a.m.

Virtual

Voting Members Present:

- Dr. Nick Real, Cerritos College
- Kimberly Mathews, Citrus College
- Lynell Wiggins (alternate), Compton College
- Kendra Madrid, East LA College
- David Gonzales, El Camino College
- Dr. Freddy Saucedo, Glendale Community College
- Vivian Alonzo (alternate), LA City College
- Sandra Sanchez (alternate), LA Harbor College
- Marla Uliana, LA Mission College
- Mon Khat, LA Pierce College
- Dr. Marcia Wilson, LA Trade-Tech College
- Dr. Laurie Nalepa, LA Valley College
- Gene Carbonaro, Long Beach City College
- Jennifer Galbraith, Mt. San Antonio College
- Dr. Arminé Derdiarian, Pasadena City College
- Mike Slavich, Rio Hondo College
- Dr. Patricia Ramos, Santa Monica College
- Tiffany Miller, West LA College

I. Call to Order

The Los Angeles Regional Consortium (LARC) Workforce Council Business Meeting was called to order at 8:32 a.m. by Dr. Narineh Makijan, Los Angeles Regional Consortium (LARC) Chair & AVP, Pasadena City College.

II. LA Workforce Council Roll Call

The roll call was completed by Gray Rakow, LARC Grant Project Coordinator, Pasadena City College. They confirmed that a quorum of participating members was present.

III. Approval of Previous Month's Minutes

a. Minutes from the March 21, 2024, LARC Business Meeting
Motion: Mon Khat, LA Pierce College Second: Dr. Marcia Wilson, LA Trade-Tech College Approved: ☒ Yes ☐ No
No abstentions.

IV. Informational Items ..... Dr. Narineh Makijan

a. Program Data Requests

Program Title	TOP Code	College	Contact
New Program (Regional Program Recommendation)			
1. Apple Mobile Applications Development (Certificate)	0702.00 Computer Information Systems	Compton College	Rashid Yahye ayahye@compton.edu
2. Actuarial Science (A.S. Degree, A.S.-T Degree)	0512.00 Insurance	El Camino College	Katie Sundara ksundara@elcamino.edu
3. Audio (Certificate)	1006.00 Technical Theater	Glendale Community College	Melody Gunter melodyg@glendale.edu
4. Entertainment Technology Academy (Certificate)	1006.00 Technical Theater	Glendale Community College	Melody Gunter melodyg@glendale.edu
5. Lighting (Certificate)	1006.00 Technical Theater	Glendale Community College	Melody Gunter melodyg@glendale.edu
6. Rigging & Staging (Certificate)	1006.00 Technical Theater	Glendale Community College	Melody Gunter melodyg@glendale.edu
7. Video Projection (Certificate)	1006.00 Technical Theater	Glendale Community College	Melody Gunter melodyg@glendale.edu
8. Food Science and Culinology (A.S. Degree)	1306.00 Nutrition, Foods and Culinary Arts	LA Mission College	Sheri Barke barkes@laccd.edu
9. Game Art Design (Certificate)	0614.20 Electronic Game Design	LA Mission College	Curtis Stage stagecj@laccd.edu
10. Journalism (A.A. Degree, A.A.-T Degree, Certificate)	0602.00 Journalism	LA Mission College	Karen Crozer crozerkj@laccd.edu
11. Sign Interpreting (Certificate)	0850.10 Sign Language Interpreting	Pasadena City College	Dootsdeemalachanok Thongthiraj dxthongthiraj@pasadena.edu

Program Title	TOP Code	College	Contact
12. Brewing Technology (Certificate)	0113.00 Food Processing and Related Technologies	Rio Hondo College	Maria Andrade-Hernandez mandrade-hernandez@riohondo.edu
13. AI, ED Tech, and Pedagogy in Community College Teaching (Certificate)	0860.00 Educational Technology	Santa Monica College	Gary Huff huff_gary@smc.edu
14. Essentials of Video Game Programming	0614.20 Electronic Game Design	West LA College	Anna Chiang ChiangAS@wlac.edu
15. Registered Nurse (A.S. Degree, Certificate)	1230.10 Registered Nursing	West LA College	Todd LeGassick legasstf@wlac.edu
16. Virtual Production (Certificate)	0612.20 Film Production	West LA College	Jason Liberande libranjr@laccd.edu
College/District Program Review			
17. Public Health (A.S.-T Degree)	1201.00 Health Occupations, General	Glendale Community College	Erin Calderone erinc@glendale.edu
18. Administrative Office Assistant (A.A. Degree)	0514.00 Office Technology/Office Computer Applications	LA City College	Jeff Hicks hicksjl@laccd.edu
19. Fashion Design (Certificate)	1303.00 Fashion	Pasadena City College	Hollie Luttrell hlluttrell@pasadena.edu
Exploratory			
20. Full Stack Web Programming (Certificate)	0709.00 World Wide Web Administration	East LA College	Carlos Rodriguez rodrigc8@laccd.edu
21. Documentary Film Production (A.A. Degree, Certificate)	0604.20 Television (including combined TV/Film/Video)	Glendale Community College	Geri Ulrey gulrey@glendale.edu
22. Film Studies (Certificate)	0612.20 Film Production	Glendale Community College	Geri Ulrey gulrey@glendale.edu
23. Commercial Photography (A.A. Degree, Certificate)	1012.00 Applied Photography	LA City College	Linda Okamura okamurln@lacitycollege.edu
24. Medical Laboratory Technician (A.S. Degree, Certificate)	1205.00 Medical Laboratory Technology	Pasadena City College	Micah Young myoung19@pasadena.edu
Program Modification (Substantial Change)			
25. Advanced Structural Fabrication (A.S. Degree, Certificate)	0956.50 Welding Technology	Cerritos College	Albert Allen alallen@cerritos.edu

Program Title	TOP Code	College	Contact
26. Aerospace Welding (A.S. Degree, Certificate)	0956.50 Welding Technology	Cerritos College	Albert Allen alallen@cerritos.edu
27. Multi-Process Combination Welder (A.S. Degree, Certificate)	0956.50 Welding Technology	Cerritos College	Albert Allen alallen@cerritos.edu
28. Process Pipe Welder/Fitter (A.S. Degree, Certificate)	0956.50 Welding Technology	Cerritos College	Albert Allen alallen@cerritos.edu

b. Baccalaureate Degrees

Dr. Laurie Nalepa informed the council that the B.S. Degree in Respiratory Therapy had been submitted to the state and was approved before regional recommendation was required by the Chancellor's Office. To ensure that there were no issues at the state level and to ensure the recommendation of the council, the program would be going through the formal regional recommendation process. The program would go before the council for final approval at the May 2024 LARC Business Meeting.

Program Title	TOP Code	College	Contact
Exploratory or New Program			
1. Respiratory Therapy (B.S. Degree)	1210.00 Respiratory Care/Therapy	LA Valley College	Dr. Laurie Nalepa nalepal@lavc.edu
2. Audiology Assistant (B.S. Degree)	1220.00 Speech/Language Pathology and Audiology	Pasadena City College	Micah Young myoung19@pasadena.edu

V. Action Items..... Dr. Narineh Makijan

a. Program Recommendation

Motion: Mike Slavich, Rio Hondo College Second: Dr. Patricia Ramos, Santa Monica College Recommended: ☒ Yes ☐ No

No abstentions.

Luke Meyer, LA COE, asked that the TOP code for the Game Development Fundamentals Certificate (3) be updated to 0614.20. Gray Rakow updated the minutes to reflect the requested change.

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emerging*
					Supply Gap	Living Wage	Ed Atmnt	
1. Certificate of Achievement: Media Arts – Animation	0614.40	LA Harbor College	Dr. Alexandra Duran duranac@lahc.edu	EA	Y	Y	Y	Y
2. Certificate of Achievement: Media Arts – Game Art & Design	0614.20	LA Harbor College	Dr. Alexandra Duran duranac@lahc.edu	EA	Y	Y	Y	Y
3. Certificate of Achievement: Game Development Fundamentals	0614.20	LA Pierce College	Mon Khat khatm@piercecollege.edu	EA	Y	Y	Y	Y
4. A.A. Degree: Media Arts: Virtual Production, Motion Capture, and Advanced Visual Effects	0612.20	LA Valley College	Dr. Laurie Nalepa nalepal@lavc.edu	EA	Y	Y	Y	Y
5. Certificate of Achievement: Media Arts: Virtual Production, Motion Capture, and Advanced Visual Effects	0612.20	LA Valley College	Dr. Laurie Nalepa nalepal@lavc.edu	EA	Y	Y	Y	Y
6. Certificate of Achievement: Community Health Worker	1261.00	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu	EA	Y	Y	Y	N
7. Certificate of Achievement: Dance Teaching (Pre-K - Grade 5)	1008.10	Santa Monica College	Patricia Ramos ramos_patricia@smc.edu	EA	Y	Y	Y	N
8. A.S. Degree: Licensed Vocational Nurse Program	1230.20	West LA College	Tiffany Miller millerts@wlac.edu	EA	Y	Y	Y	N
9. Certificate of Achievement: Licensed Vocational Nurse Program	1230.20	West LA College	Tiffany Miller millerts@wlac.edu	EA	Y	Y	Y	N

Key	
EA = Endorsed: All Criteria Met	Y = Yes
ES = Endorsed: Some Criteria Met	N = No
NE = Not endorsed	* Emerging denotes there are gaps in the traditional labor market information.
PA = Pre-approved	

VI. Action Item..... Dr. Narineh Makijan

a. Approval of Minutes Reflecting Today's Program Recommendation Vote
Motion: Jennifer Galbraith, Mt. San Antonio College Second: Lynell Wiggins, Compton College Recommended: ☒ Yes ☐ No
No abstentions.

Santa Monica College
Program Of Study
Production Design for Film and TV – Fundamentals Certificate of Achievement

This program provides students with hands-on skills necessary in the Motion Picture Industry as it relates to the Art Department of Film and TV. Students will be prepared for entry-level positions in preparation to become Production Designers, Art Directors, Set Decorators or Set Designers. Developed skills may include research, design analysis, development and presentation of a set design for Film and TV.

Program Learning Outcomes:

- Upon completion of the program, students will demonstrate the ability to research and analyze critical design concepts related to the industry of Film and TV.
- Upon completion of the program, students will demonstrate an understanding of the duties and responsibilities of the Art Department and the Production design team collaborative team work.
- Upon completion of the program, students will communicate design concepts through drawing, writing and modeling.

Required Courses:	**Units: 22.0**
ARC 10[DE] Studio 1	3.0
ARC 11[DE] Design Communication 1	3.0
FILM 1[DE] Film Appreciation: Introduction To Cinema	3.0
FILM 2[DE] History of Motion Pictures	4.0
IARC 53[DE] Production Design for Film and TV 1	3.0
IARC 63 Production Design for Film and TV 2	3.0
IARC 90A Interior Architectural Design Internship	1.0
IARC 90B Interior Architectural Design Internship	2.0
	Total: 22.0

Santa Monica College
Program Narrative
Production Design for Film and TV – Fundamentals Certificate of Achievement

Program Goals and Objectives:

This program provides students with hands-on skills necessary in the Motion Picture Industry as it relates to the Art Department of Film and TV. Students will be prepared for entry-level positions in preparation to become Production Designers, Art Directors, Set Decorators or Set Designers. Developed skills may include research, design analysis, development and presentation of a set design for Film and TV.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate the ability to research and analyze critical design concepts related to the industry of Film and TV.
Upon completion of the program, students will demonstrate an understanding of the duties and responsibilities of the Art Department and the Production design team collaborative team work.
Upon completion of the program, students will communicate design concepts through drawing, writing and modeling.

Catalog Description:

This program provides students with hands-on skills necessary in the Motion Picture Industry as it relates to the Art Department of Film and TV. Students will be prepared for entry-level positions in preparation to become Production Designers, Art Directors, Set Decorators or Set Designers. Developed skills may include research, design analysis, development and presentation of a set design for Film and TV.

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Upon completion of the program, students will demonstrate an understanding of the duties and responsibilities of the Art Department and the Production design team collaborative team work.
Upon completion of the program, students will communicate design concepts through drawing, writing and modeling.

Program Requirements:

Required Courses:	**Units: 22.0**
ARC 10[DE] Studio 1	3.0
ARC 11[DE] Design Communication 1	3.0
FILM 1[DE] Film Appreciation: Introduction To Cinema	3.0
FILM 2[DE] History of Motion Pictures	4.0
IARC 53[DE] Production Design for Film and TV 1	3.0
IARC 63 Production Design for Film and TV 2	3.0
IARC 90A Interior Architectural Design Internship	1.0
IARC 90B Interior Architectural Design Internship	2.0
	Total: 22.0

Master Planning:

This certificate supports sthe College Mission in the following two areas:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;

Enrollment and Completer Projections:

24 enrolled per semester, 48 projected to earn the degree annually.

Place of Program in Curriculum/Similar Programs:

Previous Set Design Certificate to be renamed as Production Design which is a broader description of the Film and TV industry. This will be an interdisciplinary certificate with the Film department. Students will take an introductory film course as well as an internship which will provide hands-on experience on the set of a SMC film production.

Similar Programs at Other Colleges in Service Area:

None in the LACC System. Similar programs are offered at 4 year institutions such as American Film Institute (AFI), UCLA School of Theater, Film & TV, Chapman University and Fashion Institute of Design and Merchandising (FIDM).

I. ATTENDANCE

Industry Professionals: Tema Staig, Toby Corbett, Agnieszka Szostakowska, Ellen Lenbergs, Claire Bennett, Miranda Cristofani, Alex Stamm, Michele Yu,

SMC: Sheila Cordova, Department Chair; Javier Cambron, Curriculum Representative; Barbara Dunphy, Faculty; Josephine Hao, Faculty

II. DISCUSSIONS

A. Production Design Fundamentals Certificate (18 units)

- Skills and Course Review
  - S1 – ARC 10 - Design Studio 1
  - S1 – ARC 11 - Design Communications 1 –
    - Both Sketchup and Rhino are useful in the industry. Sketchup is used by all, set designers use a variety of CADs while Rhino is used by illustrators in the industry.
  - S2 – Film 1 or 2 - Film Appreciation or History of Motion Pictures
  - S2 – IARC 53 - Production Design for Film and TV 1 - Lecture
    - For the first project, students will design a full environment for a short story. For the second project, there will be modification of an actual location. Lectures will cover the roles of those in the art department.
  - S3 – IARC 63 - Production Design for Film and TV 2 - Lecture/Lab
    - Students will design 7 different sets for a drama script. Students will design sets and create a stage site plan with backdrops, and create spotting plans. Extensive discussions about story and character development that sets production design apart from architectural design.
  - S3 – IARC 90 A or B – Internship in FILM 33 / 34
    - In-house internship with faculty and students in FILM 33 or FILM 34 to give students the opportunity to interact with each other, set dressing and props without pre-requisites.

VOTE: The board unanimously approved these courses for Production Design Fundamentals Certificate.

B. Production Design Practices Certificate (18 to 21 units)

- Skills and Course Review
  - S1 – GAME 3 Fundamentals of Unreal Engine (possible Elective)
    - The goal for this course is to give students the basic understandings of Unreal Engine.
  - S1 – ARC 51 Design Communication 5 (Adobe Suite - Yes)
  - S1 – AHIS 21 Architecture History: Ancient to 1850 – (Yes)
  - S2 – AHIS 22 Architecture History: 1850 to present – (Yes)
    - Students should understand how historical styles were affected by the cultural moments in time. Stories are created with objects, color and textures in spaces. SMC will explore integrating history of fashion, theater design and set decoration as part of this certificate. Possible course may be FASHN 8 – History of Fashion Design.

- S2 – IARC 20 Design Studio 2 (Need to revise)
    - Create a 3rd Production Design Studio course that introduces current technologies used in the industry such as volumetric stages.
- S3 – ARC 41 Design Communication 4 or ANIMATION 3 (Possible Elective)
- S3 – IARC 90C Internship – Internship possibilities are listed below, will need further exploration.
    - Possible internships with Studios.
    - Work with 4-year institutions that do not have production design program and work on their thesis productions such as USC.
    - Working as PAs on lower budget, independent projects. Schedule may be difficult to align for students.
    - IATSE (International Alliance of Theatrical Stage Employees) is developing working internships in the industry (art PA).
    - Arrange more field trips to studios. One goal of this certificate is to generate interest in the industry. What is the purpose of the second Production Design certificate? Enhance Specific Skills or Production Design concept? Will need further discussions with the industry.

III. ADJOURNMENT 6:00 pm

Labor Market Analysis: 1009.00/Applied Design
Production Design and Art Direction for Film and TV *(Certificate requiring 8 to fewer than 16 semester units; Certificate requiring 6 to <18 semester units)*
Production Design for Film and TV *(Certificate requiring 16 to fewer than 30 semester units)*
Los Angeles Center of Excellence, August 2023

Summary

Program Endorsement:	**Endorsed: All Criteria Met** ☒	**Endorsed: Some Criteria Met** ☐	**Not Endorsed** ☐

Program Endorsement Criteria		
Supply Gap:	Yes ☑	No ☐
Living Wage: (Entry-Level, 25th)	Yes ☑	No ☐
Education:	Yes ☑	No ☐
Emerging Occupation(s)		
Yes ☐		No ☑

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

- ***Interior Design*** **(27-1025)** Plan, design, and furnish the internal space of rooms or buildings. Design interior environments or create physical layouts that are practical, aesthetic, and conducive to the intended purposes. May specialize in a particular field, style, or phase of interior design.[1]
- ***Set and Exhibit Designers*** **(27-1027)** Design special exhibits and sets for film, video, television, and theater productions. May study scripts, confer with directors, and conduct research to determine appropriate architectural styles.[2]

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[3] Although the occupations in this report typically require a bachelor's degree, they are considered middle-skill because approximately one-third of workers in the field have completed some college/associate degree or less education. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

[1] Interior Designers : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)
[2] Set and Exhibit Designers: Occupational Employment and Wages
[3] The COE classifies middle-skill jobs as the following:
- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

Based on the available data, there appears to be a supply gap for these occupations related to film and TV production design in the region. Furthermore, entry-level wages exceed the self-sufficiency standard wage in Los Angeles County, and more than one-third of workers in the field have completed some college/associate degree or less education. **Therefore, due to all the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:

- ***Supply Gap Criteria –*** Over the next five years**, 1,022 jobs are projected to be available annually** in the region due to new job growth and replacements**, which is more than the three-year average of 608 awards conferred** by educational institutions in the region.
- ***Living Wage Criteria –*** Within Los Angeles County, **both occupations** have **entry-level wages above the self-sufficiency standard hourly wage** ($18.10/hour).[4]
- ***Educational Criteria –*** The Bureau of Labor Statistics (BLS) lists a **bachelor's degree** as the **typical entry-level education** for both occupations in this report.
    - However, the national-level educational attainment data indicates **between 34% and 39% of workers in the field have completed some college or an associate degree.**

Supply:

- There are **17 community colleges** in the greater LA/OC region that issue awards related to production design for film and TV, conferring an average of **276 awards annually** between 2019 and 2022.
- Between 2019 and 2021, there was an average of **333 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for these occupations related to film and TV production design. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 6% through 2026. There will be more than 1,000 job openings per year through 2027 due to job growth and replacements.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[5]

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	7,692	8,195	503	7%	813
Orange	2,140	2,210	70	3%	208
Total	**9,832**	**10,405**	**573**	**6%**	**1,022**

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

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

Wages

The labor market endorsement in this report considers the entry-level hourly wages for these occupations related to film and TV production design in Los Angeles County as they relate to the county's self-sufficiency standard wage. Orange County wages are included below in order to provide a complete analysis of the greater LA/OC region. Detailed wage information, by county, is included in Appendix A.

Los Angeles County

Both occupations have entry-level wages above the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $23.51 and $25.12, while experienced workers can expect to earn wages between $46.08 and $57.23.

Exhibit 2: Earnings for Occupations in LA County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Interior Designers (27-1025)	$25.12	$34.38	$46.08	$71,500
Set and Exhibit Designers (27-1027)	$23.51	$36.82	$57.23	$76,600

*rounded to the nearest $100

Orange County

The majority (70%) of annual openings for these occupations have entry-level wages above the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $20.06 and $24.82. *Interior designers* typically earn entry-level wages that exceed the county's self-sufficiency standard ($24.82). Experienced workers can expect to earn wages between $44.36 and $50.71, which are higher than the self-sufficiency standard.

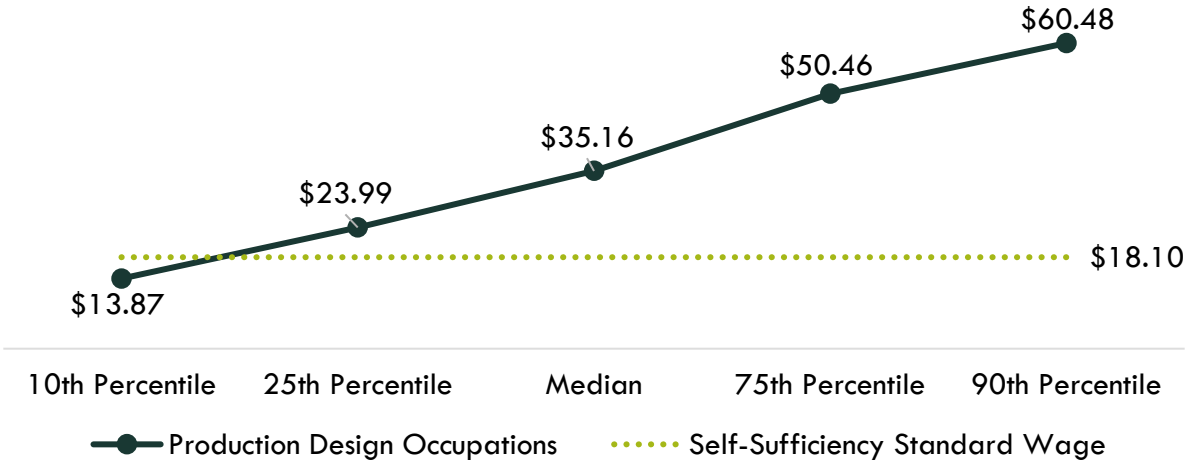
Exhibit 3: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Interior Designers (27-1025)	$24.82	$33.81	$44.36	$70,300
Set and Exhibit Designers (27-1027)	$20.06	$32.13	$50.71	$66,800

*rounded to the nearest $100

On average, the entry-level earnings for the occupations in this report are $23.99; this is above the living wage for one single adult in Los Angeles County ($18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.

Exhibit 4: Average Hourly Earnings for Production Design Occupations in LA/OC



Job Postings

There were 950 online job postings related to these two production design occupations listed in the past 12 months. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (94%) were for *interior designers*, followed by *set and exhibit designers* (6%). The highest number of job postings were for interior designers, kitchen and bath designers, design consultants, interior design assistants, and interior architectural designers. The top skills were AutoCAD, SketchUp (3D Modeling Software), Autodesk Revit, purchasing, and project management. The top three employers, by number of job postings, in the region were The Home Depot, La-Z-Boy, Coco Republic, and HNTB.

Exhibit 5: Job postings by occupation (last 12 months)

Educational Attainment

The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for both occupations in this report. However, the national-level educational attainment data indicates between 34% and 39% of workers in the field have completed some college/associate degree or less education. Of the 44% of production design job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 11% (46) requested high school or vocational training, 13% (54) requested an associate degree, and 76% (321) requested a bachelor's degree.

Educational Supply

Community College Supply

Exhibit 6 shows the annual and three-year average number of awards conferred by community colleges in programs that have historically trained for the occupations of interest. The colleges with the most completions in the region are Saddleback, Santa Monica, and Orange Coast.

Exhibit 6: Regional community college awards (certificates and degrees), 2019-2022

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
1006.00	Technical Theater	Citrus	8	7	5	7
		East LA	15	6	32	18
		Glendale	1	-	2	1
		LA City	1	2	4	2
		LA Pierce	13	7	3	8
		LA Valley	2	1	1	1
		Pasadena	2	2	1	2
		Santa Monica	17	6	16	13
		LA Subtotal	**59**	**31**	**64**	**51**
		Cypress	3	7	6	5
		Fullerton	4	33	-	12
		Golden West	1	-	-	0
		Irvine	3	4	3	3
		Saddleback	2	4	3	3
		Santa Ana	3	6	2	4
		OC Subtotal	**16**	**54**	**14**	**28**
Supply Subtotal/Average			**75**	**85**	**78**	**79**
1009.00	Applied Design	Orange Coast	-	1	-	0
		OC Subtotal	**-**	**1**	**-**	**0**
Supply Subtotal/Average			**-**	**1**	**-**	**0**
1302.00	Interior Design and Merchandising	LA Mission	16	9	12	12
		Mt San Antonio	32	36	37	35
		Santa Monica	32	31	44	36
		LA Subtotal	**80**	**76**	**93**	**83**
		Fullerton	23	16	19	19
		Orange Coast	46	41	38	42
		Saddleback	59	47	50	52
		OC Subtotal	**128**	**104**	**107**	**113**
Supply Subtotal/Average			**208**	**180**	**200**	**196**
Supply Total/Average			**283**	**266**	**278**	**276**

Non-Community College Supply

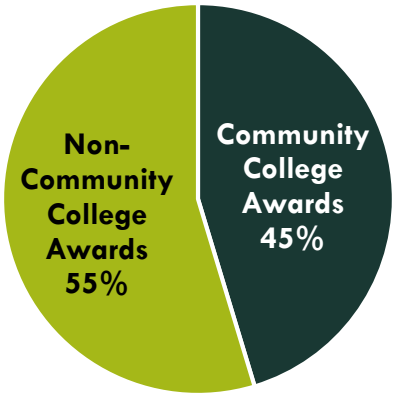
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for production design occupations. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent three-year period of available data is from 2019 to 2021. Between 2019 and 2021, non-community college institutions in the region conferred an average of 333 bachelor's degrees and sub-baccalaureate awards. Bachelor's degrees are included in this report since both occupations typically require a bachelor's degree. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards that typically take fewer than four years to complete.

Exhibit 7: Regional non-community college awards, 2019-2021

CIP	Program	Institution	2019-20 Awards	2020-21 Awards	2-Year Average
50.0401	Design and Visual Communications, General	Biola University	3	9	6
		Columbia College Hollywood	-	7	4
		Fashion Institute of Design & Merch.-LA	90	69	80
		Gnomon	19	42	31
		LA Pacific College	13	1	7
		Otis College of Art and Design	36	30	33
		USC	5	22	14
50.0408	Interior Design	CSU-Long Beach	30	36	33
		Fashion Institute of Design & Merch.-LA	44	33	39
		Interior Designers Institute	64	51	58
50.0502	Technical Theatre/Theatre Design and Technology	California Institute of the Arts	18	17	18
		Chapman University	-	1	1
		Pepperdine University	6	3	5
		USC	4	10	7
		Vanguard University of Southern California	1	1	1
		Supply Total/Average	**333**	**332**	**333**

Exhibit 8 shows the proportion of community college awards conferred in LA/OC compared to the number of non-community college awards for the programs in this report. Just over half of awards conferred in these programs are awarded by non-community colleges in the LA/OC region.

Exhibit 8: Community College Awards Compared to Non-Community College Awards in LA/OC Region, 3-Year Average



Appendix A: Occupational demand and wage data by county

Exhibit 9. Los Angeles County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Interior Designers (27-1025)	4,718	5,071	352	7%	491	$25.12	$34.38	$46.08
Set and Exhibit Designers (27-1027)	2,974	3,125	151	5%	322	$23.51	$36.82	$57.23
Total	**7,692**	**8,195**	**503**	**7%**	**813**	**-**	**-**	**-**

Exhibit 10. Orange County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Interior Designers (27-1025)	1,551	1,598	47	3%	145	$24.82	$33.81	$44.36
Set and Exhibit Designers (27-1027)	588	611	23	4%	63	$20.06	$32.13	$50.71
Total	**2,140**	**2,210**	**70**	**3%**	**208**	**-**	**-**	**-**

Exhibit 11. Los Angeles and Orange Counties

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	% Age 55 and older*	Typical Entry-Level Education
Interior Designers (27-1025)	6,269	6,669	399	6%	636	28%	Bachelor's degree
Set and Exhibit Designers (27-1027)	3,562	3,736	174	5%	385	29%	Bachelor's degree
Total	**9,832**	**10,405**	**573**	**6%**	**1,022**	**-**	**-**

*The average percentage of workers age 55 and older across all occupations in the greater LA/OC region is 27%. These occupations have a slightly larger share of older workers, which typically indicates greater replacements needs to offset the amount of impending retirements.

Appendix B: Sources

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

For more information, please contact:

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Los Angeles Center of Excellence
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C·O·E
CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Santa Monica College
Program Of Study
Real Estate Certificate of Achievement

This program is designed for students who are interested in obtaining a license to practice as a real-estate agent in California and/or in pursuing an entry level position in the real-estate industry. Course offerings include Real Estate Principles, Real-Estate Practice, Real-Estate Finance, and Business-Law.

Program Learning Outcomes:

- Upon completion of the program, students will demonstrate a clear understanding of the dynamics of the real-estate system.
- Upon completion of the program, students will apply key concepts to this setting and appreciate the variables that impact the state of the real-estate industry.
- Upon completion of the program, students will explain the procedures that govern the progression of a property transaction.
- Upon completion of the program, students will understand the roles of various professionals who participate in a real-estate transaction.
- Upon completion of the program, students will demonstrate an understanding of the strategies for effective transactional practice.
- Upon completion of the program, students will be able to sit for the California Department of Real-Estate's exam for licensure to practice as a real-estate agent.

Required Courses:	**6.0**
REAL ES 1 Real Estate Principles	3.0
REAL ES 3 Real Estate Practice	3.0

Select 1 of the following:	**3.0**
REAL ES 4 Real Estate Finance	3.0
BUS 5[DE] Business Law and the Legal Environment	3.0

Total: 9.0

Santa Monica College
Program Narrative
Real Estate Certificate of Achievement

Program Goals and Objectives:

This program is designed for students who are interested in obtaining a license to practice as a real-estate agent in California and/or in pursuing an entry level position in the real-estate industry. Course offerings include Real Estate Principles, Real-Estate Practice, Real-Estate Finance, and Business-Law.

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Upon completion of the program, students will demontrate an understanding of the strategies for effective transactional practice.
Upon completion of the program, students will be able to sit for the California Department of Real-Estate's exam for licensure to practice as a real-estate agent.

Catalog Description:

This program is designed for students who are interested in obtaining a license to practice as a real-estate agent in California and/or in pursuing an entry level position in the real-estate industry. Course offerings include Real Estate Principles, Real-Estate Practice, Real-Estate Finance, and Business-Law.

Program Learning Outcomes:
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Upon completion of the program, students will understand the roles of various professionals who participate in a real-estate transaction.
Upon completion of the program, students will demontrate an understanding of the strategies for effective transactional practice.
Upon completion of the program, students will be able to sit for the California Department of Real-Estate's exam for licensure to practice as a real-estate agent.

Program Requirements:

Required Courses:	**6.0**
REAL ES 1 Real Estate Principles	3.0
REAL ES 3 Real Estate Practice	3.0
Select 1 of the following:	**3.0**
REAL ES 4 Real Estate Finance	3.0
BUS 5[DE] Business Law and the Legal Environment	3.0
	Total: 9.0

Master Planning:

The real estate industry provides many opportunities for living and family-sustaining wages for our students who complete our programs. This certificate aligns with the goals from all of these planning documents as they provide opportunities for our students for economic and social mobility through programs in the real estate industry.

Enrollment and Completer Projections:

This program projects 15 to 25 students to complete this certificate per year.

Place of Program in Curriculum/Similar Programs:

This certificate will be placed in a new Real Estate program within the business department.

Similar Programs at Other Colleges in Service Area:

CITRUS
Real Estate
A.S. Degree
L.A. VALLEY
Real Estate
A.A. Degree
WEST L.A.
Real Estate
Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
EL CAMINO
Real Estate
A.A. Degree
CITRUS
Real Estate
Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
L.A. HARBOR
Real Estate
Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units
L.A. TRADE-TECH
Real Estate
Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
CERRITOS
Real Estate
Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units
L.A. HARBOR
Real Estate
A.S. Degree
WEST L.A.
Real Estate
A.A. Degree
L.A. TRADE-TECH
Real Estate
A.A. Degree
CITRUS
Real Estate
A.S. Degree
MT. SAN ANTONIO
Real Estate
A.S. Degree
L.A. VALLEY
Real Estate
Certificate of Achievement requiring 16 to less than 30 semester units or 24 to less than 45 quarter units
EL CAMINO
Real Estate
Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
EAST L.A.
Real Estate
A.A. Degree
CERRITOS
Real Estate
A.A. Degree

SANTA MONICA COLLEGE
Real Estate Program
ADVISORY BOARD MEETING MINUTES

Date: April 17, 2024
Time: 11am.
Location: Virtual Zoom Meeting

In Attendance

Santa Monica College - Faculty and Staff
Steven Sedky, Associate Dean (Interim) Career Education
Nathan Khalil, Business (Law) Faculty- Co-lead Real Estate Program
Jonathan Macias, Business Faculty- Co-lead Real Estate Program
Dana Nasser, Business Department Chair

Industry Advisors
Anisa Abji - Associate Broker, Coldwell
Christine Gilmore - Title Rep, Chicago Title
Hamid Hajian - Co-Founder & CEO, Zebel
Kayron Jacobo - CEO, CalCoast Flooring
Amber Ponder - Executive Assistant to Christine, Chicago Title
Stephen Yee - VP of Construction Lending, Banc of California
Akram Awad - Lawyer and Real Estate Broker

1. Welcome
   - Nathan Khalil – welcome; opening remarks; overview of real-estate program and demand for real-estate courses.

2. SMC Faculty: self-introductions

3. Advisors: self-introductions

4. Welcome from SMC Department Chair
   - Dana Nasser noted her excitement for the program, and the need to ensure curricula incorporate industry developments, including A.I.

5. Comments from Associate Dean of Career Education at SMC
   - Steven Sedky cited the student demand for this program and noted the expectation that enrollment in real-estate courses at SMC will be robust, similar to that of other LA-area community colleges. He highlighted the awareness that the industry is changing and noted the importance of working with advisors to ensure curricula are current. He also mentioned wanting to build relationships with the committee to create avenues for students to get internships/jobs/experience to help them support their careers.

6. Description of SMC's proposed Real Estate Courses
   - Jonathan provided an overview of our 3 emerging real-estate courses: REAL 1 (Principles), REAL 3 (Practice), REAL 4 (Finance) and noted that they are part of the proposed certificate.
   - Nathan explained the certificate, for which students take 3 of 4 courses offered. The two required courses are (1) Real Estate Principles; and (2) Real Estate Practices. For the third/final course, students choose one of the following two electives: (3) Real Estate Finance; or Business Law (Bus 5).

7. Official Business: Advisor vote on proposed R.E. Certificate of Achievement & Courses.
   - Motion by Anisa Abji
   - Seconded by Akram Awad
   - Vote Count (6 advisors present during vote)
     In Favor - 5
     Opposed - 0
     Abstentions – 1

     Action: **Advisory Board approved and recommended** the proposed Certificate.

8. Panel Discussion – Various advisors respectively made the following observations and notes:
   - Current State of the Real Estate Industry in Southern California
     - Transactions are slower due to higher interest rates; meanwhile prices are not dipping.
     - Low end and high end ($3+M) of residential market are holding up well.
     - Commercial market has stalled because of high interest rate.
   - Emerging Trends
     - New tech is changing and improving how developers optimize their development plans in terms of land, buildings, etc….
   - Workplace skills that are valuable in the industry now
     - Tech
     - Ethics: importance of ethics for our student and authentic marketing, business plans
     - Documenting the sequence and events while progressing through a transaction
   - Considerations/suggestions for future development of SMC's RE program.
     - Appraisal course: many current appraisers are nearing retirement.
     - Property management may have a lot of demand.
     - Students who are not positioned in higher-income situations often have limited social capital at their fingertips in this space; if they can't see it, they can't be it. It is important for the college to show students career pathways options that might not be known to them, and to support them from a career-based perspective.
     - Financial literacy is very important for young people entering real estate (and generally).

9. Meeting adjourned at 12:00 pm. with thanks to all participants.

Labor Market Analysis: 0511.00/Real Estate

Real Estate **-** *Certificate requiring 8 to fewer than 16 semester units*

Los Angeles Center of Excellence, November 2023

Summary

Program Endorsement:	Endorsed: All Criteria Met ☒	Endorsed: Some Criteria Met ☐	Not Endorsed ☐

Program Endorsement Criteria		
Supply Gap:	Yes ☑	No ☐
Living Wage: (Entry-Level, 25th)	Yes ☑	No ☐
Education:	Yes ☑	No ☐
Emerging Occupation(s)		
Yes ☐		No ☑

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

- ***Property, Real Estate, and Community Association Managers*** **(11-9141)** Plan, direct, or coordinate the selling, buying, leasing, or governance activities of commercial, industrial, or residential real estate properties. Includes managers of homeowner and condominium associations, rented or leased housing units, buildings, or land (including rights-of-way).[1]
- ***Property Appraisers and Assessors*** **(13-2020)** This occupation includes the 2018 SOC occupations: Appraisers of Personal and Business Property (13-2022) and Appraisers and Assessors of Real Estate (13-2023).[2]
    - ***Appraisers of Personal and Business Property*** **(13-2022)** Appraise and estimate the fair value of tangible personal or business property, such as jewelry, art, antiques, collectibles, and equipment. Includes workers who appraise both personal and business property as well as real estate. May also appraise land.
    - ***Appraisers and Assessors of Real Estate*** **(13-2023)** Appraise real estate, exclusively, and estimate its fair value. May assess taxes in accordance with prescribed schedules.
- ***Real Estate Brokers*** **(41-9021)** Operate real estate office, or work for commercial real estate firm, overseeing real estate transactions. Other duties usually include selling real estate or renting properties and arranging loans. [3]
- ***Real Estate Sales Agents*** **(41-9022)** Rent, buy, or sell property for clients. Perform duties such as study property listings, interview prospective clients, accompany clients to property

[1] Property, Real Estate, and Community Association Managers (bls.gov)
[2] Property Appraisers and Assessors (bls.gov)
[3] Real Estate Brokers and Sales Agents (bls.gov)

site, discuss conditions of sale, and draw up real estate contracts. Includes agents who represent buyer.[4]

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[5] Although some of the occupations in this report typically require a bachelor's degree, they are considered middle-skill because approximately one-third of workers in the field have completed some college or an associate degree. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

Based on the available data, there appears to be a supply gap for these middle-skill real estate occupations in the region. Furthermore, the majority of annual openings have entry-level wages that exceed the self-sufficiency standard wage in both Los Angeles and Orange counties, and approximately one-third of current workers in the field have completed some college or an associate degree. **Therefore, due to all the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:

- ***Supply Gap Criteria –*** Over the next five years, **6,215 jobs** are projected to be available annually in the region due to new job growth and replacements, which is **more** than the three-year average of **824 awards** conferred by educational institutions in the region.
- ***Living Wage Criteria –*** Within Los Angeles County, the majority (60%) of annual job openings for these middle-skill real estate occupations have entry-level wages **above** the self-sufficiency standard hourly wage ($18.10/hour).[6]
- ***Educational Criteria –*** Within the greater LA/OC region, **95% of the annual job openings** for occupations related to real estate typically require a **high school diploma or equivalent.**
    - However, the national-level educational attainment data indicates **between 33% and 36% of workers** in the field have completed **some college** or **an associate degree.**

Supply:

- There are **21 community colleges** in the greater LA/OC region that issue awards related to real estate, conferring an average of **782 awards** annually between 2019 and 2022.

[4] Real Estate Brokers and Sales Agents (bls.gov)

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

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

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

- Between 2019 and 2021, there was an average of **42 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for these middle-skill real estate occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 5% through 2027. There will be more than 6,200 job openings per year through 2027 due to job growth and replacements.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[7]

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	46,711	49,313	2,602	6%	4,405
Orange	19,983	20,766	783	4%	1,810
Total	**66,695**	**70,079**	**3,384**	**5%**	**6,215**

Wages

The labor market endorsement in this report considers the entry-level hourly wages for these middle-skill real estate occupations in Los Angeles County as they relate to the county's self-sufficiency standard wage. Orange County wages are included below in order to provide a complete analysis of the greater LA/OC region. Detailed wage information, by county, is included in Appendix A.

Los Angeles County

The majority (60%) of annual openings for middle-skill real estate occupations have entry-level wages above the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $16.75 and $26.26. Three occupations have entry-level wages above the county's self-sufficiency standard wage: *property appraisers and assessors* ($26.26), *real estate brokers* ($24.17), and *property, real estate, and community association managers* ($19.64). Experienced workers can expect to earn wages between $48.57 and $69.75, which are higher than the self-sufficiency standard.

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

Exhibit 2: Earnings for Occupations in LA County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Property, Real Estate, and Community Association Managers (11-9141)	$19.64	$30.12	$48.57	$62,700
Property Appraisers and Assessors (13-2028)	$26.26	$37.86	$49.88	$78,800
Real Estate Brokers (41-9021)	$24.17	$35.04	$69.75	$72,900
Real Estate Sales Agents (41-9022)	$16.75	$29.78	$54.30	$61,900

*Rounded to the nearest $100

Orange County

The majority (62%) of annual openings for middle-skill real estate occupations have entry-level wages above the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages range between $17.89 and $26.11. Three occupations have entry-level wages above the county's self-sufficiency standard wage: *real estate brokers* ($26.11), *property appraisers and assessors* ($25.83), and *property, real estate, and community association managers* ($21.40). Experienced workers can expect to earn wages between $49.61 and $73.26, which are higher than the self-sufficiency standard.

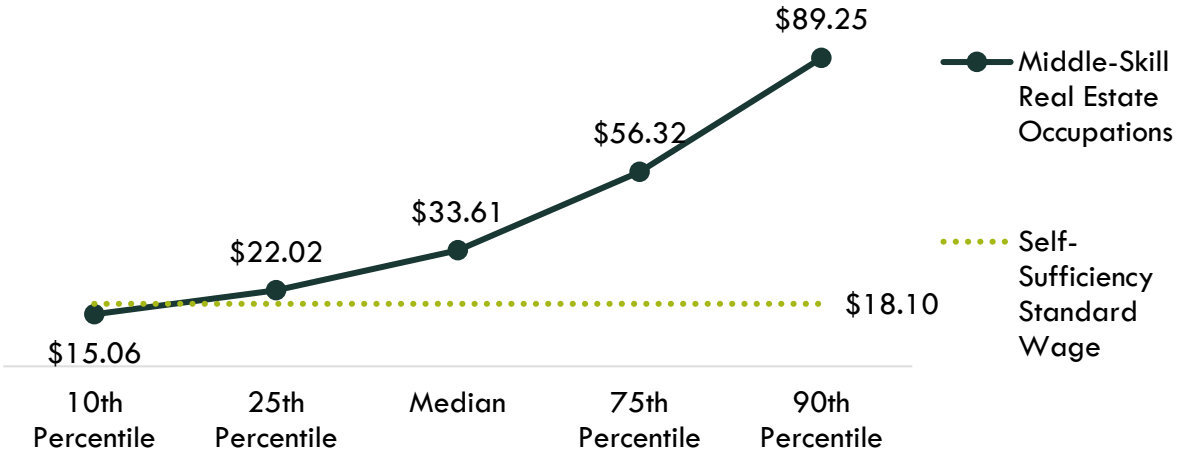
Exhibit 3: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Property, Real Estate, and Community Association Managers (11-9141)	$21.40	$32.54	$52.11	$67,700
Property Appraisers and Assessors (13-2028)	$25.83	$37.43	$49.61	$77,800
Real Estate Brokers (41-9021)	$26.11	$36.46	$73.26	$75,800
Real Estate Sales Agents (41-9022)	$17.89	$30.98	$56.48	$64,400

*Rounded to the nearest $100

On average, the entry-level earnings for the occupations in this report are $22.02; this is above the living wage for one single adult in Los Angeles County ($18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.

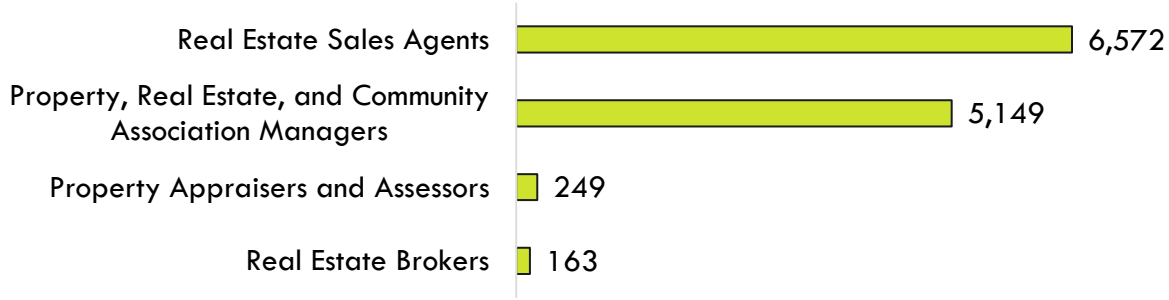
Exhibit 4: Average Hourly Earnings for Middle-Skill Real Estate Occupations in LA/OC



Job Postings

There were 12,133 online job postings related to real estate listed in the past 12 months. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (54%) were for *real estate sales agents*, followed by *property, real estate, and community association managers* (42%) and *property appraisers and assessors* (2%). The highest number of job postings were for real estate agents, leasing consultants, property managers, community managers, and assistant property managers. The top skills were property management, marketing, sales prospecting, Yardi (property management software), and accounting. The top three employers, by number of job postings, in the region were Keller Williams Realty, Greystar, and Realty Connect USA.

Exhibit 5: Job postings by occupation (last 12 months)



Educational Attainment

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

- **Bachelor's degree:** *Property appraisers and assessors*
- **High school diploma or equivalent:** *Property, real estate, and community association managers; real estate brokers;* and *real estate sales agents*

In the greater LA/OC region, the majority of annual job openings (95%) typically require a high school diploma or equivalent. However, the national-level educational attainment data indicates between 33% and 36% of workers in the field have completed some college or an associate degree. Of the 40% of middle-skill real estate job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 58% (2,834) requested high school or vocational training, 4% (212) requested an associate degree, and 38% (1,834) requested a bachelor's degree.

Educational Supply

Community College Supply

Exhibit 6 shows the annual and three-year average number of awards conferred by community colleges in programs that have historically trained for the occupations of interest. The colleges with the most completions in the region are Irvine, Saddleback, and Mt. San Antonio.

Exhibit 6: Regional community college awards (certificates and degrees), 2019-2022

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
0509.40	Sales and Salesmanship	Glendale	-	9	5	5
		Santa Monica	19	25	23	22
		LA Subtotal	**19**	**34**	**28**	**27**
		Orange Coast	5	6	10	7
		OC Subtotal	**5**	**6**	**10**	**7**
Supply Subtotal/Average			**24**	**40**	**38**	**34**
0511.00	Real Estate	Cerritos	12	8	21	14
		Citrus	4	17	61	27
		East LA	27	51	54	44
		El Camino	22	9	24	18
		Glendale	39	67	58	55
		LA City	39	20	27	29
		LA Harbor	4	3	6	4
		LA Southwest	3	4	2	3
		LA Trade-Tech	1	3	3	2
		LA Valley	23	33	36	31
		Long Beach	28	27	38	31
		Mt San Antonio	87	97	81	88
		Rio Hondo	-	36	84	40
		West LA	14	47	43	35
		LA Subtotal	**303**	**422**	**538**	**421**
		Coastline	5	9	12	9

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
		Fullerton	3	1	7	4
		Irvine	85	32	360	159
		Orange Coast	21	29	3	18
		Saddleback	114	94	98	102
		Santiago Canyon	18	53	27	33
		OC Subtotal	**246**	**218**	**507**	**324**
Supply Subtotal/Average			**549**	**640**	**1,045**	**745**
0511.10	Escrow	Saddleback	3	2	4	3
		OC Subtotal	**3**	**2**	**4**	**3**
Supply Subtotal/Average			**3**	**2**	**4**	**3**
Supply Total/Average			**576**	**682**	**1,087**	**782**

Non-Community College Supply

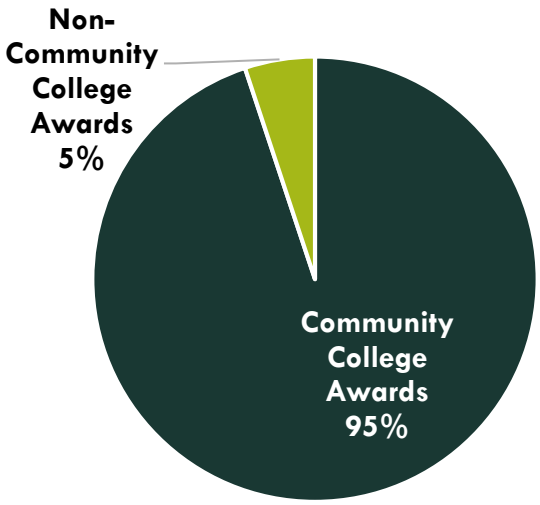
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for real estate. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent three-year period of available data is from 2019 to 2021. Between 2019 and 2021, non-community college institutions in the region conferred an average of 42 bachelor's and sub-baccalaureate awards. Bachelor's awards are included since one of the occupations in this report typically requires a bachelor's degree. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards.

Exhibit 7: Regional non-community college awards, 2019-2021

CIP	Program	Institution	2019-20 Awards	2020-21 Awards	2-Year Average
52.1501	Real Estate	Learnet Academy	6	3	5
		USC	34	40	37
		Supply Total/Average	**40**	**43**	**42**

Exhibit 8 shows the proportion of community college awards conferred in LA/OC compared to the number of non-community college awards for the programs in this report. The majority of awards conferred in these programs are awarded by community colleges in the LA/OC region.

Exhibit 8: Community College Awards Compared to Non-Community College Awards in LA/OC Region, 3-Year Average



Appendix A: Occupational demand and wage data by county

Exhibit 9. Los Angeles County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Property, Real Estate, and Community Association Managers (11-9141)	17,368	18,300	933	5%	1,561	$19.64	$30.12	$48.57
Property Appraisers and Assessors (13-2028)	2,685	2,719	34	1%	243	$26.26	$37.86	$49.88
Real Estate Brokers (41-9021)	8,562	9,099	537	6%	838	$24.17	$35.04	$69.75
Real Estate Sales Agents (41-9022)	18,097	19,195	1,098	6%	1,764	$16.75	$29.78	$54.30
Total	**46,711**	**49,313**	**2,602**	**6%**	**4,405**	**-**	**-**	**-**

Exhibit 10. Orange County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Property, Real Estate, and Community Association Managers (11-9141)	8,026	8,297	272	3%	689	$21.40	$32.54	$52.11
Property Appraisers and Assessors (13-2028)	1,018	1,019	1	0%	92	$25.83	$37.43	$49.61
Real Estate Brokers (41-9021)	3,714	3,874	160	4%	346	$26.11	$36.46	$73.26
Real Estate Sales Agents (41-9022)	7,225	7,575	350	5%	683	$17.89	$30.98	$56.48
Total	**19,983**	**20,766**	**783**	**4%**	**1,810**	**-**	**-**	**-**

Exhibit 11. Los Angeles and Orange Counties

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	% Age 55 and older*	Typical Entry-Level Education
Property, Real Estate, and Community Association Managers (11-9141)	25,393	26,597	1,204	5%	2,249	39%	HS diploma or equivalent
Property Appraisers and Assessors (13-2028)	3,703	3,738	35	1%	335	45%	Bachelor's degree
Real Estate Brokers (41-9021)	12,276	12,973	696	6%	1,185	45%	HS diploma or equivalent
Real Estate Sales Agents (41-9022)	25,322	26,771	1,449	6%	2,447	49%	HS diploma or equivalent
Total	**66,695**	**70,079**	**3,384**	**5%**	**6,215**	**-**	**-**

*The average percentage of workers age 55 and older across all occupations in the greater LA/OC region is 27%. These occupations have a larger share of older workers, which typically indicates greater replacements needs to offset the amount of impending retirements.

Appendix B: Sources

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

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CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Santa Monica College
Program Of Study
Sustainability and Materials Management Certificate of Achievement

Sustainable Materials Management (SMM) is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. The Sustainable Materials Management (SMM) curriculum emphasizes an interdisciplinary approach, exploring recycling and materials management from a variety of perspectives and in a variety of settings. The core curriculum will provide students with an in-depth study of waste diversion and materials management, emphasizing cultural, community, and business applications. Courses cover governmental and organizational policies, practices, and procedures in waste and materials management, including a circular economy, best management practices and successful community and educational zero waste programs.

Program Learning Outcomes:
Upon completion of this program, students will demonstrate the ability to plan, implement, and oversee waste management programs aimed at implementing Zero waste principles and sustainability practices for individuals, businesses, and the communities. Additionally, students will demonstrate the ability to write proposals and policy using correct terminology, principles and CA legislation and regulations regarding waste, recycling, sustainable resource management and zero waste systems.

SMM 4[DE] Sustainable Materials Management and Zero Waste in Business	3.0
SMM 1[DE] Introduction to Sustainable Materials Management	3.0
SMM 2[DE] Culture and Zero Waste	3.0
SMM 3[DE] Sustainable Materials Management and Zero Waste for Communities	3.0

Total: 12.0

Santa Monica College
Program Narrative
Sustainability and Materials Management Certificate of Achievement

Program Goals and Objectives:

Sustainable Materials Management (SMM) is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. The Sustainable Materials Management (SMM) curriculum emphasizes an interdisciplinary approach, exploring recycling and materials management from a variety of perspectives and in a variety of settings. The core curriculum will provide students with an in-depth study of waste diversion and materials management, emphasizing cultural, community, and business applications. Courses cover governmental and organizational policies, practices, and procedures in waste and materials management, including a circular economy, best management practices and successful community and educational zero waste programs.

Program Learning Outcomes:
Upon completion of this program, students will demonstrate the ability to plan, implement, and oversee waste management programs aimed at implementing Zero waste principles and sustainability practices for individuals, businesses, and the communities. Additionally, students will demonstrate the ability to write proposals and policy using correct terminology, principles and CA legislation and regulations regarding waste, recycling, sustainable resource management and zero waste systems.

Catalog Description:

Sustainable Materials Management (SMM) is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. The Sustainable Materials Management (SMM) curriculum emphasizes an interdisciplinary approach, exploring recycling and materials management from a variety of perspectives and in a variety of settings. The core curriculum will provide students with an in-depth study of waste diversion and materials management, emphasizing cultural, community, and business applications. Courses cover governmental and organizational policies, practices, and procedures in waste and materials management, including a circular economy, best management practices and successful community and educational zero waste programs.

Program Learning Outcomes:
Upon completion of this program, students will demonstrate the ability to plan, implement, and oversee waste management programs aimed at implementing Zero waste principles and sustainability practices for individuals, businesses, and the communities. Additionally, students will demonstrate the ability to write proposals and policy using correct terminology, principles and CA legislation and regulations regarding waste, recycling, sustainable resource management and zero waste systems.

Program Requirements:

SMM 4[DE] Sustainable Materials Management and Zero Waste in Business	3.0
SMM 1[DE] Introduction to Sustainable Materials Management	3.0
SMM 2[DE] Culture and Zero Waste	3.0
SMM 3[DE] Sustainable Materials Management and Zero Waste for Communities	3.0
	Total: 12.0

Master Planning:

The RRM (proposing name changed to Sustainable Materials Management) certificate or degree program aligns seamlessly with the College's mission, strategic initiatives, Master Plan for Education, and the Chancellor's Vision for Success. By offering education and training in sustainable materials management, the program equips students with the knowledge and skills needed to address pressing environmental challenges while fostering a culture of sustainability. This directly supports the college's mission of providing relevant and high-quality education that empowers students to make positive contributions to society. Additionally, the program aligns with strategic initiatives aimed at promoting sustainability and environmental responsibility within the campus community and beyond. Furthermore, it contributes to the Master Plan for Education by addressing the need for programs that prepare students for careers in emerging green industries. Ultimately, the Sustainable Materials Management program exemplifies the Chancellor's Vision for Success by preparing students for meaningful careers in a rapidly evolving, environmentally conscious job market, thus ensuring their success and the success of the broader community.

Enrollment and Completer Projections:

Enrollment completer projections are 20 students per year.

Place of Program in Curriculum/Similar Programs:

This program provides the focus on Sustainable Materials Management to complement the Earth Science Department's focus on sustainability.
After completing this general Certificate of Achievement students might decide to pursue additional level certificates offered through SMC and / or to transfer to finish their bachelor's in Sustainability. Students who already possess a bachelor's degree may also decide to go onto earn a master's degree in Sustainability. Finally, students might choose to focus on a career as a Sustainability professional in the organization in which they are hired and need the Certificate's focus to justify their competency in Sustainability.

Similar Programs at Other Colleges in Service Area:

Recycling and Resource Management is offered at Irvine Valley College

Santa Monica College
Program Of Study
Early Childhood Associate Teacher Certificate of Achievement

Students completing an Early Childhood Associate Teacher certificate are qualified to teach in a private child development program licensed under Title 22 of the Department of Social Services. It also fulfills the educational requirements for students seeking a California Child Development Permit Matrix at the Associate Teacher level issued by the California Commission of Teaching Credentialing. Students that desire to work in a early childhood setting are required to minimally complete these core classes.

Program Learning Outcomes:

- Use developmental theory and research to support children's learning across developmental domains (cognitive, social-emotional, physical).
- Demonstrate skills (e.g. reflective listening, positive interactions) and abilities (e.g. collaboration, cultural humility, empathy) required to build family, school, and community relationships that support children's development and learning.
- Design culturally and developmentally appropriate environments and curriculum informed by developmental theory and analysis of observation and assessment data.

Required Courses: (9 units)	**Units: 9.0**
ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
ECE 11[DE] Child, Family and Community	3.0
PSYCH 11[DE] Child Growth and Development	3.0

Select one additional course from the following courses: (3 units)	**Units: 3.0**
ECE 4[DE] Language and Literature for the Young Child	3.0
ECE 5[DE] Math and Science for the Young Child	3.0
ECE 8[DE] Creative Experiences - Art, Music, and Movement	3.0
ECE 17[DE] Introduction to Curriculum	3.0

Total: 12.0

Santa Monica College
Program Of Study
Early Childhood Studies AS/Certificate of Achievement

The Early Childhood Studies program focuses on educational practices that emphasize interpersonal relationships, cultural diversity, child-centered curriculum and the inclusion of children with special needs in all educational opportunities. The curriculum prepares students to teach or administer programs for young children that include: private early childhood programs, public programs such as school district children centers and Head Start Programs, Head Start, Infant and School Age Programs. The Early Childhood Studies program is geared toward students wishing to prepare for employment in early childhood programs. Emphasis is placed in preparing students for early entry into the workforce. The program provides a sequential path that allows students to obtain the academic requirements for various state permits – Associate Teacher, Assistant Teacher, and Teacher. Students may build on the courses provided by the Early Childhood Studies program to later transfer. However, the AS-T in ECE is the recommended option for students desiring to transfer.

Program Learning Outcomes:

- Use developmental theory and research to support children's learning across developmental domains (cognitive, social-emotional, physical).
- Demonstrate skills (e.g. reflective listening, positive interactions) and abilities (e.g. collaboration, cultural humility, empathy) required to build family, school, and community relationships that support children's development and learning.
- Design culturally and developmentally appropriate environments and curriculum informed by developmental theory and analysis of observation and assessment data.
- Demonstrate anti-bias and inclusive teaching practices to scaffold development and learning, guide behavior, engage in reflective practice, and communicate effectively with children, families, and colleagues.

Required Core Courses (24 units):	**Units: 24.0**
ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
ECE 11[DE] Child, Family and Community	3.0
ECE 21[DE] Observation and Assessment	4.0
ECE 22[DE] Practicum in Early Childhood Education	5.0
ECE 45[DE] Introduction to Children with Special Needs	3.0
ECE 64[DE] Health, Safety, and Nutrition for Young Children	3.0
PSYCH 11[DE] Child Growth and Development	3.0

Required Curriculum Courses (6 units): Select two courses from the following:	**Units: 6.0**
ECE 4[DE] Language and Literature for the Young Child	3.0
ECE 5[DE] Math and Science for the Young Child	3.0
ECE 8[DE] Creative Experiences - Art, Music, and Movement	3.0
ECE 17[DE] Introduction to Curriculum	3.0

Total: 30.0

Santa Monica College
Program Of Study
Early Intervention/Special Education Assistant AS/Certificate of Achievement

Early Childhood Education majors will be trained to supervise and provide care and learning experiences for children from infancy through eight years of age in a variety of early childhood settings.

Early Childhood Education professionals adhere to the guidelines as well as the Professional Code of Ethics of the National Association for the Education of Young Children (NAEYC) and provide developmentally appropriate learning opportunities for the enhancement of the physical, intellectual, social, emotional and creative domains of young children.

The Early Intervention/Special Education Assistant program will prepare students for career placements in public and/or private early intervention and educational settings that serve young children with a range of developmental strengths, abilities and needs. Specific jobs and responsibilities may include serving as an early childhood educator with a specialization in working with children with exceptionalities, a special education assistant for children birth to eight years of age, a one-to-one assistant for children with exceptionalities (e.g., inclusion facilitator), a classroom assistant with expertise in special needs, or as an assistant teacher on an early intervention team serving infants and toddlers birth to three years of age.

Program Learning Outcomes:

- Use developmental theory and research and knowledge of best practices in early childhood special education to support learning for children across developmental domains (cognitive, social-emotional, physical).
- Demonstrate skills (e.g. reflective listening, positive interactions) and abilities (e.g. collaboration, cultural humility, empathy) required to build family, school, and community relationships that support children's development and address the needs of children with disabilities or delays and their families.
- Design culturally and developmentally appropriate environments, curricula, and curricular modifications and accommodations based on developmental theory and analysis of observation and assessment data and individualized education/family service plans.
- Demonstrate anit-bias, inclusive, and individualized teaching practices and strategies to scaffold development and learning and guide the behavior of children with and without disabilities or delays, engage in reflective practice, and communicate effectively with children, families, and colleagues.

Required Courses:	**Units: 33.0**
ECE 32[DE] Communicating with Families	3.0
ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
ECE 11[DE] Child, Family and Community	3.0
ECE 17[DE] Introduction to Curriculum	3.0
ECE 21[DE] Observation and Assessment	4.0
ECE 23[DE] Practicum In Early Intervention/Special Education	5.0
ECE 45[DE] Introduction to Children with Special Needs	3.0
ECE 46[DE] Infant and Toddler Development	3.0
ECE 49[DE] Curriculum and Strategies for Children with Special Needs	3.0
PSYCH 11[DE] Child Growth and Development	3.0
	Total: 33.0

Santa Monica College
Program Of Study
Infant/Toddler Teacher AS/Certificate of Achievement

This program prepares students to work with infants/toddlers (0-36 months) enabling the student to assist a teacher in a public infant/toddler program or teach infants/toddlers in a private child care setting. In addition, students will develop skills to create respectful, reciprocal relationships that support, empower, and involve families in their children's learning and development.

Early Childhood Education professionals adhere to the guidelines as well as the Professional Code of Ethics of the National Association for the Education of Young Children (NAEYC) providing developmentally appropriate learning opportunities for the enhancement of the physical, intellectual, social, emotional and creative domains of young children.

Program Learning Outcomes:

- Use developmental theory and research to support infant and toddler development across the domains (cognitive, social-emotional, and physical).
- Demonstrate skills (e.g. reflective listening, positive interactions) and abilities (e.g. collaboration, cultural humility, empathy) required to build family, school, and community relationships that support infant and toddler development and learning.
- Design culturally and developmentally appropriate environments and curriculum informed by development theory and analysis of observation and assessment data.
- Demonstrate responsive, relationship-based teaching practices that support infant and toddler development and learning, guide behavior, are grounded in reflective practice, and adhere to legal and best practices and policies.

Required Courses:	**Units: 30.0**
ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
ECE 11[DE] Child, Family and Community	3.0
ECE 17[DE] Introduction to Curriculum	3.0
ECE 21[DE] Observation and Assessment	4.0
ECE 22[DE] Practicum in Early Childhood Education	5.0
ECE 32[DE] Communicating with Families	3.0
ECE 46[DE] Infant and Toddler Development	3.0
ECE 71[DE] Infants and Toddler Education and Care	3.0
PSYCH 11[DE] Child Growth and Development	3.0
	Total: 30.0

Santa Monica College
Program Of Study
Transitional Kindergarten Certificate of Achievement

The goal of the Transitional Kindergarten certificate is to provide a strand of unit bearing curriculum specifically designed to meet the needs of current Transitional Kindergarten (TK) teachers as well as Multiple Subject credential holders needing the Early Childhood unit requirement to be a TK teacher.

Program Learning Outcomes:

- Use developmental theory and research to support children's learning across developmental domains (cognitive, social-emotional, physical).
- Demonstrate skills (e.g. reflective listening, positive interactions) and abilities (e.g. collaboration, cultural humility, empathy) required to build family, school, and community relationships that support children's development and learning.
- Design culturally and developmentally appropriate environments and curriculum informed by developmental theory and analysis of observation and assessment data.
- Develop / align the transitional kindergarten curriculum to the California Preschool Learning Foundations.

Transitional Kindergarten Certificate	**Units: 24.0**
ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
ECE 24[DE] Preschool and Early Primary Development	3.0
ECE 25[DE] Assessment in Transitional Kindergarten and Kindergarten	3.0
ECE 26[DE] CA Preschool Foundations and Frameworks 1	3.0
ECE 27[DE] CA Preschool Foundations and Frameworks 2	3.0
ECE 28[DE] Practicum in Transitional Kindergarten Teaching	3.0
ECE 29[DE] Reflective Practice Seminar	3.0
ECE 30[DE] Strategies for Working with Challenging Behaviors	3.0
	Total: 24.0

The GC Curriculum Ad-Hoc Subcommittee has met and prepared the below summary of the available options available to the Curriculum Committee and is recommending that the Curriculum committee consider these at the May 15 meeting. We leave it to Tech Review and the Curriculum Chair and Vice-Chair to decide what happens consistent with both the Brown Act and protocol; for agendizing the Action Item, and/or to decide that the information is presented, and motions can come from members on the floor.

Subcommittee Members: *Faculty: Christina Gabler, Audra Wells, Bobby Simmons, Estela Narrie*
Admin: Scott Silverman *Student: Justin Liu*

NOTE: The new requirements for Ethnic Studies and Com ST/Critical Thinking do not take into effect for the local Associate Degree General Education until Fall 2025.
***If GC is an ILO, then are the SLO ambassadors looking at whether PLOs tie to the GC ILO*

OPTIONS: (Keep, Modify or Eliminate)

KEEP Options (1 and 2)

1) *Maintain the GC Requirement as it currently stands:*
    a. Minimum units for Local degree will be 18 semester units (21 semester units in Fall 2025), though it can be 21/24 semester units if a student does not pick a course that may double count.
    b. Revisit after one year & see what impact is on students by having to take the new Ethnic Studies requirement AND Global Citizenship (i.e. Data from IR)
2) *Maintain the GC requirement but as part of Degrees without Petition, waive this GC req for students who have completed all other requirements and are missing only GC.*
    a. This is a potential compromise. This is definitely a good solution in the short-term. Possibly long-term.
    b. However, this still keeps the Unit requirement higher
    c. Could set a threshold that GC waivers only apply if students completed the vast majority (75%?) of units elsewhere and are missing only GC.
    d. Counseling sees this as a challenge & disingenuous for student advising, & not all students see Counselors
    e. Others felt that it may be possible to advise students as usual, and 96% of students would complete GC normally, but the College waives it for anyone whose local Associates Degree award is pending only that requirement.
    f. Note: the data shown does not indicate if a student might eventually complete GC in the next term/year.

MODIFY Options (3, 4 and 5)

3) *Change the GC Requirement to a Recommendation:*
    a. Gives a chance for us to Market the value-added of GC, and still hopefully get a lot of GC completions
    b. We do not have data that speaks to whether students would or would not enroll in GC courses at similar levels.
    c. Do we run the risk of future course proposals not seeing GC as worthy of investing time to infuse it into their course?
    d. Would the presence of GC in the curriculum be watered down?
    e. If GC is an ILO, then the SLO ambassadors can look at whether PLOs tie to the GC ILO.
4) *Change the GC Requirement to a Recommendation, but maintain the GC Notifications on the local Associates degree requirements (documentation, Catalog, etc.):*
    a. Same as for #3
5) *Change the GC Requirement to a Recommendation, but maintain the GC Notifications on the local Associates degree requirements (documentation, Catalog, etc.) and Create a GC Certificate (of at least 8 units, noted on transcript and recognized at Graduation):*
    a. Same as for #3

ELIMINATE Option (6)

6) Remove the GC Requirement.