



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, May 21, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
<https://smc-edu.zoom.us/j/88008685421>

Meeting ID: 880 0868 5421

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Find your local number: <https://smc-edu.zoom.us/j/kog4GeKXL>

Members:

Redelia Shaw, <i>Chair</i>	Javier Cambron	Aileen Huang	Bobby Simmons
Dione Hodges, <i>Vice Chair</i>	Jihyeon Cha	Gary Huff	Briana Simmons
Jason Beardsley	Evelyn Chantani	Jesus Lopez	Lydia Strong
Mary Bober	Rachel Demski	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Susan Fila	Estela Narrie	Associated Students Rep
Walter Butler	Christina Gabler	Kevin Roberts	Associated Students Rep
Susan Caggiano	Walker Griffy	Scott Silverman	

Interested Parties:

Stephanie Amerian	Sheila Cordova	Maral Hyeler	Steven Sedky
Clare Battista	Nathaniel Donahue	Matt Larcin	Esau Tovar
Maria Bonin	David Duncan (A.S.)	Maria Munoz	Guadalupe Salgado
Department Chairs	Kiersten Elliott	Stacy Neal	Olivia Vallejo
Nick Chambers	Tracie Hunter	Patricia Ramos	Tammara Whitaker

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 7, 2025).....5

V. Chair's Report

VI. Information Items

1. Common Course Numbering Updates/Information
2. Cal-GETC Updates/Information

(Non-Substantial Changes)

3. ENGL 41 Introduction to Asian American Literature (textbooks update for C-ID)
4. Business AS (add REALES courses to electives list)
5. Creative Writing Certificate of Achievement (add ENGL 64 to electives list)

VII. Action Items

(Courses: New)

- a. COSM 49E Tactical Planning for the California Esthetics State Board Exam (Prerequisites: COSM 10A and COSM 10B and COSM 20; Advisory: Completion of at least 400 hours in Cosmetology classes.) .. 9
- b. COSM 49H Tactical Planning for the California Hair Styling State Board Exam (Prerequisites: COSM 10A and COSM 10B and COSM 20; Advisory: Completion of at least 400 hours in Cosmetology classes.)..... 25
- c. COSM 49R Tactical Planning for the California Barbering State Board Exam (Prerequisites: COSM 10A and COSM 10B and COSM 20; Advisory: Completion of at least 400 hours in Barbering classes.)..... 41
- d. ENGL C1002 Introduction to Literature (Prerequisite: ENGL C1000 Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.)..... 57
- e. FILM 17 Analysis of Short-Form Cinema..... 65
- f. FILM 19 Special Topics in Film Studies..... 69
- g. HEALTH E47 T'ai Chi II: Intermediate/Advanced 73

(Courses: Distance Education)

- h. COSM 49E Tactical Planning for the California Esthetics State Board Exam 11
- i. COSM 49H Tactical Planning for the California Hair Styling State Board Exam 27
- j. COSM 49R Tactical Planning for the California Barbering State Board Exam..... 43
- k. ENGL C1002 Introduction to Literature 59
- l. FILM 17 Analysis of Short-Form Cinema..... 67
- m. FILM 19 Special Topics in Film Studies..... 70
- n. HEALTH E47 T'ai Chi II: Intermediate/Advanced 74

(Courses: Common Course Numbering Changes – effective Fall 2026)

- o. ARTH C1100 Survey of Art from Prehistory to the Medieval Era (formerly AHIS 1) 76
- p. ARTH C1200 Survey of Art from the Renaissance to Contemporary (formerly AHIS 2) 79

Common Course Numbering requires identical language in the following fields, from the Common Course Numbering Phase IIA templates: prefix, course number, course title, course description, units, course content, and course objectives. Optional additional language is indicated by an asterisk where applicable. Fields that are not included in the template (such as Methods of Presentation, Sample Assignments, etc.) do not currently have advisement and are at the discretion of the department.

(Courses: Substantial Changes)

- q. COSM 49C Tactical Planning for the California Cosmetology State Board Exam (Changed: course number (was COSM 50A), course name (was “Written Preparation for Cosmetology State Board Exam”), course description, SLOs, course content, course objectives, methods of presentation, methods of evaluation, and sample assignments; Added Prerequisite: COSM 20) 82
- r. COSM 50C Written Preparation for Cosmetology State Board Exam (Changed: course name (was “Written Preparation for State Board Exam”), course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments; Added

	Prerequisite: COSM 49C; Removed Advisory: Completion of at least 1000 hours in Cosmetology)	97
s.	COSM 50E Written Preparation for Esthetician State Board Exam (Changed: course description, hours/units (from 1 lecture/0.5 lab/1 unit to 1.5 lecture/0 lab/1.5 units), SLOs, course content, methods of presentation, methods of evaluation, textbooks, sample assignments; Removed Advisory: Completion of at least 400 hours of Esthetician coursework.; Added Prerequisite: COSM 49E)	103
t.	COSM 50H Written Preparation for Hairstylist State Board Exam (Changed: course description, hours/units (from 1 lecture/0.5 lab/1 unit to 1.5 lecture/0 lab/1.5 units), SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments; Removed Prerequisites: COSM 10A and COSM 10B; Removed: Advisory Completion of at least 300 hours in the Hairstylist program; Added Prerequisite: COSM 49H)	108
u.	COSM 50N Written Preparation for Nail Care State Board Exam (Changed: course description, hours/units (from 1 lecture/0.5 lab/1 unit to 1.5 lecture/0 lab/1.5 units), SLOs, course content, course objectives, methods of presentation, methods of evaluation, textbooks, and sample assignments)....	113
v.	COSM 50R Written Preparation for Barbering State Board Exam (Changed: course description, hours/units (from 1 lecture/0.5 lab/1 unit to 1.5 lecture/0 lab/1.5 units), SLOs, course content, course objectives, methods of presentation, methods of evaluation, textbooks, and sample assignments; Removed Prerequisites: Possession of a cosmetology license or COSM 31A and COSM 50A and Completion of 1,250 hours in barbering coursework; Added Prerequisite: COSM 49R)	118
w.	FILM 5 Film and Society (Changed: course description, SLOs, course objectives, methods of evaluation, textbooks, and sample assignments)	123
x.	FILM 6 Gender and Sexuality in Cinema (Changed: course name (was "Women in Film"), course description, SLOs, course objectives, course content, lab content, methods of evaluation, textbooks, and sample assignments)	125
y.	FILM 7 Race and Ethnicity in Cinema (Changed: course name (was "American Cinema: Crossing Cultures"), course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, and sample assignments)	128
z.	FILM 8 Popular Film Genres (Changed: course name (was "The Popular Film Genres"), course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, and sample assignments)	130
aa.	FILM 9 Film Artists (Changed: course name (was "The Great Film Makers"), course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, and sample assignments)	132
bb.	FILM 11 Adaptation to Cinema (Changed: course name (was "Literature into Film"), course description, SLOs, course objectives, course content, lab content, methods of evaluation, textbooks, and sample assignments)	134
cc.	HEALTH E24 Physical Fitness and Conditioning I: Principles and Practices (Changed: course name (was "Physical Fitness Principles and Practices for Older Adults"), course description, SLOs, course objectives, course content, methods of presentation, and sample assignments)	136
dd.	HEALTH E28 Strength and Stamina I: Principles and Practices (Changed: course number (was E25), course name (was "Strength and Stamina Training Principles and Practices for Older Adults"), course description, SLOs, course objectives, course content, methods of presentation, and sample assignments)	138
ee.	HEALTH E38 Joint Health and Mobility (Changed: course name (was "Joint Health and Mobility For Older Adults"), course description, SLOs, course objectives, course content, methods of presentation, and sample assignments)	140
ff.	HEALTH E46 Yoga I: Principles and Practices (Changed: course number (was E23), course name (was "T'ai Chi Principles and Practices for Older Adults"), course description, SLOs, course objectives, course content, methods of presentation, and sample assignments)	142
gg.	HEALTH E58 Chair Yoga (Changed: course number (was E18), course description, hours (from 1.78 to 3.56), SLOs, course objectives, methods of presentation)	144
hh.	HEALTH E59 Yoga I: Principles and Practices (Changed: course number (was E34), course name ("Stress Reduction for Older Adults"), course description, hours (from 1.78 to 3.56), SLOs, course objectives, course content, methods of presentation, sample assignments)	146
ii.	HEALTH E60 Yoga II: Intermediate/Advanced (Changed: course number (was E21), course name (was "Yoga Health and Safety Principles and Practices for Older Adults"), course description, SLOs, course objectives, course content, methods of presentation, and sample assignments)	148

(Courses: Deactivation)

jj.	COM ST 13 Voice and Diction	150
kk.	ESL 23 Academic Reading and Study Skills	153

(Programs: New)

ll.	Chemical Technician Skills Certificate of Achievement	155
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(Programs: CSLO/PLO Mapping)

mm.	Engineering AS/Certificate of Achievement	170
nn.	Introduction to Engineering Certificate of Achievement	172
oo.	Public Policy AA/Certificate of Achievement	173
pp.	Sociology AA-T	176

(Programs: Revisions)

qq.	Digital Technician Certificate of Achievement	179
	• Remove: PHOTO 5 (deactivated); Total Units reduced to 15 (was 18 units)	
	• CSLO/PLO mapping	
rr.	Photographer's Assistant Certificate of Achievement	181
	• Add: PHOTO 1 required courses; Remove: PHOTO 5 (deactivated); no change in units	
	• CSLO/PLO mapping	

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

VIII. New Business

IX. Old Business

X. Adjournment

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

The next Curriculum Committee meeting is June 4, 2025.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, May 7, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, *Chair*
Dione Hodges, *Vice Chair*
Fariba Bolandhemat
Walter Butler
Susan Caggiano
Jihyeon Cha

Evelyn Chantani
Rachel Demski
Susan Fila
Christina Gabler
Walker Griffy

Aileen Huang
Gary Huff
Jesus Lopez
Jacqueline Monge
Estela Narrie

Kevin Roberts
Scott Silverman
Bobby Simmons
Briana Simmons
Audra Wells

Members Absent:

Jason Beardsley

Mary Bober*

Javier Cambron

Lydia Strong*

**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:

Vicenta Arrizon

Keith Graziedi

Jamar London

Asunta Moisan

(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 3:08 pm. Motion to approve the agenda with no revisions.

Motion made by: Bobby Simmons; **Seconded by:** Estela Narrie

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of April 30, 2025 with no revisions.

Motion made by: Kevin Roberts; **Seconded by:** Fariba Bolandhemat

The motion passed with the following vote: Y: 17; N: 0; A: 1 (Walker Griffy)

V. Chair's Report

There is a form available in the curriculum canvas shell to fill out if you're interested in attending this year's Curriculum Institute in person or online.

VI. Information Items

1. Common Course Numbering (CCN) Updates

Surveys went out regarding the Phase II B templates for final feedback and comments. The Phase II A

templates are going into effect Fall 2026. We should be receiving the Phase II B templates soon; Phase II B will be effective Fall 2027.

We have a new CCN META information sheet on the curriculum website and canvas shell which addresses how to enter the CCN template details into META and frequently asked questions.

Common Course Numbering will be added as a business/discussion item for future agendas to provide opportunities for questions, feedback, and information.

2. Cal-GETC Updates

The Chancellor's Office has approved the Cal-GETC Certificate of Achievement. We are waiting on decisions from UC/Cal-GETC re: CCN courses before finalizing/posting the Cal-GETC to the website.

VII. Action Items

(Courses: Substantial Changes)

- a. COSM 95A Salon Experience (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, arranged hour activities, prerequisites; Added: prerequisites and advisories)
 - Prerequisite Before: Completion of all beginning courses. Cosmetology students must have completed at least 300 classroom hours; Skin Care students must have completed 60 classroom hours; Nail Care students must have completed 40 classroom hours.
 - New Prerequisite: COSM 10A and COSM 10B
 - New Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.
- b. COSM 95B Salon Experience (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, arranged hour activities, prerequisites; Added: prerequisites and advisories)
 - Prerequisite Before: Completion of all beginning courses. Cosmetology students must have completed at least 300 classroom hours; Skin Care students must have completed 60 classroom hours; Nail Care students must have completed 40 classroom hours.
 - New Prerequisite: COSM 10A and COSM 10B
 - New Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.
- c. COSM 95C Salon Experience (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, arranged hour activities, prerequisites; Added: prerequisites and advisories)
 - Prerequisite Before: Completion of all beginning courses. Cosmetology students must have completed at least 300 classroom hours; Skin Care students must have completed 60 classroom hours; Nail Care students must have completed 40 classroom hours.
 - New Prerequisite: COSM 10A and COSM 10B
 - New Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.
- d. COSM 95D Salon Experience (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, arranged hour activities, prerequisites; Added: prerequisites and advisories)
 - Prerequisite Before: Completion of all beginning courses. Cosmetology students must have completed at least 300 classroom hours; Skin Care students must have completed 60 classroom hours; Nail Care students must have completed 40 classroom hours.
 - New Prerequisite: COSM 10A and COSM 10B

- New Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.

Motion to approve the changes to COSM 95A, COSM 95B, COSM 95C, and COSM 95D as a block with no additional revisions.

Motion made by: Audra Wells; **Seconded by:** Christina Gabler

The motion passed unanimously.

Motion to approve prerequisites of COSM 10A and COSM 10B for COSM 95A, COSM 95B, COSM 95C, and COSM 95D as a block with no revisions.

Motion made by: Dione Hodges; **Seconded by:** Estela Narrie

The motion passed unanimously.

Motion to approve advisory of “Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.” for COSM 95A, COSM 95B, COSM 95C, and COSM 95D with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Kevin Roberts

The motion passed unanimously.

- e. ESL 10G Multiple Skills Preparation: Listening, Speaking, and Grammar (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)

Motion to approve changes to ESL 10G with an additional revision to the Methods of Evaluation: “Class Participation” to add additional note of “In-class activities”

Motion made by: Aileen Huang; **Seconded by:** Jesus Lopez

The motion passed unanimously.

- f. ESL 10W Multiple Skills Preparation: Reading and Writing (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)

Motion to approve changes to ESL 10W with no additional revisions.

Motion made by: Walter Butler; **Seconded by:** Susan Caggiano

The motion passed unanimously.

- g. ESL 11A Basic English 1 (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)

Motion to approve changes to ESL 11A with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons

The motion passed unanimously.

(Programs: Revisions)

- h. 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: Dione Hodges; **Seconded by:** Susan Caggiano

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 3:53 pm.

Motion made by: Christina Gabler; **Seconded by:** Jesus Lopez

The motion passed unanimously.

New Course: COSMETOLOGY 49E, Tactical Planning for the California Esthetics 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 and COSM 20
Advisory:	Completion of at least 400 hours in Cosmetology classes.
Proposed Start:	Spring 2026
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:	Existing Program: Esthetician Certificate of Achievement

Rationale

As the beauty industry continues to grow, so does the need for skin care specialists. This course will enable students with carefully planned skills needed to successfully pass the California State Board Exam.

I. Catalog Description

This course provides tactical planning formulated to guide a student with resources that will help gain their ability to retain knowledge of the theoretical portion pertaining to the Cosmetology industry. These resources will help their ability to pass the written California Esthetics State Board Examination. Information surrounding this course will be in: disinfection, sanitation, health and safety, rules and regulations, bacteriology, anatomy and physiology, manual facials, chemical facials, electrical facials, advanced techniques of skin care, eyebrow tweezing, waxing and makeup procedures.

II. Examples of Appropriate Text or Other Required Reading:

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

1. Milady Standard Esthetics Fundamentals 12th edition & Foundations Textbooks, 12th, Milady, Milady, Cengage © 2020, ISBN: 9780357263792
2. Milady Standard Esthetics: Fundamentals 12th edition & Foundations Workbooks, 12th, Milady, Milady, Cengage © 2020, ISBN: 9780357482841

III. Course Objectives

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

1. Practice strategies to achieve success on the California State Board Exam.
2. Create preparation materials for the California State Board Written Exam.

IV. Methods of Presentation:

Distance Education, Other (Specify), Lecture and Discussion, Discussion, Projects, Online instructor-provided resources, Other Methods: Information Sheets/Study guide, Question and Answer Activities

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.000%	Skin Foundations: Career Opportunities and History of Esthetics Anatomy and Physiology

	Physiology and Histology of the Skin Disorders and Diseases of the Skin Skin Analysis Skin Care Products: Chemistry, Ingredients, and Selection
40.000%	Skin Care Treatments: The Treatment Room Facial Treatments Facial Massage Facial Devices and technology Hair Removal Makeup Essentials Advance Topics and Treatments
10.000%	Soft Skills: Life Skills Professional Image Communicating For Success
10.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
10.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
40%	Class Work: Assignments, Discussions, Quizzes and Study Guides at 10% each
50%	Exams/Tests: The average score of 25 Tests is weighted at 50% of the final grade
10%	Final exam
100%	Total

VII. Sample Assignments:

Client Consultation Assignment: Describe a consultation you might have with a new client. To receive credit for this assignment, your paper must contain all the following: Your name must be on the paper The paper must have a separate cover page. Paper must include: An Introduction A description of where would be the best place to conduct this consultation and why A numbered list of at least 6 questions to ask your client Each question must include an explanation of why you should ask this question. Paper needs to be in your own words. Paper needs to be typed Must have a conclusion Must be in pdf, doc, docx

Salon Employees Policy Manual Project: Through research, create a Salon Employees Policy Manual Instructions: Imagine that you are an owner of a salon. You need to create a Policy Manual for the employees of your Salon. List the characteristics and behaviors you, as an employer, might want to see in your employees. All of your employees should be able to meet your performance expectations by reviewing your manual and practicing its contents. Paper needs to be in your own words. Paper needs to be typed Must have a conclusion Must be in pdf, doc, docx

Flashcards: You will be creating Flash Cards using only the questions from each quiz. You will: Write (not type) the question, without the answer, on one side of a flash card Flip the card over and write the answer on the other side Then: Lay out each set of flashcards (a set of flashcards is 1 chapter/quiz) separately, with no cards overlapping keeping each set grouped by each chapter/quiz Take a photo/photos of the question side Flip them over Take a photo of the answer side Upload these photos by submission in the flashcard assignment in the Learning Management System (LMS).

VIII. Student Learning Outcomes:

1. Demonstrate sanitation and disinfection techniques evaluated through a written assessment.
2. Differentiate between correct and incorrect answers on the California State Board Written Exam.
3. Apply techniques that lessen the anxiety commonly associated with test taking.

COSM 49E 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 about each week's activities. The instructor will provide virtual office hours along with a 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 materials 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
Exams	The instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, the 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 the potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, the instructor will provide feedback to students privately using Speed Grader or other grading software.	50.00%
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%
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 are provided periodically throughout the course.	25.00%

2. Organization of Content:

The course will be 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.
50.00%	Written Exams	The instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, the 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 the potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, the 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:

The instructor should be knowledgeable of accessibility resources on and off campus, familiar with the college learning management system tools, and willing to stay current as technology changes daily.

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.

Prerequisite / Corequisite Checklist and Worksheet

COSMETOLOGY 49E, Tactical Planning for the California State Board Exam

Prerequisite: Cosmetology 10A - Related Science 1A

Other prerequisites, corequisites, and advisories also required for this course:

Cosmetology 10B, Related Science 1B

Cosmetology 20, Related Science 2

Advisory - Completion of at least 400 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

— Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 49E, Tactical Planning for the California State Board Exam

(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.
D)	Describe how to safely clean and disinfect salon tools and implements.
E)	Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
F)	Discuss Universal Precautions.
G)	Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology.
H)	

EXIT SKILLS (objectives) FOR Cosmetology 10A - Related Science 1A

(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.	Describe how to safely clean and disinfect salon tools and implements.
5.	Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
6.	Discuss Universal Precautions.
7.	Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology.
8.	

EXIT SKILLS FOR Cosmetology 10A - Related Science 1A	ENTRANCE SKILLS FOR COSMETOLOGY 49E								
		A	B	C	D	E	F	G	H
1		x							
2			x						
3				x					
4					x				
5						x			
6							x		
7								x	
8									

Prerequisite / Corequisite Checklist and Worksheet

COSMETOLOGY 49E, Tactical Planning for the California State Board Exam
Prerequisite: Cosmetology 10B - Related Science 1B
Other prerequisites, corequisites, and advisories also required for this course:
Cosmetology 10A - Related Science 1A
Cosmetology 20, Related Science 2

Advisory - Completion of at least 400 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

- Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 49E, Tactical Planning for the California State Board Exam

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

A)	Demonstrate guidelines to maintain a healthy body and mind. Define personality.
B)	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
C)	Define professional ethics.
D)	List the qualities of effective communication. Demonstrate good human relations and a professional attitude.
E)	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 10B - Related Science 1B

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

1.	Demonstrate guidelines to maintain a healthy body and mind. Define personality.
2.	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
3.	Define professional ethics.
4.	List the qualities of effective communication. Demonstrate good human relations and a professional attitude.
5.	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
6.	
7.	
8.	

	ENTRANCE SKILLS FOR COSMETOLOGY 49E								
EXIT SKILLS FOR Cosmetology 10B - Related Science 1B		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 49E
Prerequisite: Cosmetology 20, Related Science 2
Other prerequisites, corequisites, and advisories also required for this course:
Cosmetology 10B, Related Science 1B
Cosmetology 10A - Related Science 1A

Advisory - Completion of at least 400 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR Cosmetology 49E

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

A)	Discuss acidity and alkalinity.
B)	Identify products commonly found in the salon which contain chemicals.
C)	Explain why some chemicals may be harmful to worker's health, and what makes them harmful.
D)	Discuss the difference between acute and chronic health effects.
E)	Give examples of basic safety procedures to follow when using a chemical.
F)	List several ways to prevent chemical injuries.
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 20, Related Science 2

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

1.	Discuss acidity and alkalinity.
2.	Identify products commonly found in the salon which contain chemicals.
3.	Explain why some chemicals may be harmful to worker's health, and what makes them harmful.
4.	Discuss the difference between acute and chronic health effects.
5.	Give examples of basic safety procedures to follow when using a chemical.
6.	List several ways to prevent chemical injuries.
7.	
8.	

EXIT SKILLS FOR Cosmetology 20, Related Science 2	ENTRANCE SKILLS FOR Cosmetology 49E								
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7								
	8								

ADVISORY Checklist and Worksheet

COSMETOLOGY 49E, Tactical Planning for the California State Board Exam

Proposed Advisory: Completion of at least 400 hours in Cosmetology classes.

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSMETOLOGY 49E**

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

A)	Completion of 400 hours in cosmetology courses
B)	
C)	
D)	
E)	
F)	

EXIT SKILLS (objectives)

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

1.	Completion of 400 hours in cosmetology courses
2.	
3.	
4.	
5.	
6.	
7.	

		ENTRANCE SKILLS FOR: COSMETOLOGY 49E							
EXIT SKILLS From : Completi n of 650 hour s in cosm etolo gy cours es		A	B	C	D	E	F	G	H
	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 have acquired knowledge and experience in cosmetology classes, equating to approximately **400 hours** of training in order to have the ability to be successful in Cosm 49E. This experience encompasses theoretical and practical aspects of cosmetology, including but not limited to:

- Skincare and facial treatments
- Sanitation and safety practices
- Customer service and salon management fundamentals

Cosm 50A E is a test preparation planning course that teaches students how to be prepared to take the California State Board Exam.

New Course: COSMETOLOGY 49H, Tactical Planning for the California Hair Styling 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 and COSM 20
Advisory:	Completion of at least 400 hours in Cosmetology classes.
Proposed Start:	Spring 2026
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:	Forthcoming Program: Hairstylist Certificate

Rationale

The beauty industry continues to grow at a very fast pace and the need for Hairstylists whose focus is solely based on non-chemical hairstyling has greatly increased. This course will supply the students with the skills needed to successfully plan and pass the California State Board Exam.

I. Catalog Description

This course provides tactical planning formulated to guide a student with resources that will help gain their ability to retain knowledge of the theoretical portion pertaining to the Cosmetology industry. These resources will help their ability to pass the written California Hair Styling State Board Examination. Information surrounding this course will be in: Health and Safety, Disinfection and Sanitation and all areas of Hair Styling.

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, 14th, Milady, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, Milady, Milady, Cengage © 2023, ISBN: 978-0-357482-84-1

III. Course Objectives

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

1. Practice strategies to achieve success on the California State Board Exam.
2. Create preparation materials for the California State Board Written Exam.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion, Projects, Online instructor-provided resources, Other Methods: Information Sheets/Study guide, Question and Answer Activities

V. Course Content

% of Course	Topic
5.000%	Orientation: History and career opportunities
23.000%	Health Sciences:

	General Anatomy and Physiology Skin Structure and Growth Skin Disorders and Diseases Hair and Scalp Properties Hair and Scalp Disorders and Diseases
22.000%	Hair Services: Principles of Hair Design Hair Service Preparation Hairstyling Braiding and Braid Extensions Wigs and Hair Extensions
15.000%	Soft Skills: Life Skills Professional Image Communicating For Success
20.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
15.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
40%	Class Work: Assignments, Discussions, Quizzes and Study Guides at 10% each
50%	Exams/Tests: The average score of 25 Tests is weighted at 50% of the final grade
10%	Final exam
100%	Total

VII. Sample Assignments:

Client Consultation Assignment: Client Consultation Assignment: Describe a consultation you might have with a new client. To receive credit for this assignment, your paper must contain all the following: Your name must be on the paper Paper must have a separate cover page. Paper must include: An Introduction A description of where would be the best place to conduct this consultation and why A numbered list of at least 6 questions to ask your client Each question must include an explanation of why you should ask this question. Paper needs to be in your own words. Paper needs to be typed Must have a conclusion Must be in pdf, doc, docx

Salon Employees Policy Manual Project: Through research, create a Salon Employees Policy Manual Instructions: Imagine that you are an owner of a salon. You need to create a Policy Manual for the employees of your Salon. List the characteristics and behaviors you, as an employer, might want to see in your employees. All of your employees should be able to meet your performance expectations by reviewing your manual and practicing its contents. Paper needs to be in your own words. Paper needs to be typed Must have a conclusion Must be in pdf, doc, docx

Flashcards: You will be creating Flash Cards using only the questions from each quiz. You will: Write (not type) the question, without the answer, on one side of a flash card Flip the card over and write the answer on the other side Then: Lay out each set of flashcards (a set of flashcards is 1 chapter/quiz) separately, with no cards overlapping keeping each set grouped by each chapter/quiz Take a photo/photos of the question side Flip them

over Take a photo of the answer side Upload these photos by submission in the flashcard assignment in the Learning Management System (LMS).

VIII. Student Learning Outcomes:

1. Demonstrate sanitation and disinfection techniques evaluated through a written assessment.
2. Differentiate between correct and incorrect answers on the California State Board Written Exam.
3. Apply techniques that lessen the anxiety commonly associated with test taking.

COSM 49H 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 about each week's activities. The instructor will provide virtual office hours along with a 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 materials 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 are 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	The instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, the 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 the potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, the instructor will provide feedback to students privately using Speed Grader or other grading software.	50.00%

2. Organization of Content:

The course will be 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%	Written Assignments	Weekly written assignments will be submitted online through the college course management system.

50.00%	Written Exams	The instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, the 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 the potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, the instructor will provide feedback to students privately using Speed Grader.
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.

4. Instructor's Technical Qualifications:

The instructor should be knowledgeable of accessibility resources on and off campus, familiar with the college learning management system tools, and willing to stay current as technology changes daily.

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.

Prerequisite / Corequisite Checklist and Worksheet

COSMETOLOGY 49H, Tactical Planning for the California State Board Exam

Prerequisite: Cosmetology 10A - Related Science 1A

Other prerequisites, corequisites, and advisories also required for this course:

Cosmetology 10B, Related Science 1B

Cosmetology 20, Related Science 2

Advisory - Completion of at least 400 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 49H, Tactical Planning for the California State Board Exam

(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.
D)	Describe how to safely clean and disinfect salon tools and implements.
E)	Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
F)	Discuss Universal Precautions.
G)	Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology.
H)	

EXIT SKILLS (objectives) FOR Cosmetology 10A - Related Science 1A

(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.	Describe how to safely clean and disinfect salon tools and implements.
5.	Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
6.	Discuss Universal Precautions.
7.	Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology.
8.	

	ENTRANCE SKILLS FOR COSMETOLOGY 49H								
EXIT SKILLS FOR Cosmetology 10A - Related Science 1A		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

Prerequisite / Corequisite Checklist and Worksheet

COSMETOLOGY 49H, Tactical Planning for the California State Board Exam

Prerequisite: Cosmetology 10B - Related Science 1B

Other prerequisites, corequisites, and advisories also required for this course:

Cosmetology 10A - Related Science 1A

Cosmetology 20, Related Science 2

Advisory - Completion of at least 400 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

— Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 49H, Tactical Planning for the California State Board Exam

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

A)	Demonstrate guidelines to maintain a healthy body and mind. Define personality.
B)	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
C)	Define professional ethics.
D)	List the qualities of effective communication. Demonstrate good human relations and a professional attitude.
E)	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 10B - Related Science 1B

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

1.	Demonstrate guidelines to maintain a healthy body and mind. Define personality.
2.	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
3.	Define professional ethics.
4.	List the qualities of effective communication. Demonstrate good human relations and a professional attitude.
5.	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
6.	
7.	
8.	

EXIT SKILLS FOR Cosmetology 10B - Related Science 1B	ENTRANCE SKILLS FOR COSMETOLOGY 49H								
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 49H
Prerequisite: Cosmetology 20, Related Science 2
Other prerequisites, corequisites, and advisories also required for this course:
Cosmetology 10B, Related Science 1B
Cosmetology 10A - Related Science 1A

Advisory - Completion of at least 400 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR Cosmetology 49H

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

A)	Discuss acidity and alkalinity.
B)	Identify products commonly found in the salon which contain chemicals.
C)	Explain why some chemicals may be harmful to worker's health, and what makes them harmful.
D)	Discuss the difference between acute and chronic health effects.
E)	Give examples of basic safety procedures to follow when using a chemical.
F)	List several ways to prevent chemical injuries.
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 20, Related Science 2

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

1.	Discuss acidity and alkalinity.
2.	Identify products commonly found in the salon which contain chemicals.
3.	Explain why some chemicals may be harmful to worker's health, and what makes them harmful.
4.	Discuss the difference between acute and chronic health effects.
5.	Give examples of basic safety procedures to follow when using a chemical.
6.	List several ways to prevent chemical injuries.
7.	
8.	

	ENTRANCE SKILLS FOR Cosmetology 49H								
EXIT SKILLS FOR Cosmetology 20, Related Science 2		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7								
8									

modified 09/26/2012

ADVISORY Checklist and Worksheet

COSMETOLOGY 49H, Tactical Planning for the California State Board Exam

Proposed Advisory: Completion of at least 400 hours in Cosmetology classes.

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSMETOLOGY 49H**

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

A)	Completion of 400 hours in cosmetology courses
B)	
C)	
D)	
E)	
F)	

EXIT SKILLS (objectives)

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

1.	Completion of 400 hours in cosmetology courses
2.	
3.	
4.	
5.	
6.	
7.	

		ENTRANCE SKILLS FOR: COSMETOLOGY 49H							
EXIT SKILLS From : Com pletio n of 650 hour s in cosm etolo gy cours es		A	B	C	D	E	F	G	H
	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 have acquired knowledge and experience in cosmetology classes, equating to approximately **400 hours** of training in order to have the ability to be successful in Cosm 49H. This experience encompasses theoretical and practical aspects of cosmetology, including but not limited to:

- Hair cutting, and styling techniques
- Sanitation and safety practices
- Customer service and salon management fundamentals

Cosm 50A H is a test preparation planning course that teaches students how to be prepared to take the California State Board Exam.

New Course: COSMETOLOGY 49R, Tactical Planning for the California Barbering 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 and COSM 20
Advisory:	Completion of at least 400 hours in Barbering classes.
Proposed Start:	Spring 2026
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:	Existing Program: Barbering AS/Certificate of Achievement

Rationale

The male beauty industry is growing rapidly and there is an increasing need in the beauty industry for mens hairstyling, skincare and shaving. This increase has led to a demand for licensed barbers. Preparing students for this career will increase the enrollment of male students and students whose focus is centered on male grooming. This is an under-represented demographic in our department. This course will supply the workforce with skilled barbers by teaching students how to successfully plan for the California State Board Exam.

I. Catalog Description

This course provides tactical planning formulated to guide a student with resources that will help gain their ability to retain knowledge of the theoretical portion pertaining to the Barbering industry. These resources will help their ability to pass the written California Barbering State Board Examination. Information surrounding this course will be in: disinfection, sanitation, health and safety, rules and regulations, bacteriology, anatomy, and physiology, advanced shaving and facial hair design, men's hair cutting and styling, men's chemical services and men's facial massage and treatments.

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 Barber Textbook, 6th, Milady, Milady, Cengage © 2017, ISBN: 9781305100558
2. Milady Standard Barber Workbook, 6th, Milady, Milady, Cengage © 2017, ISBN: 9781305100664
3. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Milady, Cengage © 2025, ISBN: 9798214080444
4. Milady Standard Barbering and Milady Foundations Workbooks, 7th, Milady, Milady, Cengage © 2025, ISBN: 9798214499222

III. Course Objectives

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

1. Create preparation materials for the California State Board Written Exam.
2. Practice strategies to achieve success on the California State Board Exam.

IV. Methods of Presentation:

Distance Education, Other (Specify), Lecture and Discussion, Discussion, Projects, Online instructor-provided resources, Other Methods: Information Sheets/Study guide, Question and Answer Activities

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Barbering Fundamentals: History and Career Opportunities General Anatomy and Physiology Skin Structure and Growth Skin Disorders and Diseases Hair and Scalp Properties Hair and Scalp Disorders and Diseases
8.000%	Barbering Service Preparations: Principles of Hair Design Hair and Service Preparation
32.000%	Barber Services: Haircutting Hairstyling Facial Treatments Shaving Facial Hair Design Services Chemical Texture Services Haircoloring Hair Loss Services
12.000%	Soft Skills: Life Skills Professional Image Communicating For Success
12.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
11.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
40%	Class Work: Assignments, Discussions, Quizzes and Study Guides at 10% each
50%	Exams/Tests: The average score of 25 Tests is weighted at 50% of the final grade
10%	Final exam
100%	Total

VII. **Sample Assignments:**

Client Consultation Assignment: Client Consultation Assignment: Describe a consultation you might have with a new client. To receive credit for this assignment, your paper must contain all the following: Your name must be on the paper Paper must have a separate cover page. Paper must include: An Introduction A description of where would be the best place to conduct this consultation and why A numbered list of at least 6 questions to ask your

client Each question must include an explanation of why you should ask this question. Paper needs to be in your own words. Paper needs to be typed Must have a conclusion Must be in pdf, doc, docx

Salon Employees Policy Manual Project: Through research, create a Salon Employees Policy Manual Instructions: Imagine that you are an owner of a salon. You need to create a Policy Manual for the employees of your Salon. List the characteristics and behaviors you, as an employer, might want to see in your employees. All of your employees should be able to meet your performance expectations by reviewing your manual and practicing its contents. Paper needs to be in your own words. Paper needs to be typed Must have a conclusion Must be in pdf, doc, docx

Flashcards: You will be creating Flash Cards using only the questions from each quiz. You will: Write (not type) the question, without the answer, on one side of a flash card Flip the card over and write the answer on the other side Then: Lay out each set of flashcards (a set of flashcards is 1 chapter/quiz) separately, with no cards overlapping keeping each set grouped by each chapter/quiz Take a photo/photos of the question side Flip them over Take a photo of the answer side Upload these photos by submission in the flashcard assignment in the Learning Management System (LMS).

VIII. Student Learning Outcomes:

1. Demonstrate sanitation and disinfection techniques evaluated through a written assessment.
2. Differentiate between correct and incorrect answers on the California State Board Written Exam.
3. Demonstrate techniques for managing and reducing anxiety commonly associated with test-taking.

COSM 49R 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 about each week's activities. The instructor will provide virtual office hours along with a 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 materials 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
Exams	The instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, the 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 the potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, the instructor will provide feedback to students privately using Speed Grader or other grading software.	50.00%
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%
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	25.00%

	students to comment on classmates' postings. Small group discussions are provided periodically throughout the course.	
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2. Organization of Content:

The course will be 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.
50.00%	Written Exams	The instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, the 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 the potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, the 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:

The instructor should be knowledgeable of accessibility resources on and off campus, familiar with the college learning management system tools, and willing to stay current as technology changes daily.

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.

Prerequisite / Corequisite Checklist and Worksheet

COSMETOLOGY 49R, Tactical Planning for the California State Board Exam

Prerequisite: Cosmetology 10A - Related Science 1A

Other prerequisites, corequisites, and advisories also required for this course:

Cosmetology 10B, Related Science 1B

Cosmetology 20, Related Science 2

Advisory - Completion of at least 650 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 49R, Tactical Planning for the California State Board Exam

(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.
D)	Describe how to safely clean and disinfect salon tools and implements.
E)	Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
F)	Discuss Universal Precautions.
G)	Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology.
H)	

EXIT SKILLS (objectives) FOR Cosmetology 10A - Related Science 1A

(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.	Describe how to safely clean and disinfect salon tools and implements.
5.	Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
6.	Discuss Universal Precautions.
7.	Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology.
8.	

EXIT SKILLS FOR Cosm 10A - Related Science 1A	ENTRANCE SKILLS FOR COSMETOLOGY 49R								
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

Prerequisite / Corequisite Checklist and Worksheet

COSMETOLOGY 49R, Tactical Planning for the California State Board Exam

Prerequisite: Cosmetology 10B - Related Science 1B

Other prerequisites, corequisites, and advisories also required for this course:

Cosmetology 10A - Related Science 1A

Cosmetology 20, Related Science 2

Advisory - Completion of at least 650 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

— Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR **COSMETOLOGY 49R, Tactical Planning for the California State Board Exam**

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

A)	Demonstrate guidelines to maintain a healthy body and mind. Define personality.
B)	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
C)	Define professional ethics.
D)	List the qualities of effective communication. Demonstrate good human relations and a professional attitude.
E)	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 10B - Related Science 1B

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

1.	Demonstrate guidelines to maintain a healthy body and mind. Define personality.
2.	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
3.	Define professional ethics.
4.	List the qualities of effective communication. Demonstrate good human relations and a professional attitude.
5.	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
6.	
7.	
8.	

	ENTRANCE SKILLS FOR COSMETOLOGY 49R								
EXIT SKILLS FOR Cosmetology 10B - Related Science 1B		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 49R
Prerequisite: Cosmetology 20, Related Science 2
Other prerequisites, corequisites, and advisories also required for this course:
Cosmetology 10B, Related Science 1B
Cosmetology 10A - Related Science 1A

Advisory - Completion of at least 650 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR Cosmetology 49R

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

A)	Discuss acidity and alkalinity.
B)	Identify products commonly found in the salon which contain chemicals.
C)	Explain why some chemicals may be harmful to worker's health, and what makes them harmful.
D)	Discuss the difference between acute and chronic health effects.
E)	Give examples of basic safety procedures to follow when using a chemical.
F)	List several ways to prevent chemical injuries.
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 20, Related Science 2

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

1.	Discuss acidity and alkalinity.
2.	Identify products commonly found in the salon which contain chemicals.
3.	Explain why some chemicals may be harmful to worker's health, and what makes them harmful.
4.	Discuss the difference between acute and chronic health effects.
5.	Give examples of basic safety procedures to follow when using a chemical.
6.	List several ways to prevent chemical injuries.
7.	
8.	

		ENTRANCE SKILLS FOR Cosmetology 49R							
EXIT SKILLS FOR Cosmetology 20, Related Science 2		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7								
	8								

ADVISORY Checklist and Worksheet

COSMETOLOGY 49R, Tactical Planning for the California State Board Exam

Proposed Advisory: Completion of 650 hours in Cosmetology classes.

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **Cosmetology 49R**

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

A)	Completion of 650 hours in cosmetology courses
B)	
C)	
D)	
E)	
F)	

EXIT SKILLS (objectives)

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

1.	Completion of 650 hours in cosmetology courses
2.	
3.	
4.	
5.	
6.	
7.	

EXIT SKILL LS From : Completion of 650 hours in cosmetology courses	ENTRANCE SKILLS FOR: Cosmetology 49R								
		A	B	C	D	E	F	G	H
	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 have acquired knowledge and experience in cosmetology classes, equating to approximately **650 hours** of training in order to have the ability to be successful in Cosm 49R. This experience encompasses theoretical and practical aspects of cosmetology, including but not limited to:

- Hair cutting, coloring, and styling techniques
- Shaving and facial treatments
- Sanitation and safety practices
- Customer service and salon management fundamentals
- Chemical texture services

Cosm 50A R is a test preparation planning course that teaches students how to be prepared to take the California State Board Exam.

New Course (CCN): ENGLISH C1002, Introduction to Literature

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 UC (pending), CSU
Cal-GETC Area:	3A: Arts (pending review)
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL C1000 Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.
Proposed Start:	Fall 2026
TOP/SAM Code:	150100 - English / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	English
Program Impact:	Forthcoming degree or certificate: English AA-T

Rationale

This course is required to meet the Common Course template for Introduction to Literature for compliance with AB 1111, and upon approval, will be added to our pending AA-T in English as a part of the core course requirements.

I. Catalog Description

In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature.

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 Introduction to Literature, 15th, Mays, Kelly J., W.W. Norton © 2024, ISBN: 978-1324085898
2. The Compact Bedford Introduction to Literature: Reading, Thinking, and Writing, 12th, Meyer, Michael and D. Quentin Miller, Bedford/St. Martin's © 2019, ISBN: 978-1319105051
3. Literature Reading Fiction, Poetry and Drama, 6th, DiYanni, Robert, McGraw-Hill © 2007, ISBN: 978-0073256924
4. Reading and Writing about Literature, 6th E-Book, Gardner, Janet and Joanne Diaz, Bedford/St. Martin's/MacMillan © 2025, ISBN: 9781319562083
5. A Writer's Reference with Writing about Literature, 11th E-book, Hacker, Diana and Nancy Sommers, Bedford/St. Martin's/MacMillan © 2025, ISBN: ISBN:9781319562618
6. Critical Thinking Through Literature, OER, Ringo, Heather and Athena Kashap, OER/LibreTexts/ASCCC/City College of San Francisco © 2021
7. Surface and Subtext: Literature, Research and Writing, OER, Francis, Jr., James; Claire Carly-Miles, et. al, Texas A&M Open Digital Publishing © 2024, ISBN: Website: <https://odp.library.tamu.edu/surfaceandsubtext/>
8. Full-length novels or other separately published works *(sample titles): Austen, Jane. *Pride and Prejudice*. Cather, Willa. *O Pioneers!* Hurston, Zora Neale. *Their Eyes Were Watching God*. Kafka, Franz. *The Metamorphosis*. Morrison, Toni. *Beloved*. Vuong, Ocean. *On Earth We're Briefly Gorgeous*.

III. Course Objectives

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

1. Interpret and analyze a variety of diverse texts.
2. Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts
3. Define common literary terms and apply them to the analysis of specific texts.

4. *Evaluate the aesthetic qualities of fiction, poetry, and drama.
5. *Develop critical reading strategies through close examination of the text and consideration of multiple perspectives, including critical approaches.
6. *Apply analytical writing skills such as comparison, synthesis, and working with sources.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion, Critique, Projects, Group Work, Other, Other (Specify), Online instructor-provided resources

Other Methods: Instructors will design the course around combinations of the following: lectures, directed class discussions, small-group discussions, peer-group writing workshops, individual conferences, small-group conferences, and student presentations. Reading and writing, both in and out of class, will be an integral part of the course.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
60.000%	<p>A minimum of three (3) literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.</p> <ul style="list-style-type: none"> *Example poems from recommended anthologies: Poems of Sappho, "The Tyger" by William Blake, "Because I could not stop for Death—" by Emily Dickinson, "Harlem" by Langston Hughes, "Indian Boarding School: The Runaways" by Louise Erdrich *Example plays from recommended anthologies: <i>Antigone</i> by Sophocles, <i>The Tragedy of Othello, the Moor of Venice</i> by William Shakespeare, <i>A Doll's House</i> by Henrik Ibsen, <i>A Raisin in the Sun</i> by Lorraine Hansberry *Example short fiction from recommended anthologies: "The Yellow Wallpaper" by Charlotte Perkins Gilman, "Araby" by James Joyce, "A Good Man is Hard to Find" by Flannery O'Connor, "Sonny's Blues" by James Baldwin, "Interpreter of Maladies" by Jhumpa Lahiri
10.000%	<p>Literary terminology, devices, and critical approaches.</p> <ul style="list-style-type: none"> *Recognize elements of literature such as plot and structure in fiction; speaker and tone in poetry; and dialogue and irony in drama. *Apply theory from schools of thought such as psychological, Marxist, feminist, post-colonial, and reader-response criticism.
10.000%	<p>Active and critical reading strategies.</p> <ul style="list-style-type: none"> *Develop active reading skills such as effective note taking, annotation, and forecasting. *Refine close reading skills through discussion of assigned texts.
20.000%	<p>Writing and thinking critically about literature, including literary analysis.</p> <ul style="list-style-type: none"> Minimum 5,000 words of writing, which may include a combination of drafts, written peer response, and other forms of writing. *Practice analytical writing skills such as explication, summary, paraphrase, and ethical use of source material.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
50%	Papers: Formal writing, including essays. Minimum 5,000 words of writing, which may include a combination of drafts, written peer response, and other forms of writing.
25%	Written assignments: Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

25%	Other: Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.
100%	Total

VII. Sample Assignments:

Formal Writing Assignment: *Toni Morrison believes every writer—on some level—is fighting a “secret war.” In other words, each writer is advancing his or her personal and/or political agenda. Consider Toni Cade Bambara’s “The Lesson” and examine her view of society. In an essay of 1500-2000 words, discuss Bambara’s “secret war”: Through her story, what is she advocating, and what is her agenda? What societal change does Bambara want to occur? To do this, examine Morrison’s concept of the “secret war” as discussed in class and research Bambara’s background and personal beliefs. Integrate your research into your essay and document your sources by providing a works cited page. As you discuss “The Lesson,” make sure to include textual evidence to support your argument and indicate a close reading of the text.

Formal Writing Assignment: *One of the “universal themes” of many of the stories we have read involves reconciliation with family members. Think about what causes conflict in familial relationships and what enables reconciliation. Choose THREE works of literature and, in an essay of 1500–2000 words, discuss this theme. Find a similar source of conflict across three works and similar means of reconciliation. Make sure to include textual evidence to support your argument and indicate a close reading of the text. You will need to provide a works-cited page listing the texts you use in the essay.

Informal Writing Assignment: *With a group or as an individual, compose a villanelle about Kafka’s The Metamorphosis. Notice how the repeating lines of the strict poetic form requires you to determine which themes from the novella are most important.

VIII. Student Learning Outcomes:

1. Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
2. Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.
3. *Identify how the meaning of a literary text is shaped by both the culture and history of the author and the reader.

ENGL C1002 Distance Education Application

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

1a. Instructor - Student Interaction:

The instructor will be in regular contact with students: There will be a discussion on each individual topic as well as one for general questions concerning the course which the instructor will check daily, and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus and in the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions. Additionally, individual feedback will occur via assignments, comments, writing assessments, LMS messaging, conferencing, and office hour visits. The instructor will also host weekly, online office hours when students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons. Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:

Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion about each assignment and/or topic. Students will respond to a discussion topic and then will 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, peer review and group critiques of each other's work, and the assigned readings.

1c. Student - Content Interaction:

Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned material, including pages in the LMS; watch instructor's lectures and multimedia video lectures; and view web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method. Students will submit assignments and activities for feedback, revision and peer review of essays and other writing assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Peer Feedback	Students will submit drafts of formal essay assignments for peer review and will review student work for each essay assigned.	10.00%
Written assignments	Informal writing (examples include journals, annotations, reader responses, in-class writing, and responses to questions).	25.00%
Videos	Students will view online lectures, skills demonstrations and videos related to the content, skills and projects covered in the course.	40.00%
Threaded Discussions	Students will post critical questions regarding the assigned readings, and participate in discussions related to the questions raised by instructor and/or classmates.	25.00%

2. Organization of Content:

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Students will use Discussion boards to show work in progress and give/get feedback from other students and the instructor. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Other Assessments	Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.
25.00%	Informal Writing	Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).
50.00%	Formal Writing Assignments	Formal writing, including essays: Minimum 5,000 words of writing, which may include a combination of drafts, written peer response, and other forms of writing.

4. Instructor's Technical Qualifications:

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is

highly encouraged and available through the college LMS and other trainings. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counseling, special programs, emotional support center, the library, and the learning management system help features. These resources will not only be presented, but also incorporated into introductory assignments (e.g., introductions and/or quizzes or other introductory activities).

6. Accessibility Requirements:

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

7. Representative Online Lesson or Activity:

Peer Review and Reflective Activities

Students will submit a draft of their paper to a discussion board, or assignment page. Using the peer review tool, students will either be manually or automatically assigned a peer group. With reference to the assignment criteria, rubric, model assignments, etc., students will evaluate their peers' drafts and provide feedback in reply to the discussion posting. The instructor will also give feedback on students' work, with a particular focus on suggestions for improving drafts to align with assignment expectations, course learning outcomes and objectives, and relevant rubrics. For the final submission, students will include a reflective comment about how they acted on feedback to revise and improve their draft.

Prerequisite / Corequisite Checklist and Worksheet

(ENGL C1002)

Prerequisite: ENGL C1000) ; (Academic Reading and Writing)

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

X **List schools here:**
ALL CSUs (Included in AA-T in English under Core Courses)

UCLA (ENG 4W)

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR (C1002)

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

A)	*Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
B)	*Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
C)	*Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
D)	*Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
E)	*Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
F)	*Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
G)	*Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions

EXIT SKILLS (objectives) FOR (C1000)

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

1.	*Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
2.	*Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3.	*Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4.	*Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
5.	*Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
6.	*Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7.	*Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions

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

modified 09/26/2012

New Course: FILM STUDIES 17, Analysis of Short-Form Cinema

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:	
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2026
TOP/SAM Code:	061200 - Film Studies / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Film Studies Master's Degree in Film or equivalent professional experience coupled with teaching experience at the Community College level.
Program Impact:	Proposed for inclusion in an existing degree or certificate: <ul style="list-style-type: none"> • Broadcast Programming and Production (Associate in Science (AS) / Certificate of Achievement) • Broadcast Programming and Production for Transfer (Transfer) • Broadcast Sales and Management (Associate in Science (AS) / Certificate of Achievement) • Film Production (Associate in Science (AS) / Certificate of Achievement) • Film Studies (Associate in Arts (AA))

Rationale

From Oscar-nominated short films to student productions in both Film and Broadcasting to the rise of Microdramas in Asia, motion pictures under 60 minutes in length are a significant part of the cinematic landscape. Despite this, there are few, if any, dedicated academic contexts for the examination of these works and the specifics of their production, distribution, and exhibition. This course provides an opportunity that should augment production courses and provide an intellectual context for these long-standing and increasingly profitable cinematic texts.

I. Catalog Description

This course examines short-form cinema—movies under 60 minutes in length—from different periods and parts of the world, including those that are narrative, experimental, documentary, and animated in nature. Students will also explore the challenges and opportunities of short-form cinema, from economics and aesthetics to exhibition in theaters, film festivals, television, the Internet, and cell phones.

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. An Introduction to Film Analysis: Technique and Meaning in Narrative Short Film, Michael Ryan and Melissa Lenos, Bloomsbury Academic © 2020
2. A Guide to Short Documentary Filmmaking: Creating Artful Short Documentary Films, Jamie Meltzer, Routledge © 2025
3. The Animated Movie Guide, Jerry Beck, Chicago Review Press © 2005
4. Microdramas: Crucibles for Theater and Time, John H. Muse, University of Michigan Press © 2017

III. Course Objectives

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

1. Describe how stories can be told, how characters are developed, and how themes are introduced and explored within the limited timeframe of a short film.
2. Distinguish narrative approaches to short-form cinema from those that are documentary, experimental, or animated in nature
3. Explain the economic opportunities afforded by short-form cinema and how they impact the kinds of subjects, themes, and aesthetic approaches seen in films from around the world.
4. Analyze the aesthetics and communicative power of short-form cinema from a variety of contexts, recognizing their various conditions of production, distribution, and exhibition.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Short-Form Cinema Theory and Analysis: <ul style="list-style-type: none">• Film Theory: Introduction to different theoretical perspectives on short-form cinema, including narrative, documentary, experimental, and animated approaches.• Film Criticism: Developing the skills to analyze and interpret short films, including writing film reviews and essays.• Context: Understanding the economic, cultural, and political conditions of the development of short films to understand them on their own terms.• Content Analysis: Studying short-form film texts to understand production practices, representations, and formal common denominators.
50.000%	Aesthetic Elements of Short-Form Cinema: <ul style="list-style-type: none">• Narrative: Understanding the different ways stories are organized and told in very limited timeframes, including structure, character arcs, and plot devices.• Mise-en-Scène: Everything within the frame, including lighting, setting, props, costumes, makeup, and actor movement, and the constraints of the same given time and budget limits.• Cinematography: Including camera angles, shot types, camera movement, color grading, as well as choices around digital and celluloid media in a given context.• Editing: How shots are connected in meaningful ways in a short time, and how the rhythm and pacing of the short film are imagined and executed.• Sound: The implementation of the various parts of the cinematic soundtrack to communicate ideas, emotions, and to create atmosphere in a limited timeframe.• Performance: Evaluating acting styles and how actors contribute to the overall story when dealing with narrative short films.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests: Periodic quizzes, along with a midterm and final exam.
25%	Papers: Analyses of films in essay format.
25%	Class Participation: In-class activities
25%	Oral Presentation: Group presentations.
100%	Total

VII. Sample Assignments:

Animation Critique: Write a critique of an animated short film, focusing on the themes or messages that the film explores, and evaluating how effectively they are conveyed in that particular format.

Documentary Analysis: View a short documentary and in a critical essay, analyze its structure, visual style, and the filmmaker's choices in presenting information and shaping the audience's experience.

Presentation: In a presentation, compare 2 short films whose subjects might be the same, but whose modes of representation—narrative, documentary, experimental, animated etc.—are different. How did the different approaches and conditions of production impact the communicative power of each film and provide insight into why each filmmaker chose the path they did?

VIII. Student Learning Outcomes:

1. Identify and discuss various genres and styles of short-form cinema, including those from the early period, those that are contemporary, and those from around the world.
2. Explain the relationship between form and content; how different cinematic approaches contribute to meaning in short-form cinema.
3. Analyze the conditions of the production, distribution, and exhibition of short-form cinema from different contexts, and use that analysis in assessing the effectiveness of a short film.

FILM 17 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. 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 by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

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 will respond to their peers in the weekly class threaded class discussion, collaborate on projects, and peer-reviews of writing assignments.	20.00%
Written assignments	Students will complete two essays; one is a comparison of women in cinema representations from different eras and the second is a formative analysis of one film studied during the course.	5.00%
Exams	Weekly quizzes, one midterm and final exam to verify content retention through formative assessment.	20.00%
Project Presentation	Students will present one group project presentation virtually to demonstrate analysis and evaluation of course content.	5.00%
Discussion	Discussions happen in virtual (a)synchronous class to check comprehension, present a forum for dialogue, and allow for deeper analysis and evaluation of course content.	10.00%
Videos	Embedded videos are shown in class to illustrate course concepts. All videos will be compliant for accessibility and captioned.	10.00%
Online Lecture	Lecture Topics will be written files that are compliant for accessibility or video presentations which are captioned or a combination of both. Weekly lectures presented (a)synchronously.	20.00%
Study and/or Review Sessions	Meet with the instructor or in small groups for discussions, research for essays, or group project feedback	5.00%

Discussion Boards	A discussion board will also be created for general questions, this includes class communication and instructor feedback.	5.00%
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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
25.00%	Writing Assignments	Students will complete two formal essays, one is a comparison of women in cinema representations from different eras and the second is a formative analysis of one film studied during the course.
25.00%	Projects	Projects submitted in the course LMS for comment and grading by the instructor. Weekly chatroom or discussion board participation allows students to discuss projects with each other and the instructor.
25.00%	Weekly Exercises	Students are divided into small groups and work on topics in the Collaboration areas of the course LMS. Digital online submission.
25.00%	Weekly Quizzes	Weekly Quizzes to verify understanding of topics and a final exam for retention of knowledge.

4. Instructor's Technical Qualifications:

The instructor uses the college's learning management system and all required technology for online delivery, such as building the course and using communication tools like discussion boards. The instructor has access to the technical support available to faculty and ensures the material and course content are 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 accessibility compliance review.

7. Representative Online Lesson or Activity:

Objective: Distinguish narrative approaches to short-form cinema from those that are documentary, experimental, or animated in nature.

Assignment: In a presentation, compare 2 short films whose subjects might be the same, but whose modes of representation—narrative, documentary, experimental, animated etc.—are different. How did the different approaches and conditions of production impact the communicative power of each film and provide insight into why each filmmaker chose the path they did? Conclude the presentation with at least 2 open-ended questions based on the material presented for your classmates to respond to.

Online: Students will give the presentation either live through the LMS or in a deck of slides that they produced, including clips and explanations for each slide. Then, in the discussion space in the LMS, the class will respond to the prompts given in the presentation as well as assess its effectiveness at presenting the material chosen.

New Course: FILM STUDIES 19, Special Topics in Film Studies

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:	
Degree Applicability:	Credit Degree Applicable
Proposed Start:	Fall 2026
TOP/SAM Code:	061200 - Film Studies / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Film Studies Master's Degree in Film or professional experience coupled with experience teaching at a Community College
Program Impact:	

Rationale

This class would add flexibility for the discipline to respond to issues of importance to our students and our community when the subject falls outside the boundaries of the courses in our curriculum. It would also incentivize faculty to stay current with the field, knowing they could apply their research interests to a particular class. Finally, a special topics class would make the program attractive to doctoral students looking for adjunct work who could propose courses in their specific research areas. That would give our students access to people who study at the 4 year schools they often apply to.

I. Catalog Description

This course examines subjects in Film Studies that do not fit within the confines of existing courses. These could be issues of interest to our specific region, community, and student populations, or areas of faculty research in the field.

II. Examples of Appropriate Text or Other Required Reading:

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

1. Feasting Our Eyes: Food Films and Cultural Identity in the United States, Laura Lindenfeld and Fabio Parasecoli, Columbia University Press © 2016
2. Eating Together: Food, Friendship, and Inequality, Alice P. Julier, University of Illinois Press © 2013
3. Migration in Contemporary Hispanic Cinema, Thomas G. Deveny, Scarecrow Press © 2012
4. Migration and Identity in British East and Southeast Asian Cinema, Wing-Fai Leung, Routledge © 2024

III. Course Objectives

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

1. Identify the key issues related to the subject as defined by faculty, the literature, and films presented within the class
2. Explain the debates surrounding this issue and its representation in cinema.
3. Analyze a variety of films that engage this subject and their different ways of constructing, representing, or challenging assumptions related to the subject.
4. Assess the role of cinema in framing the social discourse about a particular subject.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>

33.300%	Exploring the relationship between cinematic representations of the subject and public discourses about it. How that nexus been established or altered over the years, and how we can detect or follow that intersection meaningfully through textual analysis and research.
33.400%	Staking out how the issue has emerged, been developed, and/or has been challenged in cinema, in films that have it as a point of focus and in those that have dealt with it peripherally or inadvertently over time.
33.300%	Establishing the special topic to which the course is dedicated using academic sources to determine its boundaries, its relevance, its impact, and its connection to cinema.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation: In-class activities
25%	Exams/Tests
25%	Group Projects
25%	Papers
100%	Total

VII. Sample Assignments:

Essay: Using a variety of high-quality academic resources, compose an essay that defines and establishes the issues around food production, distribution, and availability in the United States, in particular exploring communities that experience food insecurity and / or food deserts. Choose 2 films that engage this issue either directly or inadvertently, and in concert with the assembled research, explore how the issue has been defined, expressed, and sometimes 'solved' cinematically.

Presentation: In a small group, research the variety of economic and political incentives for people from Central America and Mexico to migrate north into the United States. Then use films from different eras—El Norte (1983), Sin Nombre (2009), and Noche de Fuego (2021)—to examine how the core drivers of northward migration are surfaced, politicized, and/or buried cinematically from period to period. In a presentation to the class using both the research and clips from the movies, students will illustrate how cinema shapes or avoids shaping this crucial human issue.

VIII. Student Learning Outcomes:

1. Describe the special topic the course is dedicated to in terms supported by academic literature and cinematic representation.
2. Analyze how cinematic representations of this issue can sometimes bring it to life, alter its perception in public, and sometimes potentially hide it from view.

FILM 19 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. 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 by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

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 will respond to their peers in the weekly class threaded class discussion, collaborate on projects, and peer-reviews of writing assignments.	20.00%
Written assignments	Students will complete two essays, one is a comparison of women in cinema representations from different eras and the second is a formative analysis of one film studied during the course.	5.00%
Exams	Weekly quizzes, one midterm and final exam to verify content retention through formative assessment.	20.00%
Project Presentation	Students will present one group project presentation virtually to demonstrate analysis and evaluation of course content.	5.00%
Discussion	Discussions happen in virtual (a)synchronous class to check comprehension, present a forum for dialogue, and allow for deeper analysis and evaluation of course content.	10.00%
Videos	Embedded videos are shown in class to illustrate course concepts. All videos will be compliant for accessibility and captioned.	10.00%
Online Lecture	Lecture Topics will be written files that are compliant for accessibility or video presentations which are captioned or a combination of both. Weekly lectures presented (a)synchronously.	20.00%
Study and/or Review Sessions	Meet with the instructor or in small groups for discussions, research for essays, or group project feedback.	5.00%
Discussion Boards	Discussion Boards A discussion board will also be created for general questions, this includes class communication and instructor feedback. 5	5.00%

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
25.00%	Writing Assignments	Students will complete two formal essays, one is a comparison of women in cinema representations from different eras and the second is a formative analysis of one film studied during the course.
25.00%	Projects	Projects submitted in the course LMS for comment and grading by the instructor. Weekly chatroom or discussion board participation allows students to discuss projects with each other and the instructor.
25.00%	Weekly Exercises	Students are divided into small groups and work on topics in the Collaboration areas of the course LMS. Digital online submission.

25.00%	Weekly Quizzes	Weekly Quizzes to verify understanding of topics and a final exam for retention of knowledge.
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4. Instructor's Technical Qualifications:

The instructor uses the college's learning management system and all required technology for online delivery, such as building the course and using communication tools like discussion boards. The instructor has access to the technical support available to faculty and ensures the material and course content are 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 accessibility compliance review.

7. Representative Online Lesson or Activity:

Objective:

Analyze a variety of films that engage this subject and their different ways of constructing, representing, or challenging assumptions related to the subject.

Presentation:

In a small group, research the variety of economic and political incentives for people from Central America and Mexico to migrate north into the United States. Then use films from different eras—El Norte (1983), Sin Nombre (2009), and Noche de Fuego (2021)—to examine how the core drivers of northward migration are surfaced, politicized, and/or buried cinematically from period to period. In a presentation to the class using both the research and clips from the movies, students will illustrate how cinema shapes or avoids shaping this crucial human issue. Students will end presentation with 2 open-ended questions for their classmates based on the content of their work.

Online:

Students will access the presentation via the LMS and respond to the 2 open-ended questions posed by the presenters in an online discussion with threaded replies.

New Course: EMERITUS – HEALTH E47, T'ai Chi II: Intermediate/Advanced

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Transferability:	N/A
Degree Applicability:	N/A
Proposed Start:	Spring 2026
TOP/SAM Code:	083700 - Health Education / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit
Program Impact:	Not proposed for inclusion in any degree or certificate

Rationale

This new course is a part of Emeritus's attempt to create multiple levels of our Health classes so that students can progress in their knowledge and practices of the topic. T'ai Chi is a popular class with five sections of "Health E23 - T'ai Chi Principles & Practices for Older Adults" offered in Spring '25. Of those five sections, only two were appropriate for beginners. The remaining were identified as being for intermediate or intermediate/advanced students in the section notes of the course catalog. This new "Intermediate/Advanced" class will alleviate the issue of beginner and more advanced students being registered for the same class.

I. Catalog Description

Introduces the study and practice of T'ai Chi and Qigong, a traditional Chinese exercise system designed to increase physical and mental strength by combining martial arts movements with energy circulation, breathing, mindfulness, and stretching exercises at an intermediate/advanced level. Regular practice of T'ai Chi produces multiple health benefits. This course focuses on stances, footwork, and whole body movement sequences that improve agility, postural alignment, balance, and relaxation to rejuvenate the body, reduce stress, and improve health.

II. Examples of Appropriate Text or Other Required Reading:

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

III. Course Objectives

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

1. Describe the historical origins and cultural evolution of T'ai Chi and Qigong at a deeper level.
2. Develop physical balance, mental focus, and breathing techniques.
3. Improve their overall health and wellbeing.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.000%	T'ai Chi intermediate/advanced techniques to improve balance and posture, increase core strength and flexibility, and promote relaxation.
30.000%	Modeling and demonstration of intermediate/advanced principles of T'ai Chi and of specific movements, with students working in partners or small groups, or as one unit mirroring the instructor.

20.000%	Students move silently in unison to create a community of mutual respect and foster health and well being.
20.000%	Students create a personal plan for integrating T'ai Chi into their daily lives.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. Sample Assignments:

Explain Concepts: Verbally explain intermediate concepts and how to apply those skills.

Proper Form: Perform a selected T'ai Chi movement sequence using proper form.

VIII. Student Learning Outcomes:

1. Apply learned fundamental skills of T'ai Chi at level II.
2. Perform intermediate/advanced level T'ai Chi movements and postures with proper form and alignment.
3. Apply T'ai Chi principles to enhance their physical balance, mental focus and breathing techniques.
4. Incorporate T'ai Chi practice into their daily routine to improve overall health and well-being.

E HEALTH E47 Distance Education Application

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

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Content Delivery - Through Lecture mostly, or guest speakers/performances.	50.00%
Other (describe)	Students will participate in instructor-led demonstrations of the health practices presented.	35.00%
Discussion	Class Discussion and Q/A	15.00%

2. Organization of Content:

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

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	There are no grades for Emeritus classes.	There are no grades for Emeritus classes.

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software or the learning management system (LMS). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through the course management system. The instructor should be knowledgeable of accessibility resources on and off-campus.

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

Perform a selection of individual moves or movement sequences from any of the varied forms of Tai Chi or Qigong.

Course Change CCN: ART HISTORY C1100, Survey of Art from Prehistory to the Medieval Era

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
C-ID:	ARTH 110
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	3A: Arts
SMC GE Area:	III: Humanities; V: Global Citizenship
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2026

Rationale
CCN Update

I. Catalog Description

This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions.

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. Gardner's Art Through the Ages: A Global History, Volume 1, Kleiner, Fred S. , Cengage © 2020, ISBN: 1337696676
2. History of Art, Janson, H.W. , Pearson © 2021, ISBN: 9780137589562
3. Gardner's Art Through the Ages: The Western Perspective, Volume 1, Kleiner, Fred S. , Cengage © 2021, ISBN: 9780357370438
4. Art History, Volume 1, Stockstad, Marilyn, Pearson © 2022
5. Smarthistory's (Khan Academy) materials/books (available online and to print out for free)

III. Course Objectives

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

1. *Delineate the origins of art in terms of time period, human development and human activity, exploring origins of creativity, representation, and stylistic innovation in the Paleolithic and Neolithic periods and illustrate differences between the Paleolithic and Neolithic art as a result of social and environmental changes.
2. *Define the concept of civilization and the importance of Sumer in the ancient Near East and List the artistic materials, techniques, subject matter, styles and conventions developed in the ancient Near East.
3. *Outline the evolution of Egyptian culture, its funerary art forms and its relationship to the Nile, recognizing stylistic conventions of Egyptian art and the development from pyramid to tomb temple and burial monuments.
4. *Identify the three major civilizations and periods in the Aegean prior to 1000 BCE and discuss the major points of those civilizations and the art forms they produced.
5. *Outline the diverse cultural influences on Greek artistic development and the evolution of the human figure and how it is represented in Greek art; report individual Greek artists and their respective styles. Relate the development of temple architecture, naming architectural components and terminology.
6. *Identify the geographic area of the Etruscan people and examine the possible origins of Etruscan art and culture while noting their particular funerary customs, distinguishing the architecture and art of the Etruscans from that of the Greeks.
7. *Document the great innovations of Roman architecture and how these innovations contributed to the expanse of the Roman Empire. Discuss Pompeii as a great source of information about Roman art and architecture and delineate the types, methods, and subject matter of Roman wall painting. Relate the political nature of Roman art and architecture, especially as it communicates ideas of power for the emperor and empire and list changes in Roman art and architecture as a result of expansion of the Roman Empire and the incorporation of the conquered cultures.

8. *Explain the influence of religion in the art of the Roman Empire in Late Antiquity and the different media used to create early Christian art.
9. *Relate Constantine's move to the east and discuss the cultural mix of Roman, Christian, and eastern influences in the art of Byzantium paying specific attention to distinct characteristics in architecture of this period.
10. *Chronicle the distinctive artistic traditions of the European peoples during the early medieval period (including the Carolingian and Ottonian) and how the different types of art of their respective cultures influenced medieval art styles.
11. *Describe the term "Romanesque" in designating the artistic style of a historic period and examine the 'millennial' socio-political context.
12. *Specify the origins and spread of the Gothic style and the changes in European religious concepts that make Gothic art and architecture possible while examining the variations of the Gothic Style in France, England, Germany and Italy.
13. *Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology
14. *Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values
15. *Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Projects, Other (Specify)

Other Methods: The instructor will conduct lectures and discussions that will be illustrated with the appropriate images and videos.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
2.000%	This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:
8.000%	Prehistory, visual analysis before writing
10.000%	Mesopotamia
10.000%	Ancient Egypt
10.000%	The Aegean; Cycladic, Minoan and Mycenaean Art
10.000%	Ancient Greece
10.000%	Etruria
10.000%	Ancient Rome
10.000%	Contextualizing Monotheism a. Judaism b. Early Christianity c. Early Islam
10.000%	Byzantine
10.000%	Medieval
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Exams/Tests: 2 exams
20%	Projects: Research and written

20%	Group Projects
20%	Quizzes
20%	Oral Presentation
100%	Total

VII. Sample Assignments:

Compare and Contrast Essay: Choose two different and distinct examples of art from the course to demonstrate that art is a product of its context and show how each culture/time period utilized specific conventions of representation and a method of delivering them.

Exploring the Human Form: Describe the development of depicting the human form from paleolithic art through the arts of Ancient near-East, Ancient Egypt and the Aegean.

VIII. Student Learning Outcomes:

1. Identify, examine, and assess representative works of art and architecture from prehistory to the medieval era employing appropriate art historical terminology.
2. Analyze works of art and architecture in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.
3. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from prehistory to the medieval era.

Course Change CCN: ART HISTORY C1200, Survey of Art from the Renaissance to Contemporary

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	3.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	3A: Arts
SMC GE Area:	III: Humanities; V: Global Citizenship
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2026

Rationale CCN Update

I. Catalog Description

This course provides an overview of art and architecture from the Renaissance to the contemporary period with a focus on art from Europe. The course will further consider global interactions involving this region.

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. Gardner's Art Through the Ages: A Global History, Volume 2, Kleiner, Fred S. , Cengage © 2020, ISBN: 9781337696609
2. Gardner's Art Through the Ages: The Western Perspective, Volume 2, Kleiner, Fred S. , Cengage © 2021, ISBN: 0357370392
3. A History of Art, Janson, H.W. , Pearson © 2021, ISBN: 9780137589562
4. Art History, Volume 2, Stockstad, Marilyn, Pearson © 2022, ISBN: 0134479262
5. Smarthistory's (Khan Academy) materials/books (available online and to print out for free)

III. Course Objectives

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

1. *Document elements of the patronage system that developed during the Renaissance and examine the architecture and art as responsive to the growing European power structures at that time.
2. *Report the effect of political power in the development of Northern European art and the variety and types of media used in this period, identifying specific artists, their respective styles, and their key works of art.
3. *Discuss the integration of sacred and secular power and wealth, along with its resultant display in 15th-century Italian art.
4. *Understand the transition from the early Renaissance to the High Renaissance, defining the technical and aesthetic achievements of the High Renaissance and the Mannerist era, and distinguish High Renaissance and Mannerist works of art.
5. *Describe the consequences of the Protestant Reformation and the Catholic Counter-Reformation on artistic production and relate the diversity of cultures and artistic styles in Spain and Northern Europe.
6. *Recognize and cite artistic terminology from this period while explaining the distinctive characteristics of the Baroque style.
7. *Understand the diversity of cultures and artistic styles throughout Europe in the 17th Century, identifying representative Baroque artists and architects.
8. *Outline the origins and spread of the luxurious and decorative style known as Rococo, recognizing the distinctive characteristics of the Rococo style.
9. *Distinguish the main styles of Neoclassicism and Romanticism in early 19th-century Europe and America, and examine reasons for the broad range of subject matter, from portraits and landscapes to mythology and history.
10. *Document initial reaction by artists and the public to the new art medium known as photography, and how this medium affected art production.
11. *Describe why the Industrial Revolution, Darwinism, Marxism, and sociopolitical changes altered ideas about the nature and subject matter of art in the later 19th century.

12. *Outline the role of Impressionism and Post-Impressionism in the development of Modern art.
13. *Report the development of the major movements of 20th-century art and architecture.
14. *Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology
15. *Analyze, discuss, and differentiate the works of art and architecture in terms of historical context and cultural values.
16. *Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period.

IV. Methods of Presentation:

Projects, Visiting Lecturers, Group Work, Lecture and Discussion, Other Methods: *The instructor will conduct lectures and discussions illustrated with the appropriate slides and videos.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:
10.000%	Italian Renaissance and Mannerism
10.000%	Northern Renaissance
10.000%	Baroque and Rococo
10.000%	Neoclassicism, Romanticism, and Realism
20.000%	Major movements of the late 19th Century including Impressionism and Post-Impressionism
20.000%	Introduction to major Modernist movements of the 20th-century
15.000%	A look towards the future: contemporary global considerations
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Research Projects
25%	Exams/Tests: Exams with an essay component.
15%	Group Projects
20%	Oral Presentation
20%	Quizzes
100%	Total

VII. Sample Assignments:

Writing Assignment: Describe the changes in the patronage system during the Renaissance and how it is reflected in the artworks produced. Think about how changes in patronage might relate to socio/religious changes as well as geopolitical ones. Are there distinctions in patronage that result in different aesthetics? Does this account for the distinct differences between the Northern and Italian Renaissance?

Discussion: Post an Image of a Martyr: Discussion: Post an Image of a Martyr John the Baptist is considered a martyr, or a person who suffers or dies for what they believe in. Many of the Christian Saints are martyrs, because they were put to death for their religious or political beliefs. For this assignment please find, post, and provide the

title, artist, date, and material of another work of art that depicts a martyr. In addition, please state why the person depicted is a martyr. Your image need not represent a Biblical figure, although there are many examples of Biblical martyrs depicted in the history of art. Choose a work of art from any period of the history of art and any culture, as long as it depicts someone that you would consider a martyr according to the definition I have provided. Don't forget to comment on the work of art and martyr another student in the class has chosen. Here is an example of mine. Gustav Moreau depicts Saint John the Baptist after he has been martyred by decapitation. Herod, pictured in the shadows, promises his step-daughter Salome anything she wants, if she will do the erotic dance of the seven veils for his pleasure. Upon completion of her task, she asks for the head of the Baptist on a silver platter as compensation. Though Herod was fearful of creating political unrest among a growing Christian population, he was forced to oblige. Here salome is haunted by her choice, and seems to longingly call out for him.

VIII. Student Learning Outcomes:

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology
2. Analyze works of art and architecture and critique them in terms of aesthetic, socio- political, religious, historical, technological, and cultural contexts in which they were created
3. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from the Renaissance to the contemporary period.

Substantial Change: COSMETOLOGY 49C, Tactical Planning for the California Cosmetology State Board Exam

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 10A and COSM 10B and COSM 20
Advisory:	Completion of at least 650 hours in Cosmetology classes

Rationale

Updated course name, catalog description, course descriptions and added prerequisites.

I. Catalog Description

This course provides tactical planning formulated to guide a student with resources that will help gain their ability to retain knowledge of the theoretical portion pertaining to the Cosmetology industry. These resources will help their ability to pass the written California Cosmetology State Board Examination. Information surrounding this course will be in Health and Safety, Chemical Hair Services, Disinfection and Sanitation, HairStyling, Skin Care, Hair Removal/Lash/Brows, and Nail Care.

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, ISBN: 978-0-357482-84-1

III. Course Objectives

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

1. Practice strategies to achieve success on the California State Board Exam.
2. Create preparation materials for the California State Board Written Exam.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify), Distance Education, Discussion, Projects, Online instructor-provided resources, Other Methods: Information Sheets/Study guide, Question and answer activities

V. Course Content

<u>% of Course</u>	<u>Topic</u>
3.000%	Orientation: History and career opportunities
20.000%	Health Sciences: General Anatomy and Physiology Skin Structure and Growth Skin Disorders and Diseases Nail Structure and Growth Nail Disorders and Diseases Hair and Scalp Properties Hair and Scalp Disorders and Diseases
23.000%	Hair Services: Principles of Hair Design

	Hair Service Preparation Haircutting Hairstyling Braiding and Braid Extensions Wigs and Hair Extensions Chemical Texture Services Haircoloring
9.000%	Skin Care Services: Hair Removal Facials Makeup
15.000%	Nail Services: Manicuring Pedicuring Nail Extensions and Resin Systems Liquid and Powder Nail Enhancements Light Cure Gels
9.000%	Soft Skills: Life Skills Professional Image Communicating For Success
12.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
9.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
40%	Class Work: Assignments, Discussions, Quizzes and Study Guides at 10% each
50%	Exams/Tests: The average score of 25 Tests is weighted at 50% of the final grade
10%	Final exam
100%	Total

VII. Sample Assignments:

Client Consultation Assignment: Client Consultation Assignment: Describe a consultation you might have with a new client. To receive credit for this assignment, your paper must contain all the following: Your name must be on the paper Paper must have a separate cover page. Paper must include: An Introduction A description of where would be the best place to conduct this consultation and why A numbered list of at least 6 questions to ask your client Each question must include an explanation of why you should ask this question. Paper needs to be in your own words. Paper needs to be typed Must have a conclusion Must be in pdf, doc, docx

Salon Employees Policy Manual Project: Through research, create a Salon Employees Policy Manual Instructions: Imagine that you are an owner of a salon. You need to create a Policy Manual for the employees of your Salon. List the characteristics and behaviors you, as an employer, might want to see in your employees. All of

your employees should be able to meet your performance expectations by reviewing your manual and practicing its contents. Paper needs to be in your own words. Paper needs to be typed Must have a conclusion Must be in pdf, doc, docx

Flashcards: You will be creating Flash Cards using only the questions from each quiz. You will: Write (not type) the question, without the answer, on one side of a flash card Flip the card over and write the answer on the other side Then: Lay out each set of flashcards (a set of flashcards is 1 chapter/quiz) separately, with no cards overlapping, keeping each set grouped by each chapter/quiz Take a photo/photos of the question side Flip them over Take a photo of the answer side Upload these photos by submission in the flashcard assignment in our Learning Management System (LMS).

VIII. Student Learning Outcomes:

1. Demonstrate sanitation and disinfection techniques evaluated through a written assessment.
2. Differentiate between correct and incorrect answers on the California State Board Written Exam.
3. Apply techniques that lessen the anxiety commonly associated with test taking.

Prerequisite / Corequisite Checklist and Worksheet

COSMETOLOGY 49C, Tactical Planning for the California State Board Exam

Prerequisite: Cosmetology 10A - Related Science 1A

Other prerequisites, corequisites, and advisories also required for this course:

Cosmetology 10B, Related Science 1B

Cosmetology 20, Related Science 2

Advisory - Completion of at least 650 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 49C, Tactical Planning for the California State Board Exam

(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.
D)	Describe how to safely clean and disinfect salon tools and implements.
E)	Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
F)	Discuss Universal Precautions.
G)	Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology.
H)	

EXIT SKILLS (objectives) FOR Cosmetology 10A - Related Science 1A

(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.	Describe how to safely clean and disinfect salon tools and implements.
5.	Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
6.	Discuss Universal Precautions.
7.	Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology.
8.	

ENTRANCE SKILLS FOR COSMETOLOGY 49C									
EXIT SKILLS FOR Cosmetology 10A - Related Science 1A		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

Prerequisite / Corequisite Checklist and Worksheet

COSMETOLOGY 49C, Tactical Planning for the California State Board Exam

Prerequisite: Cosmetology 10B - Related Science 1B

Other prerequisites, corequisites, and advisories also required for this course:

Cosmetology 10A - Related Science 1A

Cosmetology 20, Related Science 2

Advisory - Completion of at least 650 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

— Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR **COSMETOLOGY 49C, Tactical Planning for the California State Board Exam**

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

A)	Demonstrate guidelines to maintain a healthy body and mind. Define personality.
B)	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
C)	Define professional ethics.
D)	List the qualities of effective communication. Demonstrate good human relations and a professional attitude.
E)	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 10B - Related Science 1B

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

1.	Demonstrate guidelines to maintain a healthy body and mind. Define personality.
2.	List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations.
3.	Define professional ethics.
4.	List the qualities of effective communication. Demonstrate good human relations and a professional attitude.
5.	Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments.
6.	
7.	
8.	

EXIT SKILLS FOR Cosmetology 10B - Related Science 1B	ENTRANCE SKILLS FOR COSMETOLOGY 49C								
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 49C
Prerequisite: Cosmetology 20, Related Science 2
Other prerequisites, corequisites, and advisories also required for this course:
Cosmetology 10B, Related Science 1B
Cosmetology 10A - Related Science 1A

Advisory - Completion of at least 650 hours in Cosmetology.

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR Cosmetology 49C

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

A)	Discuss acidity and alkalinity.
B)	Identify products commonly found in the salon which contain chemicals.
C)	Explain why some chemicals may be harmful to worker's health, and what makes them harmful.
D)	Discuss the difference between acute and chronic health effects.
E)	Give examples of basic safety procedures to follow when using a chemical.
F)	List several ways to prevent chemical injuries.
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 20, Related Science 2

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

1.	Discuss acidity and alkalinity.
2.	Identify products commonly found in the salon which contain chemicals.
3.	Explain why some chemicals may be harmful to worker's health, and what makes them harmful.
4.	Discuss the difference between acute and chronic health effects.
5.	Give examples of basic safety procedures to follow when using a chemical.
6.	List several ways to prevent chemical injuries.
7.	
8.	

	ENTRANCE SKILLS FOR Cosmetology 49C								
EXIT SKILLS FOR Cosmetology 20, Related Science 2		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7								
	8								

modified 09/26/2012

ADVISORY Checklist and Worksheet

COSMETOLOGY 49C, Tactical Planning for the California State Board Exam

Proposed Advisory: Completion of 650 hours in Cosmetology classes.

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSMETOLOGY 49C**

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

A)	Completion of 650 hours in cosmetology courses
B)	
C)	
D)	
E)	
F)	

EXIT SKILLS (objectives)

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

1.	Completion of 650 hours in cosmetology courses
2.	
3.	
4.	
5.	
6.	
7.	

EXIT SKILLS From : Completion of 650 hours in cosmetology courses	ENTRANCE SKILLS FOR: COSMETOLOGY 49C								
		A	B	C	D	E	F	G	H
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 have acquired knowledge and experience in cosmetology classes, equating to approximately **650 hours** of training in order to have the ability to be successful in Cosm 49C. This experience encompasses theoretical and practical aspects of cosmetology, including but not limited to:

- Hair cutting, coloring, and styling techniques
- Skincare and facial treatments
- Manicure and pedicure procedures
- Sanitation and safety practices
- Customer service and salon management fundamentals

Cosm 49C is a test preparation planning course that teaches students how to be prepared to take the California State Board Exam.

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

Units:	1.50
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
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 49C

Rationale

Updated catalog description, course descriptions and added prerequisites.

I. Catalog Description

This theory-based course is designed to successfully prepare the student to take and pass the written portion of the National-Interstate Council of State Boards of Cosmetology (NIC) exam required to obtain a Cosmetology license. The California State Board Exam evaluates a candidate's theoretical knowledge across various subjects pertinent to Cosmetology. Key areas of focus include: Health and Safety Anatomy and Physiology Hair Care and Services Skin Care and Services Nail Care and Services Product Knowledge and Chemical Use and Safety Laws and Regulations Professional Ethics and Conduct

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 Workbooks, 14, Miladys, Cengage © 2023, ISBN: 978-0-357482-84-1
2. Milady Standard Cosmetology & Foundations Textbooks, 2023, Miladys, Cengage © 2023, ISBN: 9780357871492

III. Course Objectives

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

1. Demonstrate readiness for the official California State Board Written Exam by passing the class assessment simulations.
2. Explain the California State Board procedures by written assessment.

IV. Methods of Presentation:

Lecture and Discussion, Discussion, Distance Education, Projects, Online instructor-provided resources, Other Methods: Slide Presentations, Videos, Articles, Information Sheets, Question and Answer Activities, discussion threads, and Instructor feedback.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
3.000%	Orientation: History and career opportunities
20.000%	Health Sciences: General Anatomy and Physiology Skin Structure and Growth Skin Disorders and Diseases Nail Structure and Growth Nail Disorders and Diseases Hair and Scalp Properties Hair and Scalp Disorders and Diseases

23.000%	Hair Services: Principles of Hair Design Hair Service Preparation Haircutting Hairstyling Braiding and Braid Extensions Wigs and Hair Extensions Chemical Texture Services Haircoloring
9.000%	Skin Care Services: Hair Removal Facials Makeup
15.000%	Nail Services: Manicuring Pedicuring Nail Extensions and Resin Systems Liquid and Powder Nail Enhancements Light Cure Gels
9.000%	Soft Skills: Life Skills Professional Image Communicating For Success
12.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
9.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
9%	Class Work: Assignments, Discussions, Quizzes at 3% each
80%	Exams/Tests: The average score of 42 Tests is weighted at 80% of the final grade
11%	Final exam
100%	Total

VII. Sample Assignments:

Instruction Manual: Research information for the purpose of creating an Instruction Manual for the 9 Hair color applications Research the step-by-step instructions for safe use and procedures for performing: Virgin tint light to dark Virgin tint dark to light Tint back to natural hair color Virgin bleach Toner on pre-lightened hair Toner retouch Retouch light Retouch dark Retouch bleach To assist you in the understanding of the steps related to the procedures.

Sanitation and Disinfection Instruction Manual: Sanitation and Disinfection Instruction Manual Write a step-by-step instruction manual containing the steps of proper sanitation and disinfection procedures and their importance in each service of Cosmetology.

VIII. Student Learning Outcomes:

1. Apply techniques that lessen anxiety that are commonly associated with test taking.
2. Recognize the distinction between the correct and incorrect procedures in its written form.
3. Interpret knowledge of the California State Board procedures in written form across all cosmetology subjects.

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 50C
Prerequisite: Cosmetology 49C

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

- ☐ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
 List schools here:
Complete the Prerequisite Worksheet
- ☒ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)
Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

— **Complete the Prerequisite Worksheet**

Complete Data Analysis

— Type 4: Program prerequisites

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

— Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

— **Data must be collected according to sound research principles in order to justify such prerequisites.**

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR Cosmetology 50C

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

A)	Demonstrate the ability to utilize the learned applications of the planning for the written California State Board Exam.
B)	Discover new and critical planning procedures that will enable the ability to pass the California State Board Exam.
C)	
D)	
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 49C

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

1.	Demonstrate the ability to utilize the learned applications of the planning for the written California State Board Exam.
2.	Discover new and critical planning procedures that will enable the ability to pass the California State Board Exam.
3.	
4.	
5.	
6.	
7.	
8.	

		ENTRANCE SKILLS FOR Cosmetology 50C							
EXIT SKILLS FOR Cosmetology 49C		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: COSMETOLOGY 50E, Written Preparation for Esthetician State Board Exam

Units:	1.50
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
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 49E

Rationale

Updating catalog description, course descriptions and adding prerequisites.

I. Catalog Description

This theory-based course is designed to successfully prepare the student to take and pass the written portion of the National-Interstate Council of State Boards of Cosmetology (NIC) exam required to obtain an Esthetician license. The California State Board Exam evaluates a candidate's theoretical knowledge across various subjects pertinent to Esthetics. Key areas of focus include: Health and Safety Anatomy and Physiology Skin Care and Services Skin Disorders and Conditions Facial and Body Treatments Hair Removal Product Knowledge and Chemical Use and Safety Laws and Regulations Professional Practices

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 Esthetics Fundamentals & Foundations Textbooks, 12th, Miladys, Cengage © 2019, ISBN: 9780357263792
2. Milady Standard Esthetics: Fundamentals & Foundations Workbooks, 12th, Miladys, Cengage © 2019, ISBN: 9780357482841

III. Course Objectives

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

1. Demonstrate readiness for the official California State Board Written Exam by passing the class assessment simulations
2. Explain the California State Board procedures by written assessment.

IV. Methods of Presentation:

Lecture and Discussion, Distance Education, Discussion, Projects, Online instructor-provided resources, Other Methods: Slide Presentations, Videos, Articles, Information Sheets, Question and Answer Activities, discussion threads, and Instructor feedback.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Skin Foundations: Career Opportunities and History of Esthetics Anatomy and Physiology Physiology and Histology of the Skin Disorders and Diseases of the Skin Skin Analysis Skin Care Products: Chemistry, Ingredients, and Selection
30.000%	Skin Care Treatments: The Treatment Room Facial Treatments Facial Massage

	Facial Devices and Technology Hair Removal Makeup Essentials Advanced Topics and Treatments
15.000%	Soft Skills: Life Skills Professional Image Communicating For Success
15.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
15.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
9%	Class Work: Assignments, Discussions, Quizzes at 3% each
80%	Exams/Tests: The average score of 42 Tests is weighted at 80% of the final grade
11%	Final exam
100%	Total

VII. Sample Assignments:

Instruction Manual: Research information for the purpose of creating an Instruction Manual for the use of LED light facials Research the step-by-step instructions for safe use and procedures for performing an : Electrical facial using Blue LED lights Electrical facial using Red-led lights Electrical facial using White LED lights

Sanitation and Disinfection Instruction Manual: Sanitation and Disinfection Instruction Manual Write a step-by-step instruction manual containing the steps of proper sanitation and disinfection procedures and their importance in each service of Esthetics.

VIII. Student Learning Outcomes:

1. Apply techniques that lessen anxiety that are commonly associated with test taking.
2. Recognize the distinction between the correct and incorrect procedures in its written form.
3. Interpret knowledge of the California State Board procedures in written form across all cosmetology subjects.

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 50E
Prerequisite: Cosmetology 49E

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

- ☐ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
 List schools here:
Complete the Prerequisite Worksheet
- ☒ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)
Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

— **Complete the Prerequisite Worksheet**

Complete Data Analysis

— Type 4: Program prerequisites

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

— Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

— **Data must be collected according to sound research principles in order to justify such prerequisites.**

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR Cosmetology 50E

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

A)	Demonstrate the ability to utilize the learned applications of the planning for the written California State Board Exam.
B)	Discover new and critical planning procedures that will enable the ability to pass the California State Board Exam.
C)	
D)	
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 49E

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

1.	Demonstrate the ability to utilize the learned applications of the planning for the written California State Board Exam.
2.	Discover new and critical planning procedures that will enable the ability to pass the California State Board Exam.
3.	
4.	
5.	
6.	
7.	
8.	

	ENTRANCE SKILLS FOR Cosmetology 50E								
EXIT SKILLS FOR Cosmetology Cosmetology 49E		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: COSMETOLOGY 50H, Written Preparation for Hairstylist State Board Exam

Units:	1.50
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
Transferability:	None
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	COSM 49H

Rationale

Updated catalog description, course descriptions, adding prerequisites and changing units to be consistent with all sections within this course

I. Catalog Description

This theory-based course is designed to successfully prepare the student to take and pass the written portion of the National-Interstate Council of State Boards of Cosmetology (NIC) exam required to obtain a Hair-styling license. The California State Board Exam evaluates a candidate's theoretical knowledge across various subjects pertinent to Hair-styling. Key areas of focus include: Health and Safety Anatomy and Physiology Hair Care and Services Product Knowledge and Chemical Use and Safety Laws and Regulations Professional Ethics and Conduct

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 readiness for the official California State Board Written Exam by passing the class assessment simulations
2. Explain the California State Board procedures by written assessment.

IV. Methods of Presentation:

Distance Education, Discussion, Projects, Lecture and Discussion, Online instructor-provided resources, Other Methods: Slide Presentations, Videos, Articles, Information Sheets, Question and Answer Activities, discussion threads, and Instructor feedback.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Orientation: History and career opportunities
23.000%	Health Sciences: General Anatomy and Physiology Skin Structure and Growth Skin Disorders and Diseases Hair and Scalp Properties Hair and Scalp Disorders and Diseases
22.000%	Hair Services: Principles of Hair Design

	Hair Service Preparation Hairstyling Braiding and Braid Extensions Wigs and Hair Extensions
15.000%	Soft Skills: Life Skills Professional Image Communicating For Success
20.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
15.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
9%	Class Work: Assignments, Discussions, Quizzes at 3% each
80%	Exams/Tests: The average score of 42 Tests is weighted at 80% of the final grade
11%	Final exam
100%	Total

VII. Sample Assignments:

Instruction Manual: Research information for the purpose of creating an Instruction Manual for the services offered in Hair-styling. Research the step-by-step instructions for safe use and procedures for performing: A haircut Thermal styling Wet styling Wig making To assist you in the understanding of the steps related to the procedures.

Sanitation and Disinfection Instruction Manual: Sanitation and Disinfection Instruction Manual Write a step-by-step instruction manual containing the steps of proper sanitation and disinfection procedures and their importance in each service of Hairstyling.

VIII. Student Learning Outcomes:

1. Apply techniques that lessen anxiety that are commonly associated with test taking.
2. Recognize the distinction between the correct and incorrect procedures in its written form.
3. Interpret knowledge of the California State Board procedures in written form across all cosmetology subjects.

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 50H
Prerequisite: Cosmetology 49H

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

_____ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 _____ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR Cosmetology 50H

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

A)	Demonstrate the ability to utilize the learned applications of the planning for the written California State Board Exam.
B)	Discover new and critical planning procedures that will enable the ability to pass the California State Board Exam.
C)	
D)	
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 49H

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

1.	Demonstrate the ability to utilize the learned applications of the planning for the written California State Board Exam.
2.	Discover new and critical planning procedures that will enable the ability to pass the California State Board Exam.
3.	
4.	
5.	
6.	
7.	
8.	

EXIT SKILLS FOR Cosmetology 49H	ENTRANCE SKILLS FOR Cosmetology 50H								
		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: COSMETOLOGY 50N, Written Preparation for Nail Care State Board Exam

Units:	1.50
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
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Advisory:	Completion of at least 300 hours of Nail Care coursework.

Rationale

Updating course descriptions

I. Catalog Description

This theory-based course is designed to successfully prepare the student to take and pass the written portion of the National-Interstate Council of State Boards of Cosmetology (NIC) exam required to obtain a Manicuring license. The California State Board Exam evaluates a candidate's theoretical knowledge across various subjects pertinent to Nail Care. Key areas of focus include: Health and Safety Anatomy and Physiology Nail Care and Services Product Knowledge and Chemical Use and Safety Laws and Regulations Professional Ethics and Conduct

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 Foundations & Nail Technology Textbook, 8th, Miladys, Cengage © 2021, ISBN: 9780357446867
2. Milady Standard Foundations & Nail Technology Workbooks, 8th, Miladys, Cengage © 2021, ISBN: 9780357482865

III. Course Objectives

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

1. Demonstrate readiness for the official California State Board Written Exam by passing the class assessment simulations.
2. Explain the California State Board procedures by written assessment.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify), Distance Education, Discussion, Projects, Online instructor-provided resources

Other Methods: Slide Presentations, Videos, Articles, Information Sheets, Question and Answer Activities, discussion threads, and Instructor feedback.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Nail Technology Foundations: History and Career Opportunities General Anatomy and Physiology Skin Structure, Disorders, and Diseases Nail Structure, Disorders, and Diseases Nail Product Chemistry
35.000%	Nail Services: Manicuring Pedicuring Electric Filing Nail Tips and Forms

	Nail Resin Systems Monomer Liquid and Polymer Powder Nail Enhancements Gel Nail Enhancements Nail Art
15.000%	Soft Skills: Life Skills Professional Image Communicating For Success
15.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
15.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
9%	Class Work: Assignments, Discussions, Quizzes at 3% each
80%	Exams/Tests: The average score of 42 Tests is weighted at 80% of the final grade
11%	Final exam
100%	Total

VII. Sample Assignments:

Instruction Manual: Create an Instruction Manual for giving a Salon Spa Manicure/Pedicure Research the step-by-step instructions for safe use and procedures for performing: Salon Spa Pedicure Salon Spa Manicure Write out the complete steps for a Salon Spa Manicure and a Salon Spa Pedicure Procedure, from start to finish including: Client Consultation Table Set up/SMA Complete procedure from start to finish Clean up Sanitation and disinfection

Sanitation and Disinfection Instruction Manual: Sanitation and Disinfection Instruction Manual Write a step-by-step instruction manual containing the steps of proper sanitation and disinfection procedures and their importance in each service of Manicuring.

VIII. Student Learning Outcomes:

1. Apply techniques that lessen anxiety that are commonly associated with test taking.
2. Differentiate between the correct and incorrect procedures in their written form.
3. Interpret knowledge of the California State Board procedures in written form across all cosmetology subjects.

ADVISORY Checklist and Worksheet

COSMETOLOGY 50N

Proposed Advisory: Completion of at least 300 hours in Manicuring classes.

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSMETOLOGY 50N**

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

A)	Completion of 300 hours in manicuring classes
B)	
C)	
D)	
E)	
F)	

EXIT SKILLS (objectives)

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

1.	Completion of 300 hours in manicuring classes
2.	
3.	
4.	
5.	
6.	
7.	

EXIT SKILLS From : Completion of 300 hours in manicuring courses	ENTRANCE SKILLS FOR: COSMETOLOGY 50N								
		A	B	C	D	E	F	G	H
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 have acquired knowledge and experience in manicuring classes, equating to approximately **300 hours** of training in order to have the ability to be successful in Cosm 50N. This experience encompasses theoretical and practical aspects of cosmetology, including but not limited to:

- Manicuring techniques
- Sanitation and safety practices
- Customer service and salon management fundamentals

Cosm 50N is a testing course that aids students in the ability to take and pass the California State Board Exam.

Substantial Change: COSMETOLOGY 50R, Written Preparation for Barbering State Board Exam

Units:	1.50
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
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 49R

Rationale

Updated catalog description and course descriptions and added prerequisites.

I. Catalog Description

This theory-based course is designed to successfully prepare the student to take and pass the written portion of the National-Interstate Council of State Boards of Cosmetology (NIC) exam required to obtain a Barbering license. The California State Board Exam evaluates a candidate's theoretical knowledge across various subjects pertinent to Barbering. Key areas of focus include: Health and Safety Anatomy and Physiology Hair Care and Services Facial Hair Services Basic Skin Care and Facial Services Product Knowledge and Chemical Use and Safety Laws and Regulations Professional Ethics and Conduct:

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 Barbering and Milady Foundations Workbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214499222
2. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Miladys, Cengage © 2025, ISBN: 9798214080444

III. Course Objectives

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

1. Demonstrate readiness for the official California State Board Written Exam by passing the class assessment simulations.
2. Explain the California State Board procedures by written assessment.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion, Projects, Online instructor-provided resources, Other Methods: Slide Presentations, Videos, Articles, Information Sheets, Question and Answer Activities, discussion threads, and Instructor feedback.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Barbering Fundamentals: History and Career Opportunities General Anatomy and Physiology Skin Structure and Growth Skin Disorders and Diseases Hair and Scalp Properties Hair and Scalp Disorders and Diseases
8.000%	Barbering Service Preparations: Principles of Hair Design Hair and Service Preparation

32.000%	Barber Services: Haircutting Hairstyling Facial Treatments Shaving Facial Hair Design Services Chemical Texture Services Haircoloring Hair Loss Services
12.000%	Soft Skills: Life Skills Professional Image Communicating For Success
12.000%	Health and Public Safety: The Healthy Professional Infection Control Chemistry and Chemical Safety Electricity and Electrical Safety
11.000%	Business Skills: Career Planning On the Job The Beauty Business
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
9%	Class Work: Assignments, Discussions, Quizzes at 3% each
80%	Exams/Tests: The average score of 42 Tests is weighted at 80% of the final grade
11%	Final exam
100%	Total

VII. Sample Assignments:

Sanitation and Disinfection Instruction Manual: Write a step-by-step instruction booklet containing proper procedures, all the steps of sanitation and disinfection, and their importance in each service and for all services and equipment in Barbering.

Research Project Instruction Manual: Research the steps for draping, the safety procedures, clean-up, and sanitation/disinfection of designing facial hair with a razor. Write out the complete step-by-step instruction booklet/manual containing the procedures involved in designing facial hair with a razor from start to finish, including the draping, safety procedures, clean-up, and sanitation/disinfection procedures before and after the service.

VIII. Student Learning Outcomes:

1. Apply techniques that lessen anxiety that are commonly associated with test taking.
2. Recognize the distinction between the correct and incorrect procedures in its written form.
3. Interpret knowledge of the California State Board procedures in written form across all cosmetology subjects.

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 50R
Prerequisite: Cosmetology 49R

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

- ☐ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.
 List schools here:
Complete the Prerequisite Worksheet
- ☒ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)
Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

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

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR Cosmetology 50R

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

A)	Demonstrate the ability to utilize the learned applications of the planning for the written California State Board Exam.
B)	Discover new and critical planning procedures that will enable the ability to pass the California State Board Exam.
C)	
D)	
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR Cosmetology 49R

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

1.	Demonstrate the ability to utilize the learned applications of the planning for the written California State Board Exam.
2.	Discover new and critical planning procedures that will enable the ability to pass the California State Board Exam.
3.	
4.	
5.	
6.	
7.	
8.	

EXIT SKILLS FOR Cosmetology 49R	ENTRANCE SKILLS FOR Cosmetology 50R								
		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

Substantial Change: FILM STUDIES 5, Film and Society

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 UC, CSU
Cal-GETC Area:	3B: Humanities
IGETC Area:	3B: Humanities
CSU GE Area:	C2 - Humanities
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable

Rationale

This course is being updated with new books, objectives, SLOs, and assignments to reflect current standards in the field and at the college.

I. Catalog Description

This course examines cinema as a reflection of and influence on American society. Films are situated within the political, cultural, and economic contexts of their times, and are analyzed as records of the industrial practices, thematic trends, and social attitudes of the past that help to shape the present.

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. Searching for New Frontiers: Hollywood Films in the 1960s, Rick Worland, Wiley-Blackwell © 2018
2. American Cinema of the 2010s: Themes and Variations, Dennis Bingham, ed., Rutgers University Press © 2021
3. The Future Was Now: Madmen, Mavericks, and the Epic Sci-Fi Summer of 1982, Chris Nashawaty, Flatiron Books © 2024
4. The Films of the Sixties, Peter Biskind, , Virgin Publishing © 1993
5. We'll Always Have the Movies: American Cinema During World War II, Robert L. McLaughlin and Sally E. Parry, University Press of Kentucky © 2006

III. Course Objectives

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

1. Identify the major events of a particular decade or time period in American society.
2. Describe the social and political values that characterized American society in that era or span of time.
3. Explain the industrial priorities, technological developments, and audience habits that are particular to the film industry in the period in question.
4. Identify the key or recurring trends, thematic concerns, and genres of that period in American cinema.
5. Assess the complex relationships between the films of the era and the social, political, and cultural trends of American society during that period.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other Methods: Screening of films

V. Course Content

<u>% of Course</u>	<u>Topic</u>
6.670%	Introduction to the 1960s
6.670%	Seeds of the sixties; Cold War politics
6.670%	Nuclear war fears

6.670%	Urban culture in the 1960s; religious and ethnic tensions
6.670%	Racial issues and stereotypes in 1960s culture
6.670%	The rebel anti-hero as screen icon; 1960s masculinity issues
6.670%	The waning production code and the introduction of the rating system
6.670%	Youth exploitation films of the 1960s
6.670%	The Vietnam War: Hollywood mythology vs. reality
6.670%	The political counterculture: anti-war activism and dissent
6.670%	The social counterculture: alternative lifestyles
6.670%	Sex, marriage, and relationships redefined in the late 1960s
6.670%	The music culture and cinema in the 1960s
6.670%	Counter-cultural backlash
6.670%	Contemporary re-evaluation of the 1960s
100.050%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
25%	Exams/Tests: Objective exams
25%	Papers
25%	Oral Presentation
100%	Total

VII. **Sample Assignments:**

Group Presentation: In a small group, students will read an article that examines the cultural, economic, and political context of a given year, and that situates key cinematic texts in that same year. Together they develop a presentation that explains the article using their own words. They will also develop an open-ended question for the author about their argument for the instructor to address, and a second open-ended question about the key arguments for the rest of the class to address.

Essay: Using high-quality academic resources, a student will research a cycle of films or cinematic trend that is particular to the period of time covered in the course. In an analytical essay, they will use their research to examine 2 particular films in that cycle, and how each either helped to bring that cycle to life, alter its trajectory, or bring it to a close.

VIII. **Student Learning Outcomes:**

1. Analyze key films in terms of their capacity to reflect and sometimes help to shape society and the film industry in a particular span of time.
2. Explain the issues in the film industry, from industrial practices to trends in genre, theme, and audience behavior that shaped the period in question.
3. Identify the historical events, economic forces, and cultural debates that characterized the period covered by the course.

Substantial Change: FILM STUDIES 6, Gender and Sexuality in Cinema

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 UC, CSU
Cal-GETC Area:	3B: Humanities
IGETC Area:	3B: Humanities
CSU GE Area:	C2 – Humanities
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable

Rationale

The title and focus of this course are being updated to maintain the focus of the previous version of the course but become more inclusive as well, and to keep up with current scholarly approaches to these subjects in the field. The books, objectives, SLOs, and assignments have also been revised to be more student-friendly and to reflect current thinking around those issues at the college.

I. Catalog Description

This course examines the construction and representation of gender and sexuality in cinema both in the U.S. and internationally, including majority as well minority groups. Students will analyze films to understand how the concepts of gender and sexuality have been imagined, complicated, and challenged cinematically. Issues of access—who does and does not get to produce, distribute, and exhibit cinema—will also be examined. While gender and sexuality are in the foreground, issues like age, race, ethnicity, nationality, and ableism will also be considered.

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. Working Girls: Gender and Sexuality in Popular Cinema, Yvonne Tasker, Routledge Press © 1998
2. Post-Backlash Feminism: Women and the Media Since Reagan-Bush, Kellie Bean, - © 2007
3. Gender, Race and Class in Media, Gail Dines and Jean M Humez, eds, , - © 2003
4. Women and Media: Content, Careers and Criticism, Cynthi Lont, - © 2005
5. America on Film: Representing Race, Class, Gender, and Sexuality at the Movies, 3rd, Harry Benshoff and Sean Griffin, Wiley-Blackwell © 2021
6. Multiple Voices in Feminist Film Criticism, Carson, Diane, Linda Dittmar, and Janice R. Welsch, eds, University of Minnesota Press © 1994
7. Issues in Feminist Film Criticism., Erens, Patricia, ed, University of Indiana Press © 1990
8. Beyond Binaries: Sex, Sexualities, and Gender in the Lusophone World, Paulo Pepe and Ana Raquel Fernandes, eds., Peter Lang Ltd, International Academic Publishers © 2021
9. Film Bodies: Queer Feminist Encounters with Gender and Sexuality in Cinema, Katharina Lindner, I.B. Tauris © 2017
10. Cinemas of Boyhood: Masculinity, Sexuality, Nationality, Timothy Shary, Berghahn Books © 2021
11. Screening the Male: Exploring Masculinities in Hollywood Cinema, Steve Cohan and Ina Rae Hark, eds., Routledge © 2016

III. Course Objectives

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

1. Explain the concepts of gender and sexuality as they have been defined historically and as they have been challenged and re-imagined in the contemporary context.
2. Identify the ways in which cinema has constructed, represented, reinforced, and challenged the concepts of gender and sexuality in different periods of time and in different contexts.
3. Explain the forces that have shifted understanding of the concepts of gender and sexuality, including colonialism, war, social movements, and industrial practices within film industries.
4. Analyze the ways in which gender and sexuality inform and are conflated with each other in cinema, and how issues like age, race, nationality, and ableism intersect with each of them.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other Methods: Screening of Films

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Intersectionality: Issues like age, race, geography, colonialism, and ableism cannot be disentangled from gender and sexuality. In this portion of the class, one or more of these issues will gain the foreground along with gender and sexuality in order to deal with the cinematic construction of these concepts in more complete ways.
20.000%	International Cinema: An examination of how gender and sexuality are imagined, constructed, and contested in international cinemas both historically and in the contemporary period. Multiple case studies from different continents and language groups are used to illustrate these issues in those contexts, with an eye toward who does and does not have access to cinematic representation.
20.000%	Queering Classical Hollywood: Notions of gender and sexuality that challenge the centrality of 'straightness,' both within the 1940s, '50s, and '60s, and in readings of Classical Hollywood Cinema from the 1980s and 1990s. The recognition of ways that queer 'coding' of ostensibly straight characters allowed cinema to construct and communicate queer identities in the midst of the studio system and Production Code Administration.
20.000%	The Studio System: Gender and sexuality in the context of the economics of the studio system and the manufacturing of 'stars' as critical commodities in the film industry. The foregrounding of 'desire' as a way to drive ticket sales. The 'nymphet' as a central character type and the casting of adult women as young girls in American cinema.
20.000%	Early Cinema: The centrality of gender and sexuality in the early narrative cinema of Alice Guy-Blache. European notions of gender and sexuality within the confines of German, French, and American film industries. The transition to synchronized sound and the introduction of vocal sound to concepts of gender and sexuality.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation: In-class Activities.
25%	Exams/Tests
25%	Oral Presentation
25%	Papers
100%	Total

VII. Sample Assignments:

Essay: Write an essay that compares and contrasts the representation of straight male characters in films of the 1960s, 1970s, and 1980s. How did the different male stars of those periods—from Sidney Poitier to Richard Benjamin to Sylvester Stallone—indicate changes to the notions of straight masculinity in Hollywood from period to period?

Group Presentation: A group of students will research the New Queer Cinema movement of the 1990s, exploring the aesthetic and thematic concerns of the filmmakers associated with that grouping of works. In a presentation before the class, they will contrast the work of lesbian women working in video, and gay men working on celluloid film in terms of financing, distribution, exhibition, and reception at film festivals in the 1990s.

VIII. Student Learning Outcomes:

1. Analyze cinematic representations of gender and sexuality, assessing the complex forces which shape both those concepts and cinema itself on a case-by-case basis.
2. Describe the shifting notions of gender and sexuality, and the role cinema has played in constructing, reinforcing, and challenging those notions in a variety of contexts.

Substantial Change: FILM STUDIES 7, Race and Ethnicity in Cinema

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 UC, CSU
Cal-GETC Area:	3B: Humanities
IGETC Area:	3B: Humanities
CSU GE Area:	C2 – Humanities
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable

Rationale

This course is being re-titled to clarify its content for students at SMC and to ensure the course will count for transfer at other institutions. The books, objectives, SLOs, and assignments are also being revised in keeping with current thinking on those issues.

I. Catalog Description

This course examines the construction and representation of race and ethnicity in cinema, both in the U.S. and internationally, including majority as well as minority groups. Students will analyze films to understand how the concepts of race and ethnicity have been imagined, complicated, and challenged cinematically. Issues of access—who does and does not get to produce, distribute, and exhibit cinema—will also be examined. While race and ethnicity are in the foreground, issues like nationality, gender, sexuality, age, and ableism will also be considered.

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. Hollywood's Hawaii: Race, Nation, and War, Delia Malia Caparoso Konzett, ed., Rutgers University Press © 2017
2. The Myth of Colorblindness: Race and Ethnicity in American Cinema, Sarah E. Turner and Sarah Nilsen, eds., - © 2019
3. Toward a Counternarrative Theology of Race and Whiteness: Studies in Philosophy of Race, Science Fiction Cinema, and Superhero Stories, Christopher M. Baker, Palgrave Macmillan © 2022
4. America on Film: Representing Race, Class, Gender, and Sexuality at the Movies, 3rd, Harry Benshoff and Sean Griffin, Wiley-Blackwell © 2021
5. Tropical Multiculturalism: A Comparative History of Race in Brazilian Cinema and Culture, Robert Stam, Duke University Press © 1997

III. Course Objectives

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

1. Explain the concepts of race and ethnicity as they have been defined historically and as they have been challenged and re-imagined in the contemporary context.
2. Identify the ways in which cinema has constructed, represented, reinforced, and challenged the concepts of race and ethnicity in different periods of time and in different contexts.
3. Explain the forces that have shifted understanding of the concepts of race and ethnicity, including colonialism, war, social movements, and industrial practices within film industries.
4. Analyze the ways in which race and ethnicity inform and are conflated with each other in cinema, and how issues like nationality, gender, sexuality, age, and ableism intersect with them.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Distance Education, Other Methods: Screening of Films

V. Course Content

<u>% of Course</u>	<u>Topic</u>
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12.000%	Intersectionality, or how issues like age, gender, sexuality, geography, colonialism, and ableism cannot be disentangled from race and ethnicity
28.000%	Race and ethnicity in international cinemas
12.000%	Whiteness in cinema, films made by and about those who identify as white
12.000%	Asian-Americans in cinema, films by and about those who identify as Asian-American
12.000%	African-Americans in cinema, films by and about those who identify as African-American
12.000%	Latine-Americans in cinema, films by and about those who identify as Latine
12.000%	The concepts of race and ethnicity and their construction and representation in cinema.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation: In-class Activities.
25%	Exams/Tests
25%	Oral Presentation
25%	Papers
100%	Total

VII. Sample Assignments:

Essay: Write an essay that compares and contrasts the representation of African-American characters in the films of the 1960s, 1970s, and 1980s. How did the different stars of those periods—from Sidney Poitier to Richard Pryor to Eddie Murphy—indicate changes to the notion of ‘Blackness’ in Hollywood from period to period?

Group Presentation: A group of students will research the film 'Emilia Perez,' exploring the complications of a film that is set in Mexico, was made by a French production team, and that featured Dominican-American and Mexican-American women in key roles as Mexicans. How did this film at once indicate the racial and national diversity of Mexico, yet also trigger a tremendous backlash for not ‘representing’ Mexico in more careful, considerate ways?

VIII. Student Learning Outcomes:

1. Analyze cinematic representations of race and ethnicity, assessing the complex forces which shape both those concepts and cinema itself on a case-by-case basis.
2. Describe the shifting notions of race and ethnicity, and the role cinema has played in constructing, reinforcing, and challenging those notions in a variety of contexts.

Substantial Change: FILM STUDIES 8, Popular Film Genres

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 UC, CSU
Cal-GETC Area:	3B: Humanities
IGETC Area:	3B: Humanities
CSU GE Area:	C2 – Humanities
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable

Rationale

The course description and textbooks have been updated, and the objectives and SLO's have been revised to be more student-friendly and to reflect current thinking on their wording and issues like mapping. The sample assignments have also been revised.

I. Catalog Description

This course introduces students to the concept of genre—or 'category'—in cinema, exploring the economic, aesthetic, and cultural reasons for genre film making. Typically, it will focus on one genre and its development over time—like Romantic Comedy, Horror, or the Western—and why some genres endure while others fade away. The genre under examination may change each semester.

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. Film Genre: The Basics, 1st, Barry Keith Grant, Routledge © 2023
2. Resetting the Scene: Classical Hollywood Revisited, Phillippa Gates and Katherine Spring, eds., Wayne State University Press © 2021
3. The Comedy Studies Reader, Nick Marx and Matt Sienkiewicz, eds., University of Texas Press © 2018
4. Robin Wood on the Horror Film: Collected Essays and Reviews, Robin Wood, edited by Barry Keith Grant, Wayne State University Press © 2018

III. Course Objectives

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

1. Explain the different ways cinematic genres can be defined.
2. Describe the economic, aesthetic, and cultural reasons for genre film making.
3. Identify and explain the core characteristics of the genre assigned for the semester.
4. Analyze how the genre has changed by comparing films from different periods.
5. Use genre as a way to understand the concerns of the society in which it is popular.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Projects, Group Work, Other Methods: Screening of Films

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Examining the changes to this specific genre over time; the films that established the genre, the films that experimented with the genre, and the films that either revived it or seemed to mark its decline.
20.000%	Defining the specific genre under examination for the semester; the stories it tells, their key themes and conflicts, the various conventions of this genre, as well as its iconography.

20.000%	Genre as both static—a formula—and dynamic—subject to change. Types of experiments in genre film making and how each works.
20.000%	The economic, aesthetic, and cultural reasons for genre film making in a given society, the relationship between film industries and audiences and their mutual dependence on genre.
20.000%	The concept of genre and the different and often inconsistent ways that different genres can be defined, from popular, to consumer, to academic definitions.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation: In-class activities.
25%	Oral Presentation
25%	Exams/Tests
25%	Papers
100%	Total

VII. Sample Assignments:

Research Essay: Research the different ways cinematic genres are defined, from popular or colloquial approaches, to those used to guide consumer choices, to those used by academics and scholars of cinema. Choosing one genre in particular, students will write an essay that compares and contrasts the different definitions of the same genre in order to highlight the various priorities, concerns, and habits associated with each approach to its definition.

Group Presentation: In small groups, students will research the academic definition of a popular film genre other than the one the course is focused on. In presentation form, they will explain the core elements of that genre, including its key themes and conflicts, as well as its conventions and iconography. Then they will examine how a particular film experimented with that genre, and how this particular expression of the genre maintained some of the core elements while altering others.

VIII. Student Learning Outcomes:

1. Identify the popular film genres and the different ways they can be defined.
2. Explain the economic, artistic, and cultural reasons for genre film making.
3. Compare genre films over time to see how they indicate enduring or changing societal concerns.

Substantial Change: FILM STUDIES 9, Film Artists

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 UC, CSU
Cal-GETC Area:	3B: Humanities
IGETC Area:	3B: Humanities
CSU GE Area:	C2 – Humanities
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	FILM 2

Rationale

This update includes a name change, new course description, up-to-date textbooks, as well as revised objectives, outcomes, and sample assignments.

I. Catalog Description

This course examines the artistic, cultural, and economic contributions of a screenwriter, director, producer, star, or studio. By exploring their various works, we can understand the development of their style, their ideological or social concerns, as well as their standing in the film industry and beyond. Specific film artists will vary from semester to semester.

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 Sensuous Cinema of Wong Kar-wai: Film Poetics, and the Aesthetic of Disturbance, Gary Bettinson, Hong Kong University Press © 2025
2. The Complete Kubrick, David Hughes, Virgin Books © 2001
3. Meryl Streep (Anatomy of an Actor), Karina Longworth, Phaidon Press © 2014
4. The Cinema of Stanley Kubrick, Norman Kagan, , Continuum Publishing © 2000
5. Stanley Kubrick: A Biography, Vincent Lobutto, , Da Capo Press, © 1999
6. Charles Burnett: A Cinema of Symbolic Knowledge, James Naremore, University of California Press © 2017
7. RKO Radio Pictures: A Titan is Born, Richard B. Jewell, University of California Press © 2012
8. Stanley Kubrick, Director: A Visual Analysis, Alexander Walker, W.W. Norton & Co © 2000

III. Course Objectives

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

1. Identify the key films associated with the artist and their primary contribution to them.
2. Explain the themes the artist worked with routinely, or the diversity of thematic concerns they explored in their output.
3. Compare different works of the artist over time to identify the development of their craft, their creative power, or influence.
4. Assess the social, economic, and cultural significance of the artist and their work through analysis of their cinematic output.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
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25.000%	The legacy of the artist in terms of contributions to cinema or inspiration to newer generations of artists. How they are understood by critics both popular and academic.
25.000%	The arc of the artist's tenure in cinema, their relationship to the cinematic mainstream, whether they were at the center of it, outside of it, or moving dynamically within it. The thematic concerns or genres they were closely associated with.
25.000%	The emergence of the artist in the cinematic landscape. How they came to prominence, or established themselves as a creative or economic force in cinema.
25.000%	The artist in context; their role in cinema broadly and the economic, cultural, and creative constraints within which they work.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation: In-class Activities.
25%	Exams/Tests
25%	Oral Presentation
25%	Papers
100%	Total

VII. **Sample Assignments:**

Essay: Write an essay that explores the recent rise of the studio/distributor A24. How did they start, and how did they develop a reputation for a certain style of movie, certain thematic concerns, types of performers, and audience engagement? Support your assessment of A24 with scholarly research from academic journals and film reviews from nationally recognized news publications. What film exemplifies the A24 approach in your opinion, and why?

Group Presentation: A small group will research the director Todd Haynes and the performer Julianne Moore to understand the creative work both have undertaken throughout their careers both individually and working together. Then, in a presentation before the class, they will examine three Haynes-Moore collaborations, including [Safe] (1995), Far From Heaven (2002), and May December (2023.) What does each film represent in the creative arc of each artist? What if anything do they seem to do together creatively that is different than what they do when working separately? Support your analyses with your accumulated research and clips from each film.

VIII. **Student Learning Outcomes:**

1. Identify the creative work of the artist whether they are an actor, director, writer, or corporation like a studio.
2. Compare the works of that artist and explain the themes, genres, and social concerns they seemed to work within and around consistently.
3. Assess the career achievements of the artist as measured in their films, recognition in popular and academic publications, and their standing in the film industry or society overall.

Substantial Change: FILM STUDIES 11, Adaptation to Cinema

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 UC, CSU
Cal-GETC Area:	3B: Humanities
IGETC Area:	3B: Humanities
CSU GE Area:	C2 – Humanities
SMC GE Area:	III: Humanities
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	ENGL C1000 (formerly ENGL 1)

Rationale

This course is getting a new title and course description to include different kinds of source materials for adaptation. The textbooks are being updated, as are the objectives, SLOs, and assignments.

I. Catalog Description

This course explores the process of transforming works from various sources—including literature, television, radio, video games, comic books, and historical events—into movies. Students will study various approaches to adapting source material into cinema, the expressive powers and limitations of the sources in question, and how to evaluate the adapted work in relation to its original format.

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 Routledge Companion to Adaptation, Dennis Cutchins, Katja Krebs, and Eckart Voigts, eds., Routledge © 2020
2. New Approaches to Contemporary Adaptation, Betty Kaklamanidou, ed., Wayne State University Press © 2020
3. The Superhero Blockbuster: Adaptation, Style, and Meaning, James C. Taylor, University Press of Mississippi © 2025
4. Lights, Camera, Game Over!: How Video Game Movies Get Made, Luke Owen, Schiffer © 2017
5. For each film studied, the corresponding literary text will be required. Selections will vary by instructor.

III. Course Objectives

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

1. Identify the structures, styles, and techniques associated with cinema as an aesthetic format.
2. Identify the structures, styles and techniques associated with non-cinematic forms of expression, like literature, television shows, podcasts, comic books, and video games.
3. Describe the challenges involved with identifying the aesthetic elements of non-cinematic works and translating them into cinema.
4. Critique the cinematic adaptation in contrast with its original version in terms of the ability of each to communicate and express ideas, narratives, themes, and experiences.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other (Specify), Critique, Projects, Visiting Lecturers, Group Work, Online instructor-provided resources

Other Methods: Whole-group discussion Small-group discussion Screening of films and excerpts

V. Course Content

<u>% of Course</u>	<u>Topic</u>
16.667%	Television and other serialized forms, how they translate to a single cinematic text

16.667%	Comic books and graphic novels, the benefit they give in storyboarding for film, etc.
16.667%	Video and board games, how 'playing' and 'winning' can be adapted into film
16.667%	Non-Fiction works, lived experiences, documentaries, biographies, etc.
16.665%	Stage plays and other theatrical works
16.667%	Novels and other literary works
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation In-class activities
25%	Exams/Tests
25%	Oral Presentation
25%	Papers
100%	Total

VII. **Sample Assignments:**

Essay: Students will read multiple short stories, analyzing the characteristics that seem to differentiate this form of literature from others. In an essay, those key characteristics will be identified and explored, with the goal of identifying which elements can be adapted to the cinematic form easily, and which will be challenging and why.

Group Presentation: In a small group, students will screen a movie adapted from a video game they are all familiar with. In a presentation given in class, they will outline what elements of the game have been brought over to the cinematic version, which have been left behind, and which have been significantly altered. The presentation will end with the students assessing the quality of the film on its own, and the quality of the film as an adaptation of the video game.

VIII. **Student Learning Outcomes:**

1. Assess the effectiveness of an adapted work, both as a stand-alone movie, and as a representation of its source material.
2. Explain the challenges and opportunities involved in translating a work from its original medium into cinema.
3. Identify the aesthetic characteristics of the medium that is the source of the adaptation, and how they compare to those of cinema.

Substantial Change: EMERITUS – HEALTH E24, Physical Fitness and Conditioning I: Principles and Practices

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Transferability:	N/A
Degree Applicability:	N/A

Rationale

This change is to update the class with modern vernacular and contemporary exercises and ideas. We are removing the word "Older" adults from the catalog and course description. The new course description clearly defines what to expect in the class. We are adding levels from basic to intermediate and advanced. Student Learning Outcomes and Course Objectives have been updated.

I. Catalog Description

Physical Fitness Level 1 is designed for Emeritus students. The course will introduce you to the basics of strength training and low-intensity aerobics: endurance, flexibility, posture, balance, aerobic activity, and overall physical function. Methods for warming up, stretching, low-impact aerobic activity, cooling down, strength training, and balance are included.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Identify the physical and mental health benefits of regular exercise.
2. Properly execute aerobic, strength & stretching movements of the body.
3. Create a daily fitness plan with modifications for injuries and illnesses.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Distance Education, Observation and Demonstration, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Basic anatomy, functional physiology and fitness principles of the body in motion, including changes over time as one ages.
25.000%	Techniques to safely practice methods of fitness and conditioning, including strategies to prevent injury and accommodate special physical needs and challenges.
30.000%	Movement strategies. Included are proper methods for warm-ups, stretching, low-impact aerobic activity, cool-downs, strength training and balance work.
20.000%	Self evaluation through fitness strategies. Creating an individual conditioning and fitness plan to help maintain and improve health and vitality, and prevent injuries.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. Sample Assignments:

Exercise Program: Practice workouts with a focus on physical fitness including mobility and balance. Will include hand weights or ankle weights for conditioning.

Aerobic Routines: Perform basic aerobic routines involving movement patterns. It can be done with or without props such as bands and hand weights.

VIII. Student Learning Outcomes:

1. Describe how to improve physical health during the aging process.
2. Build a solid foundation for beginner strength training and basic aerobic routines.
3. Create a personalized beginner fitness & conditioning plan that suits student's individual needs & physical challenges.

Substantial Change: EMERITUS – HEALTH E28, Strength and Stamina I: Principles and Practices

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Transferability:	N/A
Degree Applicability:	N/A

Rationale

This change is to update the class with modern vernacular and contemporary exercises and ideas. We are removing the word "Older" adults from the catalog and course description. The new course description clearly defines what to expect in the class. We are adding levels from basic to intermediate and advanced. Student Learning Outcomes and Course Objectives have been updated.

I. Catalog Description

This course introduces Emeritus students to strength & stamina training, basic principles, benefits, & safety considerations. It will explore how to maintain or improve health & stamina through the use of resistance bands, hand weights, stretching and flexibility with standing and floor exercises.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Identify the principles of strength & conditioning and how they relate to overall fitness.
2. Assess personal fitness levels and set achievable goals.
3. Demonstrate proper exercise technique and form.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
35.000%	Strength training principles as they affect physical conditions and current health.
35.000%	Techniques to help safely practice methods of fitness and strength training, including strategies to prevent injury and modify when needed.
30.000%	Students evaluate fitness strategies and create their own individual strength and stamina training plan to help maintain and improve their health and lifestyle .
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: Ungraded/Noncredit
100%	Total

VII. Sample Assignments:

Exercise Program: Practice workouts focusing on strength & stamina, including mobility and balance. Example: a) Standing on one leg b) Standing on one's toes

Exercises with weights and other props: Practice Squats, lunges, shoulder, and upper and lower body exercises with weights.

VIII. Student Learning Outcomes:

1. Develop strategies & modifications to the strength and stamina routine as needed.
2. Assess improved strength, balance & flexibility while promoting stress reduction.

Substantial Change: EMERITUS – HEALTH E38, Joint Health and Mobility

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Transferability:	N/A
Degree Applicability:	N/A

Rationale

Update the title and descriptions for clarity for both students and instructors. ie: taking out words "older adults", etc. Creating new sample assignments, updating to contemporary inclusion of anatomy, physiology, and psychology.

I. Catalog Description

This course helps Emeritus students with chronic joint pain or mobility problems to attain and maintain physical strength, mobility, and flexibility. Students will learn about the function of joints in the human body and techniques to move effectively without joint stress. Students will create an individual plan for mobility and physical fitness.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Describe the basic anatomy and physiology of the joints.
2. Describe the basic kinesiology for movement with less stress on joints.
3. Identify and practice using props, weights, and bands to enhance mobility, flexibility, and strength.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Observation and Demonstration, Distance Education, Individualized Instruction, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Basic anatomy, physiology and function of joints in the human body
50.000%	Techniques and activities to alleviate joint pain and increase strength, mobility and flexibility
5.000%	Relaxation, stress reduction and integrative wellness techniques
5.000%	Lifestyle choices for wellness and decreased inflammation of joints
20.000%	Creating a personalized movement plan for joint health and mobility
10.000%	Connecting with peers for support and accountability in personal wellness
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. Sample Assignments:

Exercises for Joints and Glands: Learn and practice a routine that addresses simple repetitive movements ie: gentle swinging, swaying in a rhythmic flow to address the relationship of hormone secreting glands that play an integral role in the process of stress and nervous system regulation. The sequence concludes with a systemic relaxation for a calming experience for body and mind.

Use of scarves as props: Demonstrate and explore the use of scarves as a method to introduce increased fluidity and ease in movement and mobility.

VIII. Student Learning Outcomes:

1. Describe symptoms and safe strategies to alleviate joint pain and stiffness.
2. Create a personal joint health and mobility routine.
3. Practice static and dynamic techniques to improve strength and range of motion in daily life.

Substantial Change: EMERITUS – HEALTH E46, T'ai Chi I: Principles and Practices

Units:	0.00
Total Instructional Hours (usually 18 per unit):	48.06
Hours per week (full semester equivalent) in Lecture:	2.67
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	96.12
Transferability:	N/A
Degree Applicability:	N/A

Rationale

This change is to update the class with modern vernacular and contemporary exercises and ideas. We are removing the word "Older" adults from the catalog and course description. The new course description clearly defines what to expect in the class. We are adding levels from basic to intermediate and advanced. Student Learning Outcomes and Course Objectives have been updated.

I. Catalog Description

Introduces the study and practice of T'ai Chi and Qigong at a beginner level. An internal martial art designed to increase physical and mental strength by incorporating energy circulation, breathing, and mindfulness. This class focuses on stances, footwork, and whole body movement sequences at a beginner level that improve agility, postural alignment, balance, and relaxation to rejuvenate the body, reduce stress, and improve health.

II. Examples of Appropriate Text or Other Required Reading:

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

III. Course Objectives

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

1. Discuss the history and philosophy of the Chinese energy balancing health practices of T'ai Chi Ch'uan, including the physical and mental health benefits derived from the discipline
2. Describe the historical origins and cultural evolution of T'ai Chi and Qigong.
3. Develop physical balance, mental focus, and breathing techniques.
4. Describe the principles and practice of beginner-level T'ai Chi.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Distance Education, Observation and Demonstration, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	History and philosophy of T'ai Chi Ch'uan
30.000%	T'ai Chi techniques to improve balance and posture, increase core strength and flexibility, and promote relaxation.
30.000%	Modeling and demonstration of principles of T'ai Chi and of specific movements, with students working in partners or small groups, or as one unit mirroring the instructor.
15.000%	Students move silently in unison to create a community of mutual respect and foster health and well being.
15.000%	Students create a personal plan for integrating T'ai Chi into their daily lives.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. **Sample Assignments:**

Moving Meditation: Practice slow and steady movement combinations, repeating them as cued. There are a total of 108 moves.

8 Techniques: Practice these eight (8) techniques: Quiver, Stroke, Squeeze, Press, Picking, Sparring, Elbow, and Lean into routines.

VIII. **Student Learning Outcomes:**

1. Discuss the theoretical and scientific health benefits, and martial arts applications of T'ai Chi.
2. Recognize and identify basic terminology and apply integral principles of the technique of movement to perform basic-level Tai Chi movements and postures with proper form and alignment.
3. Apply T'ai Chi and Qigong sequences principles to enhance their physical balance. Mental focus on breathing techniques, kinesthetic awareness, mind-body connectivity, neuromuscular conditioning, and stress reduction via practice of T'ai Chi.
4. Incorporate T'ai Chi practice into their daily routine to improve overall health and well-being by demonstrating the proper breathing, body alignment, balance, and coordination while connecting the movements.

Substantial Change: EMERITUS – HEALTH E58, Chair Yoga

Units:	0.00
Total Instructional Hours (usually 18 per unit):	64.08
Hours per week (full semester equivalent) in Lecture:	3.56
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	128.16
Transferability:	N/A
Degree Applicability:	N/A

Rationale

This application is primarily being submitted to fix an error in the Units/Hours. Additionally, SLO and Course Objective language have been edited to use Bloom's Taxonomy, and the DE application has been modified to remove software-specific language (i.e. removing references to Zoom, Canvas and mProfessor). This class was initially created because there were no chair-based Yoga classes that were suitable for students with accessibility issues and mobility challenges. Students have been requesting a non-mat-based Yoga class.

I. Catalog Description

Chair Yoga is a practice for developing balance and stability while improving strength and flexibility. Chair Yoga is geared for those who might be experiencing limited mobility due to illness, injury or disease, chronic pain, joint inflammation; or difficulty standing for long periods of time. Classes will include proper posture, breathing, relaxation and meditation that is made accessible for all students.

II. Examples of Appropriate Text or Other Required Reading:

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

1. Larry Payne. Chair Yoga for Dummies, Wiley
2. Kristen McGee. *Chair Yoga*, William Morrow and Company Volume 2017

III. Course Objectives

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

1. Describe the wellness benefits of chair based Yoga practices and techniques.
2. Identify the foundational postures, breath practices and meditations of chair yoga.
3. Adapt and modify chair based Yoga practices for safety and comfort level.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Discussion, Other (Specify)
Other Methods: Practice of chair Yoga sequences and techniques.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Lecture of topic/theme of chair Yoga practice.
60.000%	Practice various chair Yoga techniques and sequences.
20.000%	Self reflection and group discussion of the chair Yoga practice.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.

100%	Total
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VII. Sample Assignments:

Self Assessment: Participate in pre- and post-chair Yoga practice self assessment such as body scan, breath awareness, posture, energy level, sense of well-being.

Chair and other Yoga props: Introduce other props such as blocks, pillows, blankets, straps while practicing Yoga in the chair.

VIII. Student Learning Outcomes:

1. Describe the physical, emotional and mental benefits of Chair Yoga.
2. Identify and develop a seated Yoga practice to improve strength and enhance balance and coordination.
3. Demonstrate and implement chair yoga's foundational postures, breath practices, and meditations in daily life.

Substantial Change: EMERITUS – HEALTH E59, Yoga I: Principles and Practices

Units:	0.00
Total Instructional Hours (usually 18 per unit):	64.08
Hours per week (full semester equivalent) in Lecture:	3.56
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	128.16
Transferability:	N/A
Degree Applicability:	N/A

Rationale

This course will help differentiate between Chair Yoga, Gentle/Beg Yoga and Int/Adv Yoga. It will provide students with a gentle mat-based Yoga option. It will focus more on basics while still utilizing standing and mat-based practices.

I. Catalog Description

This beginning level, gentle Yoga Class offers a range of strategies and techniques to learn foundational practices with the intention of reducing and managing stress. Emeritus students will experience basic movement and postures, gratitude practices, breathing exercises, meditation, lifestyle practices and humor. The course also helps students establish peer support groups to help integrate and maintain these Yoga practices and skills.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Describe the history, philosophy and Yoga lifestyle practices.
2. Identify and practice gentle and foundational postures, breath practices, and meditation.
3. Identify and practice yoga-based stress management techniques and skills.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Distance Education, Observation and Demonstration, Other (Specify)
Other Methods: Practice of Yoga sequences and techniques.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Learn history, philosophy and Yoga lifestyle practices
10.000%	Define and identify stress and aging in relation to mind/body wellness
60.000%	Practice specific foundational Yoga techniques, including postures, breathing, and meditation
10.000%	Co-create personalized Yoga wellness plans with peer support and discussion
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. Sample Assignments:

Ujjayi breath: Practice "whispering" or ocean breath and begin to coordinate breath and movement during their Yoga practice.

Directions of the Spine: Learn and explore the 5 directions of the spine: Flexion, Extension, Lateral, Rotation and Long neutral spine "samsasthiti" through the practice of different postures.

VIII. Student Learning Outcomes:

1. Identify signs and symptoms of stress management.
2. Practice appropriate Yoga techniques to alleviate overall stress.
3. Create a gentle/basic personal Yoga practice.
4. Integrate Yoga knowledge into daily activities.

Substantial Change: EMERITUS – HEALTH E60, Yoga II: Intermediate/Advanced

Units:	0.00
Total Instructional Hours (usually 18 per unit):	64.08
Hours per week (full semester equivalent) in Lecture:	3.56
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	128.16
Transferability:	N/A
Degree Applicability:	N/A

Rationale

Update the family of Yoga classes, for increased clarity for students and faculty. This course is a more advanced mat-based and standing class for the more experienced and mobile students.

I. Catalog Description

This intermediate/advanced level Yoga Class enhances the fitness and wellness of experienced Emeritus students. Students will learn more challenging standing and balancing postures and flowing sequences. The class will also dive deeper into Yoga history, principles, and practices such as breathing, meditation, relaxation, and visualization. Students will learn how to safely take their practice to the next level in a supportive community environment.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Describe the history, philosophy and Yoga lifestyle practices.
2. Practice more advanced Yoga postures, sequences, breath practices and meditation.
3. Assess balance, flexibility, strength, range of motion, and posture through yoga movement.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Observation and Demonstration, Distance Education, Other Methods: Practice of Yoga sequences and techniques.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	History, philosophy and lifestyle practices
30.000%	Introduction of tools and techniques to improve breath, strength, flexibility, range of motion, balance, mind/body wellness, self-regulation and resiliency.
15.000%	Demonstration, discussion and practice of Yoga skills and techniques including modifications and variations as they relate to each student's wellness needs.
30.000%	Practice Yoga techniques and skills, including stretching, strengthening, balance, coordination, focus, memory, with an emphasis on aging and wellness.
15.000%	Create a personalized and sustainable Yoga wellness plan and practice to integrate into one's daily life
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.

100%	Total
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VII. Sample Assignments:

Visesa Poses: Learn the concept of visesa poses and discuss the pros and cons of practicing challenging poses.

Sun Salutation: Practice mat-based versions of Sun Salutations and appropriate variations and modifications.

VIII. Student Learning Outcomes:

1. Identify the benefits of an active Yoga practice for fitness and wellness.
2. Create an intermediate/advanced personal Yoga practice.
3. Integrate Yoga practices and principles into daily activities.

Deactivate Course: COMMUNICATION STUDIES 13, Voice and Diction

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

I. Catalog Description

This course focuses on improvement in voice and articulation. It features analysis of the student's voice and articulation problems and offers specific strategies for improvement. Techniques in relaxation, breath control, articulation, vocal variety and pronunciation are emphasized. In addition, students learn skills in oral interpretation, public speaking, and transcription of the International Phonetic Alphabet.

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. Fundamentals of Voice and Articulation, 15th, Lyle B. Mayer, -McGraw Hill Higher Education © 2012, ISBN: 9780078036798;
2. A Pronouncing Dictionary of American English, 2nd, John S. Kenyon and Thomas A. Knott, -Merriam Webster © 1953, ISBN: 9780877790471;
3. The Sound and Style of American English, 3rd, David A. Stern, -Dialect Accent Specialists © 2006, ISBN: 9780926862937;
4. Voice and Diction: A Program for Improvement, 7th, Jon Eisenson, -Pearson © 1996, ISBN: 9780205198696;

III. Course Objectives

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

1. Develop an adequate and pleasant voice; one that is relaxed, controlled and expressive.
2. Understand the physiological structure of the vocal mechanism and how speech is produced.
3. Identify his/her voice and /or articulation problems and practice methods for correction.
4. Demonstrate skills in critical listening and self-analysis.
5. Master speech fright through relaxation and deep breathing exercises.
6. Develop an individual program for self-improvement that addresses his/her specific voice and articulation problems.
7. Utilize skills in public speaking and oral interpretation.
8. Present at least three oral presentations that demonstrate improvement in voice and articulation.
9. Read and write the International Phonetic Alphabet.

IV. Methods of Presentation:

Observation and Demonstration, Other, Other (Specify), Group Work, Lecture and Discussion

Other Methods: Interactive lecture/discussions on the following topics: 1) phonetics;2) vocal mechanism;3) speech production; 4) vocal variety ; 5) articulation problems;6) relaxation training;7) breath control;8) oral interpretation of literature; and public speaking. Vocal exercises emphasizing pitch (habitual vs. optimal), volume, rate, emphasis and Articulation drills that focus on key problem sounds. Relaxation exercises such as Herbert Bensen's "The Relaxation Response" for speech fright reduction. Vocal warm-ups for production of a relaxed voice. Phonetic reviews that focus on reading and writing the International Phonetic Alphabet and its application for self-analysis and self-improvement. Use of videos/audios for analysis and identification of voice/articulation problems. Oral presentations: oral interpretation of literature and short speeches that demonstrate improvement in the student's specific problems in voice/articulation and pronunciation. Collaborative teams: 1) Peer analysis of voice /articulation problems; 2) Peer analysis for in-class presentations. Tape recordings of student presentations for self-analysis and instructor analysis.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
6.250%	Introduction to the study of voice/articulation and overview of course. Introduction to ear-training skills.

6.250%	Introductory Speeches: Instructor analysis of each student's voice/articulation problems.
6.250%	The physiology of the vocal mechanism. The psychological/environmental influences on speech production. Optimum pitch versus habitual pitch: How to gain the most desirable level of pitch for the individual voice.
6.250%	The International Phonetic Alphabet and phonetic exercises. Phonetic exercises will be conducted on a weekly basis for correction of articulation of vowels, consonants, and diphthongs.
6.250%	Analysis of the sound and style of American English, Video/audios used to demonstrate appropriate pitch change.
6.250%	Voice and Articulation drills with emphasis on: 1) projection;2) variation in volume, rate, duration and pitch; and 3) appropriate phrasing and use of the dramatic pause. Introduction to Oral Interpretation.
6.250%	Drills in phonetics/voice and articulation. Student presentations (oral interpretation of literature) with analysis of voice and articulation by students and instructor.
6.250%	Drills in phonetics / voice and articulation. Student presentations (oral interpretation of literature) continued.
6.250%	Vocal Variety: In-class exercises for application of skills. Problems in Resonance: Nasality, De-nasality, Stridency, Breathiness, Hoarseness, Harshness, Throatiness, Glottal Shock.
6.250%	Public Speaking skills. Drills continued.
6.250%	Drills: Frequently mispronounced vocabulary and phonetics. Student presentations (short speeches) with student and instructor analysis.
6.250%	Drills: Frequently mispronounced vocabulary and phonetics. Student presentations (short speeches) continued.
6.250%	Practice Drills: Vocal variety in drama and poetry.
6.250%	Final Oral Performance and analysis. Emphasis: mastery of voice, articulation and delivery skills.
6.250%	Final Oral Performance (continued).
6.250%	Final Oral Performance(continued).
100.000%	Total

VI. **Methods of Evaluation**

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation - Class participation: active participation in interactive lectures, drills and peer evaluations.
20 %	Exams/Tests - Tests on phonetics, fundamentals of the vocal mechanism, abdominal breathing techniques, ear-training and basic concepts in voice and articulation.
10 %	Final exam - Overview of course fundamentals (vocal mechanism, proper vocal production,etc.) and phonetics.
50 %	Oral Presentation - Oral presentations of poetry, prose and narrative speeches will be evaluated re: improvement in voice and diction.

100 %	Total
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VII. Sample Assignments:

#1: Students will read aloud a text of 300-600 words - feature news story, editorial or short story - in front of the class for analysis of voice and articulation. During the 2- to 4-minute presentations, physical aspects of delivery (posture, gestures, eye contact) will also be evaluated. The instructor will provide feedback and suggestions for improvement.

#2: Students will present a 3 minute commercial to the class. Vocal variety and pronunciation of problem sounds will be critiqued. Emphasis will be placed on animation and liveliness, which will entail exaggeration. Vocal variation, with appropriate pitch change and emphasis, will be of paramount importance.

VIII. Student Learning Outcomes:

1. Demonstrate improvement in voice and articulation problems through: a) oral examination of problem sounds; b) delivery of at least three oral presentations; c) voice and articulation drills.
2. Read and write the International Phonetic Alphabet as measured by written examinations and ear-training drills.
3. Demonstrate and describe the physiological structure of the vocal mechanism in objective examinations and drills in abdominal breathing for voice projection.

Deactivate Course: ENGLISH FOR SECOND LANGUAGE SPEAKERS 23, Academic Reading and Study Skills

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

I. Catalog Description

This course is a high intermediate to advanced course designed for students seeking to improve their reading and study skills. It concentrates on helping students improve reading comprehension, reading rate and flexibility, study skills, and note taking. Students are encouraged to enroll in ESL 23 concurrently with ESL 20A, 20B, 21A and/or 21B. *Course credit may not be applied toward satisfaction of Associate in Arts Degree requirements.

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)

5. Longman Academic Reading Series 5: Reading Skills for College, 2, Smith, L.C., Pearson-Longman © 2016, ISBN: 9781285847047
6. Topics for Today 5, 4, Smith, L.C. and N.N. Mare, Heinle © 2011, ISBN: 9781111033040
7. Reading and Vocabulary 4, Mazur-Jefferies, C., Cengage © 2014, ISBN: 9781285173412

III. Course Objectives

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

10. Use word attack skills (word forms, context clues) to interpret meaning of academic readings
11. Apply strategies like skimming and scanning, KWL, and SQ3R to identify main ideas in readings
12. Annotate main ideas and details in academic readings
13. Summarize readings and lectures
14. Distinguish between fact and opinion
15. Demonstrate flexibility in reading speed for different types of materials and show evidence of increased reading speed
16. Use SMC library databases and/or online academic resources
17. Construct an outline from various source materials (e.g., readings, lectures, or some combination of sources)
18. Restate main ideas and key details by paraphrasing
19. Use word form and context clues to interpret unfamiliar vocabulary
20. Interpret lecture signals such as topic markers, checkpoint markers, topic shifters and conclusers
21. Use an English-English dictionary to clarify word meaning and usage

IV. Methods of Presentation:

Lecture and Discussion, Other Methods: Lectures (DE: PowerPoint, videos, screencasts) Cooperative learning activities (DE: threaded discussions, Voicethread, GoogleDocs) Student presentations (DE: PowerPoint, threaded discussions, GoogleDocs) Multimedia (DE: audio-streaming, PowerPoint, instructor-created videos, web-based exercises, Voicethread, YouTube)

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Word attack skills: word forms, context clues
10.000%	Context and graphic clues and lecture signals
15.000%	Skimming and scanning techniques
15.000%	Annotation, Note Taking, and Outlining
15.000%	Summarizing and Paraphrasing

2.000%	Facts and Opinions
20.000%	Techniques to increase reading speed, flexibility, and comprehension
5.000%	SMC library databases and/or online academic sources
3.000%	Dictionary use
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
25%	Exams/Tests
20%	Final exam
40%	Other: Summaries, Paraphrases, Outlines, Threaded Discussions, Group Projects, Journals
15%	Projects
100%	Total

VII. Sample Assignments:

Sample Assignment 1: 1. Summarize academic readings: Step 1: Get in a group of 4. Step 2: Your group will work together in a group area in GoogleDocs. Step 3: Look at the assigned passages(from the course texts) for your group. You must collaborate together to produce a group summary using your GoogleDoc as the medium to work in. Step 4: After your group has completed the summary, your group leader will post the final summary in the appropriate threaded discussion. Step 5: Read all of the summaries in the threaded discussion. Step 6: Prepare for a short quiz that will be based on the summaries written by the class.

Sample Assignment 2: Step 1: Look at your handout that lists specific vocabulary from readings. Step 2: Locate the vocabulary in the reading and copy the sentence in which it appears. Step 3: Identify the part of speech of the vocabulary item and provide a definition of the word in context and then write an original sentence using the vocabulary correctly.

VIII. Student Learning Outcomes:

1. Given a timed academic reading, students accurately identify main ideas and supporting details.
2. Given an academic reading, students will identify the meaning of unfamiliar vocabulary based on context clues.
3. Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.

Santa Monica College
Program Summary
Chemical Technician Skills Certificate of Achievement

The Certificate of Achievement in Chemical Technician Skills prepares students for entry-level employment as chemical technicians in pharmaceutical, chemical manufacturing, regulatory, or academic laboratories. The program provides a foundation in chemical principles and emphasizes hands-on experience with chemical instrumentation and fundamental laboratory techniques. The pathway introduces students to techniques commonly used in chemical analysis, manufacturing, quality assurance, and research. Students will develop practical skills in data collection and interpretation, industry-standard notebook documentation, handling chemical materials, laboratory safety, and the operation of instruments. This certificate requires successful completion of two semesters of general chemistry and an introductory course in chemical instrumentation.

Program Learning Outcomes:

Demonstrate proficiency in general chemistry concepts and laboratory procedures.

- CHEM 11: The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.
- CHEM 11: (a)The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b)When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
- CHEM 12: (a) The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b)When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
- CHEM 55: Describe the fundamental chemical and physical principles that underlie instrumental analysis techniques.

Operate and interpret data from common analytical instruments, including HPLC, GC-MS, IR, and UV-vis.

- CHEM 11: (a)The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b)When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
- CHEM 12: (a) The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b)When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
- CHEM 55: Demonstrate proper use of instrumental methods for obtaining data and evaluate the quality of data, including identifying and explaining sources of error and noise in instrumental analyses.
- CHEM 55: Evaluate the advantages and limitations of instrumental techniques and apply this knowledge to select the appropriate method(s) to solve analytical problems.

Apply safety and regulatory practices in a laboratory setting.

- CHEM 11: (a)The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b)When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
- CHEM 12: (a) The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b)When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
- CHEM 55: Demonstrate proper use of instrumental methods for obtaining data and evaluate the quality of data, including identifying and explaining sources of error and noise in instrumental analyses.

Analyze, interpret, and communicate scientific data effectively.

- CHEM 11: (a)The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b)When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
- CHEM 11: The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 11 to explain observable phenomena.

- CHEM 12: (a) The student will follow written procedures used in the general chemistry laboratory accurately and safely. (b) When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.
- CHEM 12: The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 12 to explain observable phenomena.
- CHEM 55: Demonstrate proper use of instrumental methods for obtaining data and evaluate the quality of data, including identifying and explaining sources of error and noise in instrumental analyses.
- CHEM 55: Evaluate the advantages and limitations of instrumental techniques and apply this knowledge to select the appropriate method(s) to solve analytical problems.

Required Courses

CHEM 11 ^{DE} General Chemistry I	5.0
CHEM 12 ^{DE} General Chemistry II	5.0
CHEM 55 Introduction to Chemical Instrumentation	2.0
	Total: 12.0

Santa Monica College
Program Narrative
Chemical Technician Skills Certificate of Achievement

Program Goals and Objectives:

The Certificate of Achievement in Chemical Technician Skills prepares students for entry-level employment as chemical technicians in pharmaceutical, chemical manufacturing, regulatory, or academic laboratories. The program provides a foundation in chemical principles and emphasizes hands-on experience with chemical instrumentation and fundamental laboratory techniques. The pathway introduces students to techniques commonly used in chemical analysis, manufacturing, quality assurance, and research. Students will develop practical skills in data collection and interpretation, industry-standard notebook documentation, handling chemical materials, laboratory safety, and the operation of instruments. This certificate requires successful completion of two semesters of general chemistry and an introductory course in chemical instrumentation.

Program Learning Outcomes:

Demonstrate proficiency in general chemistry concepts and laboratory procedures.

Operate and interpret data from common analytical instruments, including HPLC, GC-MS, IR, and UV-vis.

Apply safety and regulatory practices in a laboratory setting.

Analyze, interpret, and communicate scientific data effectively.

Catalog Description:

The Certificate of Achievement in Chemical Technician Skills prepares students for entry-level employment as chemical technicians in pharmaceutical, chemical manufacturing, regulatory, or academic laboratories. The program provides a foundation in chemical principles and emphasizes hands-on experience with chemical instrumentation and fundamental laboratory techniques. The pathway introduces students to techniques commonly used in chemical analysis, manufacturing, quality assurance, and research. Students will develop practical skills in data collection and interpretation, industry-standard notebook documentation, handling chemical materials, laboratory safety, and the operation of instruments. This certificate requires successful completion of two semesters of general chemistry and an introductory course in chemical instrumentation.

Program Learning Outcomes:

Demonstrate proficiency in general chemistry concepts and laboratory procedures.

Operate and interpret data from common analytical instruments, including HPLC, GC-MS, IR, and UV-vis.

Apply safety and regulatory practices in a laboratory setting.

Analyze, interpret, and communicate scientific data effectively.

Program Requirements:

Required Courses	Units: 12.0
CHEM 11 ^{DE} General Chemistry I	5.0
CHEM 12 ^{DE} General Chemistry II	5.0
CHEM 55 Introduction to Chemical Instrumentation	2.0
Total:	12.0

Master Planning:

The Certificate of Achievement in Chemical Technician Skills supports the College mission, strategic initiatives, master plan for education, and the Chancellor's Vision for Success by preparing students for employment in a high-skilled STEM field. The program emphasizes proficiency in general chemistry, laboratory techniques, the operation of industry-standard instrumentation, and workplace competencies, the certificate program aligns with the California Community Colleges Chancellor's Office (CCCCO) Vision 2030 initiative to develop a workforce that is prepared to meet the growing needs of industry across a range of STEM fields with access to living-wage careers.

Enrollment and Completer Projections:

10

Place of Program in Curriculum/Similar Programs:

No related programs with TOP code 0955

Similar Programs at Other Colleges in Service Area:

The only similar program with the same TOP code (0955) is Mount San Antonio College. Similar programs with TOP code (0954) include East Los Angeles College and LA Trade-Tech.

Labor Market Analysis: 0954.00 – Chemical Technology

Chemical Technician

Los Angeles Center of Excellence, October 2024

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

SUMMARY

This report analyzes whether local labor market demand is being met by community college programs aligned with the identified middle-skill occupations¹ or whether a shortage of workers exists. Labor market demand is measured by annual job openings while education supply is measured by the number of awards (degrees and certificates) conferred on average each year.

Based on the available data, there appears to be a supply gap for the three identified middle-skill occupations and one emerging occupation in the region. While entry-level wages are lower than the self-sufficiency standard wage in both Los Angeles and Orange counties, more than one-third of current workers in the field have completed some college or an associate degree as their highest level of educational attainment.

Recommendation: Due to two of three program endorsement criteria being met, the Los Angeles Center of Excellence for Labor Market Research (LA COE) endorses this proposed program.

Key Findings

Supply Gap

- 3,647 annual job openings are projected in the region through 2028. This number is substantially greater than the three-year average of 10 awards conferred by educational institutions in the region.
 - The *inspectors, testers, sorters, samplers, and weighers* SOC code includes various production occupations. Since the SOC code does not solely represent chemical technology occupations, **the number of annual job openings is likely overstated.**

¹ Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree. 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.

- Over the past 12 months, there were **10,719 online job postings related to middle-skill chemical technology occupations**. The highest number of job postings were for quality control inspectors, quality inspectors, laboratory technicians, laboratory assistants, and quality control technicians.

Living Wage

- All three occupations have entry-level wages **below** Los Angeles County's self-sufficiency standard hourly wage (\$24.03/hour).²

Educational Attainment

- 70% of the annual job openings typically require a high school diploma or equivalent for middle-skill occupations related to chemical technology in the LA/OC region.
- 36%-38% of workers in the field have completed some college or an associate degree, according to national educational attainment data.

Community college supply

- 3 community colleges issued awards related to chemical technology in the greater LA/OC region.
- 10 awards (degrees and certificates) were conferred on average each year between 2021 and 2023.

Other postsecondary supply

- No educational institutions in the LA/OC region have conferred sub-baccalaureate awards in programs related to chemical technology over the past three years.

TARGET OCCUPATIONS

LA COE prepared this report to provide regional labor market and postsecondary supply data related to three middle-skill occupations and one emerging occupation. [For full occupation descriptions, please see Appendix.](#)

- **Chemical Technicians (19-4031)**³
- **Quality Control Analysts (19-4099.01)**⁴
- **Clinical Laboratory Technologists and Technicians (29-2010)** This aggregate occupation includes the 2018 SOC detailed occupations:⁵
 - **Medical and Clinical Laboratory Technologists (29-2011)**⁶
 - **Medical and Clinical Laboratory Technicians (29-2012)**⁷
- **Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061)**⁸

² Center for Women's Welfare, University of Washington. (2024). *The self-sufficiency standard for California 2024*. <http://selfsufficiencystandard.org/California>.

³ [Chemical Technicians \(bls.gov\)](#)

⁴ [Quality Control Analysts \(onetonline.org\)](#)

⁵ [Clinical Laboratory Technologists and Technicians \(bls.gov\)](#)

⁶ [Medical and Clinical Laboratory Technologists \(onetonline.org\)](#)

⁷ [Medical and Clinical Laboratory Technicians \(onetonline.org\)](#)

⁸ [Inspectors, Testers, Sorters, Samplers, and Weighers \(bls.gov\)](#)

OCCUPATIONAL DEMAND

Exhibit 1 shows the five-year occupational demand projections for these middle-skill chemical technology occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by less than 1% through 2028. There will be more than 3,600 job openings per year through 2028 due to job growth and replacements. It is important to note that the *inspectors, testers, sorters, samplers, and weighers* (51-9061) SOC code includes various production occupations and not solely chemical technology occupations. Therefore, the data in Exhibit 1 is likely overstated for middle-skill chemical technology occupations. The majority of jobs in 2023 for these middle-skill chemical technology occupations (68%) were located in Los Angeles County.

Exhibit 1: Current employment and occupational demand, Los Angeles and Orange counties⁹

Geography	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	Annual Openings
Los Angeles	23,975	23,734	(241)	(1%)	2,421
Orange	11,371	11,734	363	3%	1,226
Total	35,345	35,468	122	0%	3,647

Detailed Occupation Data

Exhibit 2 displays the current employment and projected occupational demand for each of the target occupations in Los Angeles County. Positive scores for automation resilience¹⁰ reflect a lower-than-average threat of the occupation(s) being replaced by automation, while negative scores reflect a greater-than-average risk of automation. The average percentage of workers aged 55+ across all occupations in the Los Angeles/Orange County region is 26%; occupations with a larger share of workers aged 55 and older typically have greater replacement needs to offset the amount of impending retirements. On average, 81% of workers across all occupations in California are employed full-time.

Exhibit 2: Detailed employment and occupational demand, Los Angeles County¹¹

Occupation	2023 Jobs	2028 Jobs	5-Yr % Change	Annual Openings	Auto-mation Resilience	% Aged 55 and older	% Full Time Workers
Chemical Technicians	1,634	1,609	(2%)	187	(4.6)	27%	100%
Clinical Laboratory Technologists and Technicians	7,334	7,716	5%	553	2.1	23%	100%

⁹ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

¹⁰ Automation risk is calculated based on the percentage of time spent on high-risk compared to low-risk work, the number of high-risk jobs in compatible occupations, and the overall industry automation risk.

¹¹ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Occupation	2023 Jobs	2028 Jobs	5-Yr % Change	Annual Openings	Auto-mation Resilience	% Aged 55 and older	% Full Time Workers
Inspectors, Testers, Sorters, Samplers, and Weighers	15,006	14,409	(4%)	1,681	(6.1)	34%	91%
Total	23,975	23,734	(1%)	2,421	-	-	-

WAGES

The labor market endorsement in this report considers the entry-level hourly wages for these middle-skill chemical technology 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 Los Angeles/Orange County region.

Los Angeles County

All three occupations have entry-level wages below the self-sufficiency standard wage for one adult (\$24.03 in Los Angeles County). Typical entry-level hourly wages are in a range between \$18.35 and \$22.35. (Exhibit 3). Experienced workers can expect to earn wages between \$29.24 and \$36.77, which are higher than the self-sufficiency standard.

Exhibit 3: Earnings for occupations in Los Angeles County

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
Chemical Technicians	\$21.64	\$24.82	\$31.57	\$51,600
Clinical Laboratory Technologists and Technicians	\$22.35	\$28.82	\$36.77	\$60,000
Inspectors, Testers, Sorters, Samplers, and Weighers	\$18.35	\$22.74	\$29.24	\$47,300

*Rounded to the nearest \$100

Orange County

All three occupations have entry-level wages below the self-sufficiency standard wage for one adult (\$27.13 in Orange County). Typical entry-level hourly wages are in a range between \$18.88 and \$23.63 (Exhibit 4). Experienced workers can expect to earn wages between \$30.01 and \$38.87, which are higher than the self-sufficiency standard.

Exhibit 4: Earnings for occupations in Orange County

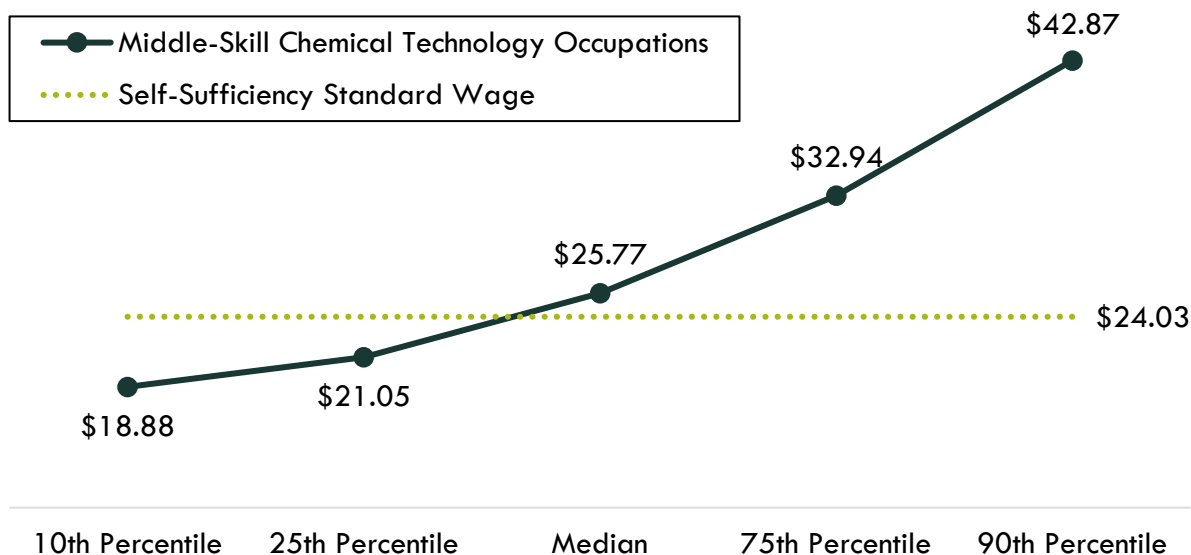
Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
Chemical Technicians	\$22.39	\$25.68	\$32.66	\$53,400
Clinical Laboratory Technologists and Technicians	\$23.63	\$30.46	\$38.87	\$63,400

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
Inspectors, Testers, Sorters, Samplers, and Weighers	\$18.88	\$23.38	\$30.01	\$48,600

*Rounded to the nearest \$100

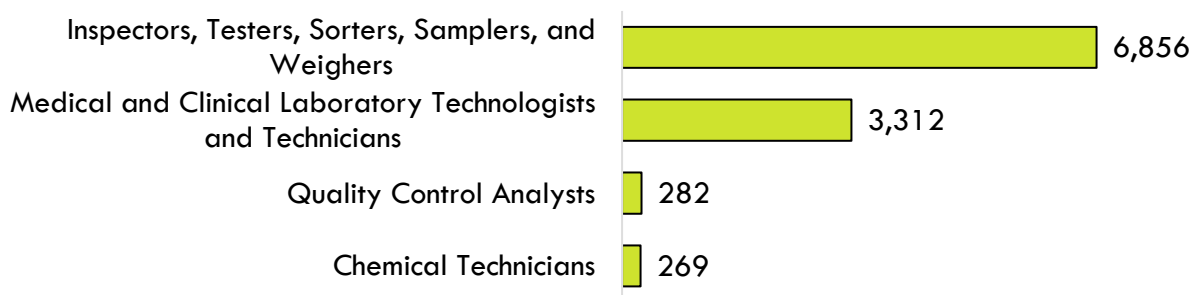
Across the greater Los Angeles and Orange County region, the average entry-level hourly earnings for the occupations in this report are \$21.05; this is below the living wage for one single adult in Los Angeles County (\$24.03). Exhibit 5 shows the average hourly wage for the occupations in this report, for entry-level to experienced workers.

Exhibit 5: Average hourly earnings for middle-skill chemical technology occupations, Los Angeles and Orange counties



JOB POSTINGS

There were 10,719 online job postings related to chemical technology listed in the past 12 months in Los Angeles and Orange counties. Exhibit 6 displays the number of job postings by occupation. The majority of job postings (64%) were for *inspectors, testers, sorters, samplers, and weighers*, followed by *medical and clinical laboratory technologists and technicians* (31%) and *quality control analysts* (3%).

Exhibit 6: Job postings by occupation (last 12 months), Los Angeles and Orange counties

Job postings were analyzed for the most common job titles, skills, and employers associated with the target occupations in this report (Exhibit 7).

Exhibit 7: Most commonly requested job titles, skills and employers in job postings, Los Angeles and Orange counties

Top Job Titles	Top Skills	Top Employers
<ul style="list-style-type: none">Quality control inspectorsQuality inspectorsLaboratory techniciansLaboratory assistantsQuality control techniciansQuality assurance techniciansQuality assurance specialists	<ul style="list-style-type: none">AuditingCalipers & micrometersGood Manufacturing PracticesLaboratory equipmentQuality management & quality management systemsChemistry	<ul style="list-style-type: none">Actalent*Aerotek*University of CaliforniaKelly Services*Quest DiagnosticsVolt*Express Employment*Adecco*

*Staffing companies

In the greater Los Angeles/Orange County region, 61% of the middle-skill chemical technology job postings listed a minimum educational requirement. Exhibit 8 details the number and percentage of job postings by educational level.

Exhibit 8: Education levels requested in job postings for middle-skill chemical technology occupations, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor's degree	1,892	29%
Associate degree	665	10%
High school diploma or vocational training	4,019	61%

EDUCATIONAL ATTAINMENT

In the greater Los Angeles/Orange County region, the majority of annual job openings (70%) typically require a high school diploma or equivalent (Exhibit 9). However, the national-level data indicates between 36% and 38% of workers in the field have completed some college or an associate degree as their highest level of educational attainment. The Bureau of Labor Statistics (BLS) lists the following typical entry-level education levels for the occupations in this report:

Exhibit 9: Entry-level education preferred by employers nationally, Bureau of Labor Statistics

Occupation	Education Level
Clinical Laboratory Technologists and Technicians	Bachelor's degree
Chemical Technicians	Associate degree
Inspectors, Testers, Sorters, Samplers, and Weighers	High school diploma or equivalent

EDUCATIONAL SUPPLY

Community College Supply

Exhibit 10 shows the annual and three-year average number of awards conferred by community colleges in the related TOP codes: Chemical Technology (0954.00) and Laboratory Science Technology (0955.00). The colleges with the most completions in the region are LA Trade-Tech and Mt. San Antonio. Currently, there are no other postsecondary institutions in the greater LA/OC region that have conferred awards for related CIP programs in the past three years:

- Biology Technician/Biotechnology Laboratory Technician (41.0101)
- Chemical Technology/Technician (41.0301)

Exhibit 10: Regional community college awards (certificates and degrees), 2021-2023

TOP Code	Program	College	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Average
0954.00	Chemical Technology	East LA	3	2	1	2
		LA Trade-Tech	3	11	-	5
		LA Subtotal	6	13	1	7
0955.00	Laboratory Science Technology	Mt San Antonio	5	4	2	4
		LA Subtotal	5	4	2	4
Supply Subtotal/Average			5	4	2	4
Supply Total/Average			11	17	3	10

APPENDIX: OCCUPATION DESCRIPTIONS

LA COE prepared this report to provide regional labor market supply and demand data related to these target occupations:

- **Chemical Technicians (19-4031)** Conduct chemical and physical laboratory tests to assist scientists in making qualitative and quantitative analyses of solids, liquids, and gaseous materials for research and development of new products or processes, quality control, maintenance of environmental standards, and other work involving experimental, theoretical, or practical application of chemistry and related sciences.¹²
- **Quality Control Analysts (19-4099.01)** Conduct tests to determine quality of raw materials, bulk intermediate and finished products. May conduct stability sample tests.¹³
- **Clinical Laboratory Technologists and Technicians (29-2010)** This occupation includes the 2018 SOC occupations: Medical and Clinical Laboratory Technologists (29-2011) and Medical and Clinical Laboratory Technicians (29-2012).¹⁴
 - **Medical and Clinical Laboratory Technologists (29-2011)** Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff.¹⁵
 - **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.¹⁶
- **Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061)** Inspect, test, sort, sample, or weigh nonagricultural raw materials or processed, machined, fabricated, or assembled parts or products for defects, wear, and deviations from specifications. May use precision measuring instruments and complex test equipment.¹⁷

¹² [Chemical Technicians \(bls.gov\)](#)

¹³ [Quality Control Analysts \(onetonline.org\)](#)

¹⁴ [Clinical Laboratory Technologists and Technicians \(bls.gov\)](#)

¹⁵ [Medical and Clinical Laboratory Technologists \(onetonline.org\)](#)

¹⁶ [Medical and Clinical Laboratory Technicians \(onetonline.org\)](#)

¹⁷ [Inspectors, Testers, Sorters, Samplers, and Weighers \(bls.gov\)](#)

Contact information:

Luke Meyer, Director

Los Angeles Center of Excellence

Lmeyer7@mtsac.edu

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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)

Important Disclaimer: All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges or their representatives based upon components or recommendations contained in this study.

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Centers of Excellence for Labor Market Research, Economic and Workforce Development Program

Chemical Technology Program at Santa Monica College (SMC)

Minutes – Industry Advisory Board Meeting
Tuesday, April 29, 2025 at 6:05 PM - 7:16 PM

I. Call to Order – 6:05pm

The Chemical Technology Program Industry Advisory Board (IAB) meeting was held via Zoom. Dr. Karol Lu, Project Manager, called the meeting to order at 6:05pm on Tuesday, April 29, 2025.

II. Welcome & Introductions – 1:05pm

Dr. Jennifer Hsieh welcomed *four members* [initially] from industry and *one program faculty* member in attendance. Mr. Robert Giasolli attended the meeting later. There was a total of five members in attendance for the majority of the meeting. Four advisory committee members as well as faculty members introduced themselves; Robert Giasolli introduced himself upon arrival:

In attendance – Name, Title, and Association

*Jared Ashcroft, Ph.D., Professor and Director of Micro Nano Technology Center, Pasadena City College

Chineche DeLaRosa, Technical Training Manager, Kite Pharma

Pamela Eversole-Cire, Ph.D., Professor and Program Director of CIRM Bridges Program, Pasadena City College

**Robert Giasolli, VP Clinical Engineering & Chief Technology Officer, Cagent Vascular

Aurora Gutierrez, Senior Chemist –Los Angeles Laboratory, U.S. Customs and Border Protection

Sarah Kurtoic, Ph.D., Associate Professor and Program Faculty, Santa Monica College

Jennifer Hsieh, Ph.D., Chair of Physical Sciences Department, Santa Monica College

Karol Lu, Ed.D., Project Manager, Santa Monica College

*Note: early departure at 6:53pm

**Note: late arrival at 6:13pm

III. Agenda Overview – 6:09pm

Karol Lu reviewed the meeting agenda, which included curriculum presentations, discussion of program goals, labor market information, funding opportunities, and formal voting procedures.

IV. New Business – 6:11pm

a. Program Updates

Dr. Sarah Kurtoic, Program Faculty, presented the proposed Certificate of Achievement (CoA)

Initial certificate title: Chemical Technology Research Skills (name subject to feedback)

- Required courses (12 units total):
 - CHEM 11 - General Chemistry I (5 units)
 - CHEM 12 - General Chemistry II (5 units)
 - CHEM 55 - Introduction to Chemical Instrumentation (2 units): Emphasis on practical, hands-on use of HPLC, GC-MS, IR, and UV-Vis instruments
- Student learning outcomes:
 - Understanding principles of spectroscopic and chromatographic methods
 - Hands-on operation of instruments
 - Data evaluation and identification of errors
 - Application of analytical techniques to solve problems
 - Emphasis on communication skills, lab notebook documentation, and independence
- Goal: Equip students with foundational laboratory experience prior to organic chemistry



Sarah Kurtoic also presented plans for a second CoA and eventually, an associate degree. Proposed future courses may include (subject to IAB feedback):

- Advanced Chemical Instrumentation
- Science Literacy / Scientific Communication
- Chemistry of Hazardous Materials
- Manufacturing Practices and Quality Control
- Internship or alternative research experience (SCI 10) or Independent Study

b. Open Discussion – 6:23pm

Dr. Jared Ashcroft and other IAB members expressed preference for technician-focused training for industry. Members want the skills learned in the program to emphasize workplace readiness ‘soft skills’ including communication, time management, critical thinking, ability to follow standard operating procedures (SOPs), perform calculations, laboratory safety and include manufacturing-relevant training with flexibility across industries. Dr. Pamela Eversole-Cire suggests incorporating workplace skills mentioned by other members into all newly developed courses so that students are exposed to the expectations throughout the program. Jared Ashcroft, Robert Giasolli, and Chineche DeLaRosa stressed the importance of familiarity with the workplace laboratory and weaving SOP writing and communication into instrumentation and science literacy courses. Members suggest replacing *Chemistry of Hazardous Materials* (proposed for the second certificate), with a practical safety and lab skills course (e.g., making standard solutions).

c. Labor Market Information and Voting Procedure for Certificate of Achievement – 6:56pm

Karol Lu presented the endorsement brief by the Los Angeles Center of Excellence (LA COE) for TOP CODE 0954 and 0955 Chemical Technology. The program was endorsed by the LA COE and met two out of the three endorsement criteria. The endorsement brief reports that there is an occupational demand in the LA region. Karol Lu outlined the timeline for a certificate program approval and the voting procedure to approve a CoA.

Mr. Robert Giasolli motion to have an open discussion on the proposed title of the CoA – Chemical Technology Research Skills. The motion was seconded by Pamela Eversole-Cire. The motion to have an open discussion on the naming of the first certificate passed unanimously. (In favor: 4, Opposed: 0, Abstain: 0)

d. Open Discussion – 7:06pm

Committee members and Jennifer Hsieh made recommendations on possible titles for the first CoA with the required courses as proposed. Suggestions include Chemical Technology Research Skills, Applied Chemical Sciences, Chemical Technician Skills.

V. Vote for Certificate of Achievement – 7:12pm

- a. **Title of the Certificate of Achievement:** Robert Giasolli made a motion to recommend the naming of the certificate as *Certificate of Achievement in Chemical Technician Skills*. This motion was seconded by Chineche DeLaRosa. The motion passed unanimously. (In favor: 4, Opposed: 0, Abstain: 0)
 - b. **Certificate of Achievement – Chemical Technician Skills:** Robert Giasolli made a motion to recommend the *Certificate of Achievement in Chemical Technician Skills* as presented to the committee by Sarah Kurtoic (requirements listed below). This motion was seconded by Chineche DeLaRosa. The motion passed unanimously. (In favor: 4, Opposed: 0, Abstain: 0)
- Required courses (12 units total):
 - CHEM 11 - General Chemistry I (5 units)
 - CHEM 12 - General Chemistry II (5 units)
 - CHEM 55 - Introduction to Chemical Instrumentation (2 units)



- VI. **Action Items**
- Faculty to develop curriculum for the second certificate based on IAB feedback and reframe certificate titles/descriptions to better align with technician careers
 - Integrate soft skills and practical laboratory procedures into instructional design
 - Present the second certificate framework and required courses at the next IAB meeting
- VII. **Announcements** – 7:15pm
Karol Lu announced that IAB meetings will be held twice annually. Next Meeting Date, and Time – TBA
- VIII. **Adjournment** – 7:16pm
Minutes recorded and submitted by Karol Lu, Ed.D., Project Manager, pending approval.

Santa Monica College Engineering AS/Certificate of Achievement

The Engineering program provides students with a fundamental knowledge of engineering and familiarizes them with modern engineering design tools and skills. In addition, students will be prepared for engineering internship opportunities or entry-level industrial jobs, through developing skills in areas such as as computer drafting, solid modeling, circuit build and design, and problem solving. Upon completion of this program, students will also have a strong academic foundation in the field and be prepared for upper division baccalaureate study.

Program Learning Outcomes:

Demonstrate proficiency in prevalent engineering tools.

- CS 30: Students use the MATLAB language to model data from different scientific fields.
- CS 50: Design and create applications using the C programming language and apply the C language to solve specific programming problems.
- CS 50: Apply various programming concepts including control flow, looping, conditional statements and elementary data structures including arrays, records and files to create software components.
- ENGR 11: Demonstrate the ability to generate two- and three-dimensional and pictorial drawings of solid models using Computer Aided Drafting (CAD) for an engineering product using standard drawing conventions recognized in the engineering field.
- ENGR 22: Demonstrate the ability to design and assemble simple circuits to complete a given task (i.e. amplify an electrical signal and filter out high frequencies).
- ENGR 22: Utilize electronic equipment (multimeter, power supply, oscilloscope, function generator) to verify analysis of circuits.
- PHYSICS 21: When conducting a laboratory experiment and writing a lab report, the student will demonstrate understanding of the basics of the scientific method by being able to state a clear and testable hypothesis, taking careful measurements, estimating uncertainties, and drawing appropriate conclusions based on gathered data and on sound scientific principles.
- PHYSICS 22: When conducting a laboratory experiment and writing a lab report, the student will demonstrate understanding of the basics of the scientific method by being able to state a clear and testable hypothesis, taking careful measurements, estimating uncertainties, and drawing appropriate conclusions based on gathered data and on sound scientific principles.
- PHYSICS 23: When conducting a laboratory experiment and writing a lab report, the student will demonstrate understanding of the basics of the scientific method by being able to state a clear and testable hypothesis, taking careful measurements, estimating uncertainties, and drawing appropriate conclusions based on gathered data and on sound scientific principles.

Outline a logical process and carry out mathematical procedures to solve common engineering problems.

- ENGR 1: Demonstrate the ability to solve engineering problems using the engineering design process.
- ENGR 11: Demonstrate the ability to generate two- and three-dimensional and pictorial drawings of solid models using Computer Aided Drafting (CAD) for an engineering product using standard drawing conventions recognized in the engineering field.
- ENGR 12: A student will be able to analyze a simple structure using the concept of Free Body Diagram.
- ENGR 12: A student will be able to analyze a complex structure using the concept of Free Body Diagram.
- ENGR 16: A student will be able to predict the behavior and motion of a system under the action of forces.
- ENGR 16: A student will be able to describe the motion of bodies under the influence of forces both conceptually and mathematically.
- ENGR 21: Analyze AC and DC circuits using Kirchhoff's laws, mesh and nodal analysis, and network theorems.
- ENGR 21: When presented with a complex circuit diagram, identify and analyze key components, such as amplifier circuits, divider networks, and filters.
- MATH 7: Given an algebraic or trigonometric function, evaluate and apply limits and prove basic limit statements.
- MATH 7: Given an algebraic or trigonometric function, differentiate the function and solve application problems involving differentiation.
- MATH 7: Given an algebraic or trigonometric function, integrate the function and solve application problems involving integration.
- MATH 8: Set up and solve applications problems involving limits, areas, volumes, arc length, indeterminate forms, center of mass and improper integrals using differentiation and integration techniques with transcendental functions.
- MATH 8: Determine the divergence or type of convergence of various infinite series, find the domain (interval of convergence) of power series and derive and apply Taylor series.

- MATH 8: Graph and analyze curves using parametric equations and/or polar coordinates and solve applications involving functions in either polar or parametric form.
- PHYSICS 21: When presented with a physical situation and asked to solve a particular problem in mechanics (i.e. two masses connected via a string passing over a pulley), the student will follow a logical process based on well-established physics principles (i. e. Newton's laws) and demonstrate ability to use basic mathematical techniques including calculus.
- PHYSICS 22: When presented with a physical situation and asked to solve a particular problem in, for example, electricity and magnetism (e.g., the creation of an electric current by a changing magnetic field), the student will follow a logical process based on well-established physics principles (e.g., Maxwell's equations) and demonstrate ability to use basic mathematical techniques, including calculus.
- PHYSICS 23: When presented with a physical situation and asked to solve a particular problem in fluids, thermodynamics, wave phenomena, or optics, the student will follow a logical process based on well-established physics principles (i.e. laws of thermodynamics) and demonstrate ability to use basic mathematical techniques, including calculus.

Successfully organize and complete an engineering design project in a group.

- ENGR 1: Demonstrate the ability to solve engineering problems using the engineering design process.
- ENGR 11: Demonstrate the ability to generate two- and three-dimensional and pictorial drawings of solid models using Computer Aided Drafting (CAD) for an engineering product using standard drawing conventions recognized in the engineering field.

Identify and explain the differences between engineering disciplines.

- ENGR 1: Identify the main branches of engineering, the education options, and the roles and responsibilities of engineering in society.

Required Mathematics Courses (10 units):	Units: 10.0
MATH 7 ^{DE} Calculus 1	5.0
MATH 8 ^{DE} Calculus 2	5.0
Select 2 Physics Courses (10 units):	Units: 10.0
PHYSICS 21 Mechanics with Lab	5.0
PHYSICS 22 Electricity and Magnetism with Lab	5.0
PHYSICS 23 Fluids, Waves, Thermodynamics, Optics with Lab	5.0
Select 1 Computer Science Course (3 units):	Units: 3.0
CS 30 ^{DE} MATLAB Programming	3.0
CS 50 ^{DE} C Programming	3.0
Required Engineering Courses (5 units):	Units: 5.0
ENGR 1 ^{DE} Introduction to Engineering	2.0

ENGR 11 Engineering Graphics and Design	3.0
OR	
ENGR 21 ^{DE} Circuit Analysis	3.0
and	
ENGR 22 Circuit Analysis Lab	1.0
Elective Engineering Course (3 units):	Units: 3.0
<i>Select 1 course from the following if not used above:</i>	
ENGR 11 Engineering Graphics and Design	3.0
ENGR 12 Statics	3.0
ENGR 16 Dynamics	3.0
ENGR 21 ^{DE} Circuit Analysis	3.0
Total:	31.0

Santa Monica College Introduction to Engineering Certificate of Achievement

The Engineering Certificate program exposes students to the broad field of engineering and modern engineering design tools and skills. In addition, students will be prepared for engineering internship opportunities by developing skills in areas such as solid modeling, engineering build and design, and problem-solving.

Program Learning Outcomes:

Outline a logical process and carry out mathematical procedures to solve common engineering problems.

- ENGR 1: Demonstrate the ability to solve engineering problems using the engineering design process.
- ENGR 12: A student will be able to analyze a simple structure using the concept of Free Body Diagram.
- ENGR 12: A student will be able to analyze a complex structure using the concept of Free Body Diagram.
- ENGR 16: A student will be able to predict the behavior and motion of a system under the action of forces.
- ENGR 16: A student will be able to describe the motion of bodies under the influence of forces both conceptually and mathematically.
- ENGR 21: Analyze AC and DC circuits using Kirchhoff's laws, mesh and nodal analysis, and network theorems.
- ENGR 21: When presented with a complex circuit diagram, identify and analyze key components, such as amplifier circuits, divider networks, and filters.
- MATH 7: Given an algebraic or trigonometric function, evaluate and apply limits and prove basic limit statements.
- MATH 7: Given an algebraic or trigonometric function, differentiate the function and solve application problems involving differentiation.
- MATH 7: Given an algebraic or trigonometric function, integrate the function and solve application problems involving integration.
- PHYSICS 21: When presented with a physical situation and asked to solve a particular problem in mechanics (i.e. two masses connected via a string passing over a pulley), the student will follow a logical process based on well-established physics principles (i. e. Newton's laws) and demonstrate ability to use basic mathematical techniques including calculus.

Successfully organize and complete an engineering design project in a group.

- ENGR 1: Demonstrate the ability to solve engineering problems using the engineering design process.
- ENGR 11: Demonstrate the ability to generate two- and three-dimensional and pictorial drawings of solid models using Computer Aided Drafting (CAD) for an engineering product using standard drawing conventions recognized in the engineering field.

Identify and explain the difference between engineering disciplines.

- ENGR 1: Identify the main branches of engineering, the education options, and the roles and responsibilities of engineering in society.

Required Mathematics Course (5 units):	Units: 5.0
MATH 7 ^{DE} Calculus 1	5.0
Required Physics Course (5 units):	Units: 5.0
PHYSICS 21 Mechanics with Lab	5.0
Required Engineering Course (2 units):	Units: 2.0
ENGR 1 ^{DE} Introduction to Engineering	2.0
Elective Engineering Course (3 units):	Units: 3.0
ENGR 11 Engineering Graphics and Design	3.0
ENGR 12 Statics	3.0
ENGR 16 Dynamics	3.0
ENGR 21 ^{DE} Circuit Analysis	3.0
	Total: 15.0

Santa Monica College Public Policy AA/Certificate of Achievement

The Public Policy program consists of an interdisciplinary and multidisciplinary course of study that presents an overview of the development and implementation of important public policies affecting the lives of local, regional, and state residents. This program is designed to equip students with the skills and tools to successfully engage in civic debate and to critically evaluate and analyze the development and implementation of substantive public policies, while providing an opportunity to work with governmental and non-governmental organizations and agencies in a direct way. For additional career possibilities, visit the Career Services Center on the main campus to utilize computerized career information systems and other valuable career resources.

Program Learning Outcomes:

Demonstrate coherent and comprehensive analysis of the public policies affecting the lives of local, regional, and state citizens.

- POL SC 31: Demonstrate through oral and/or written work knowledge of the course content: the basic public policy concepts including policy choices and agenda setting, the structure and evaluation of policy making, cost benefit analysis, and ethical analysis.
- POL SC 31: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that critically evaluate how policy is developed and the effectiveness of select contemporary policies.
- POL SC 31: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.
- POL SC 95: Exhibit, through their behavior, course work, and internship, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POL SC 95: Demonstrate through oral and/or written work knowledge of the course content: the basic concepts in public policy and experiential learning as they apply in particular situations.
- POL SC 95: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that articulate and evaluate democratic theories pertaining to civic engagement and public participation and advance reasonable conclusions applying theoretical and empirical knowledge to lived experiences through experiential learning.
- POLS C1000: *Demonstrate through oral and/or written work an understanding of the basic political science concepts including power, institutions, political systems, policy making, theories of the state, political conflict, citizenship, and contending analytical and theoretical approaches.
- POLS C1000: *Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning American and California politics.

Exhibit the skills and resources necessary for participation in civic life.

- POL SC 31: Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POL SC 31: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.
- POL SC 95: Exhibit, through their behavior, course work, and internship, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POL SC 95: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that articulate and evaluate democratic theories pertaining to civic engagement and public participation and advance reasonable conclusions applying theoretical and empirical knowledge to lived experiences through experiential learning.
- POL SC 95: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.
- POLS C1000: Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and civic responsibility and awareness of their rights and duties as citizens of their community, their country, and the wider world.
- POLS C1000: *Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Critically evaluate and analyze policy options, development, and practical implementation strategies.

- POL SC 31: Demonstrate through oral and/or written work knowledge of the course content: the basic public policy concepts including policy choices and agenda setting, the structure and evaluation of policy making, cost benefit analysis, and ethical analysis.
- POL SC 31: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.
- POL SC 95: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that articulate and evaluate democratic theories pertaining to civic engagement and public participation and advance reasonable conclusions applying theoretical and empirical knowledge to lived experiences through experiential learning.
- POLS C1000: *Demonstrate through oral and/or written work an understanding of the basic political science concepts including power, institutions, political systems, policy making, theories of the state, political conflict, citizenship, and contending analytical and theoretical approaches.

Required Core Courses:

Units: 7.0

POLS C1000 ^{DE} American Government and Politics (<i>formerly POL SC 1</i>)	3.0
OR	
POL SC 3 Introduction to Politics: Justice, Power and Agency	3.0

POL SC 31 ^{DE} Introduction to Public Policy	3.0
POL SC 95 Experiential Learning	1.0

Critical Thinking and Communication:

Units: 6.0

AREA A: English Language and Critical Thinking (3 units)

BUS 32 ^{DE} Business Communications	3.0
ENGL C1000 ^{DE} Academic Reading and Writing (<i>formerly ENGL 1</i>)	3.0
ENGL C1001 ^{DE} Critical Thinking and Writing (<i>formerly ENGL 2</i>)	3.0
ENGL 31 ^{DE} Advanced Composition	3.0
HIST 47 The Practice of History	3.0
PHILOS 7 ^{DE} Logic and Critical Thinking	3.0

AREA B: Oral Communication/Media Literacy: (3 units)

COMM C1000 ^{DE} Introduction to Public Speaking (<i>formerly COM ST 11</i>)	3.0
COM ST 37 ^{DE} Intercultural Communication	3.0
JOURN 1 ^{DE} The News	3.0
MEDIA 1 ^{DE} Survey of Mass Media Communications	3.0
MEDIA 2 ^{DE} Media Literacy	3.0
MEDIA 10 ^{DE} Media, Gender, and Race	3.0
WGS 30 ^{DE} Women, Gender, and Sexuality in Popular Culture	3.0

Specialization Area: Students are required to take 2 courses WITHIN one of the following five (5) tracks: Units: 6.0

Arts and Cultural Affairs Track

AHIS 3 ^{DE} Global Art History Since 1860	3.0
AHIS 11 ^{DE} Art Appreciation: Introduction to Global Visual Culture	3.0
AHIS 72 ^{DE} American Art History	3.0
DANCE 2 ^{DE} Dance in American Culture	3.0
DANCE 5 ^{DE} Dance History	3.0
DANCE 9 Dance Productions	3.0
MUSIC 30 Music History I	3.0
MUSIC 33 ^{DE} Jazz in American Culture	3.0
MUSIC 36 History of Rock Music	3.0
MUSIC 37 ^{DE} Music in American Culture	3.0
TH ART 2 ^{DE} Introduction to the Theatre	3.0
TH ART 5 ^{DE} History of World Theatre	3.0

Education Track

ECE 11 ^{DE} Child, Family and Community	3.0
ECE 19 ^{DE} Teaching in a Diverse Society	3.0
ECE 45 ^{DE} Introduction to Children with Special Needs	3.0
ECE 64 ^{DE} Health, Safety, and Nutrition for Young Children	3.0
EDUC 12 ^{DE} Introduction to Elementary Classroom Teaching & Field Experiences	3.0
LING 1 ^{DE} Introduction to Linguistics	3.0

PSYCH 11^{DE} Child Growth and Development 3.0

Environmental Track

BIOL 9^{DE} Environmental Biology 3.0
ENVRN 7^{DE} Introduction to Environmental Studies (*same as: GEOG 7*) 3.0
ENVRN 20^{DE} Environmental Ethics (*same as: PHILOS 20*) 3.0
ENVRN 22 Environmental Politics and Policies (*same as: POL SC 22*) 3.0
ENVRN 40^{DE} Environmental Psychology (*same as: PSYCH 40*) 3.0
GEOG 7^{DE} Introduction to Environmental Studies (*same as: ENVRN 7*) 3.0
GEOG 14^{DE} Geography of California 3.0
PHILOS 20^{DE} Environmental Ethics (*same as: ENVRN 20*) 3.0
POL SC 22 Environmental Politics and Policies (*same as: ENVRN 22*) 3.0
PSYCH 40^{DE} Environmental Psychology (*same as: ENVRN 40*) 3.0

Public Health Track

ECE 64^{DE} Health, Safety, and Nutrition for Young Children 3.0
HEALTH 10^{DE} Fundamentals of Healthful Living 3.0
HEALTH 60^{DE} Multicultural Health and Healing Practices (*same as: NURSNG 60*) 3.0
HEALTH 70 Integrative Health 3.0
NURSNG 60^{DE} Multicultural Health and Healing Practices (*same as: HEALTH 60*) 3.0
NUTR 1^{DE} Introduction To Nutrition Science 3.0
NUTR 7^{DE} Food and Culture in America 3.0
PSYCH 8^{DE} Community Psychology 3.0
PSYCH 13^{DE} Social Psychology 3.0

Urban/Socioeconomic Track

AD JUS 1^{DE} Introduction to Administration of Justice 3.0
ECON 1^{DE} Principles of Microeconomics 3.0
ECON 2^{DE} Principles of Macroeconomics 3.0
ECON 6^{DE} Contemporary Economic Problems 3.0
GEOG 8^{DE} Introduction to Urban Studies (*same as: URBAN 8*) 3.0
HIST 10^{DE} Ethnicity and American Culture 3.0
POL SC 21^{DE} Race, Ethnicity, and the Politics of Difference 3.0
POL SC 24^{DE} Introduction to Law 3.0
PSYCH 8^{DE} Community Psychology 3.0
PSYCH 13^{DE} Social Psychology 3.0

SOCIOL 1^{DE} Introduction to Sociology 3.0
OR
SOCIOL 1 S Introduction to Sociology - Service Learning 3.0

SOCIOL 2^{DE} Social Problems 3.0
OR
SOCIOL 2 S Social Problems -- Service Learning 3.0

SOCIOL 30^{DE} African Americans in Contemporary Society 3.0
SOCIOL 31^{DE} Latinas/os in Contemporary Society 3.0
SOCIOL 32^{DE} Asian Americans In Contemporary Society 3.0
SOCIOL 34^{DE} Racial and Ethnic Relations in American Society 3.0
URBAN 8^{DE} Introduction to Urban Studies (*same as: GEOG 8*) 3.0

Total: 19.0

Santa Monica College Sociology AA-T

The Associate in Arts in Sociology for Transfer (AA-T) involves the scientific study of society, social institutions and social relationships. The course of study provides students the opportunity to acquire skills in research, information gathering, analytical and critical thinking, problem solving, and written and verbal communication.

Upon completion of the Associate in Arts in Sociology for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into a Sociology program for many campuses in the California State University system.

Program Learning Outcomes:

Critically analyze and apply sociological theory to examine the structural forces on groups and individuals within society.

- SOCIOL 1: Demonstrate through oral and/or written work knowledge of the course content: both macro and micro sociological theory, the methods of sociological inquiry, cultural development, the process of socialization, social structure, social stratification particularly in the areas of social class, race and ethnicity, and gender and social change.
- SOCIOL 1: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning the explanatory value of dominant sociological paradigms for a given social issue.
- SOCIOL 1 S: Demonstrate through oral and/or written work and community service, knowledge of the course content: both macro and micro sociological theory, the methods of sociological inquiry, cultural development, the process of socialization, social structure, social stratification, particularly in the areas of social class, race and ethnicity, and gender, and social change.
- SOCIOL 1 S: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning the explanatory value of dominant sociological paradigms for a given social issue.
- SOCIOL 2: Demonstrate through oral and/or written work knowledge of the course content: the theoretical perspectives of sociology and current sociological research, contemporary social problems on the local, national, and international level including global inequality, environmental destruction, urban deterioration, economic and political power distribution, poverty, racism, sexism, and problems of work, family, education, drugs, and crime.
- SOCIOL 2: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that identify the social forces impacting a given social problem and utilize the dominant sociological paradigms to analyze that problem.
- SOCIOL 2 S: Demonstrate through oral and/or written work and community service knowledge of the course content: issues such as global inequality, environmental destruction, urban deterioration, economic and political power distribution, poverty, racism, sexism, and problems of work, family, education, drugs, and crime, as well as the theoretical perspectives of sociology and current sociological research.
- SOCIOL 2 S: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that identify the social forces impacting a given social problem and utilize and evaluate the dominant sociological paradigms to analyze that problem.

Critically analyze and apply sociological theory to examine the historical and contemporary role of groups and individuals in shaping the social structure within society.

- SOCIOL 1: Demonstrate through oral and/or written work knowledge of the course content: both macro and micro sociological theory, the methods of sociological inquiry, cultural development, the process of socialization, social structure, social stratification particularly in the areas of social class, race and ethnicity, and gender and social change.
- SOCIOL 1: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning the explanatory value of dominant sociological paradigms for a given social issue.
- SOCIOL 1 S: Demonstrate through oral and/or written work and community service, knowledge of the course content: both macro and micro sociological theory, the methods of sociological inquiry, cultural development, the process of socialization, social structure, social stratification, particularly in the areas of social class, race and ethnicity, and gender, and social change.
- SOCIOL 1 S: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning the explanatory value of dominant sociological paradigms for a given social issue.
- SOCIOL 2: Demonstrate through oral and/or written work knowledge of the course content: the theoretical perspectives of sociology and current sociological research, contemporary social problems on the local, national,

and international level including global inequality, environmental destruction, urban deterioration, economic and political power distribution, poverty, racism, sexism, and problems of work, family, education, drugs, and crime.

- SOCIOL 2: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that identify the social forces impacting a given social problem and utilize the dominant sociological paradigms to analyze that problem.
- SOCIOL 2 S: Demonstrate through oral and/or written work and community service knowledge of the course content: issues such as global inequality, environmental destruction, urban deterioration, economic and political power distribution, poverty, racism, sexism, and problems of work, family, education, drugs, and crime, as well as the theoretical perspectives of sociology and current sociological research.
- SOCIOL 2 S: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that identify the social forces impacting a given social problem and utilize and evaluate the dominant sociological paradigms to analyze that problem.

Identify, apply, and critique the qualitative and quantitative methods of sociological research in studying social phenomena within society.

- SOCIOL 1: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning the explanatory value of dominant sociological paradigms for a given social issue.
- SOCIOL 1 S: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning the explanatory value of dominant sociological paradigms for a given social issue.
- SOCIOL 2: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that identify the social forces impacting a given social problem and utilize the dominant sociological paradigms to analyze that problem.
- SOCIOL 2 S: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that identify the social forces impacting a given social problem and utilize and evaluate the dominant sociological paradigms to analyze that problem.
- SOCIOL 4: Demonstrate through oral and written work knowledge of the course content: the fundamental principles and methods of sociological research design and implementation, the key varieties of evidence, including qualitative and quantitative data, data-gathering and sampling methods, logic of comparison, and causal reasoning.
- SOCIOL 4: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, the fundamental principles and methods of sociological research design and implementation, the need for data in reference to a given social issue, and a research design to collect relevant data for a given social issue.

Required Introduction: (3 units) Units: 3.0

SOCIOL 1 ^{DE} Introduction to Sociology	3.0
OR	
SOCIOL 1 S Introduction to Sociology - Service Learning	3.0

Required Core: (6 units) Select 2 of the following courses: Units: 6.0

STAT C1000 ^{DE} Introduction to Statistics (formerly MATH 54)	4.0

SOCIOL 2 ^{DE} Social Problems	3.0
OR	
SOCIOL 2 S Social Problems -- Service Learning	3.0

SOCIOL 4 ^{DE} Sociological Analysis	3.0

List A Electives: (6 units) Select 2 of the following courses: Units: 6.0

<i>Any course not used above</i>	
PSYCH 13 ^{DE} Social Psychology	3.0
SOCIOL 12 Sociology of the Family	3.0
SOCIOL 33 ^{DE} Sociology of Sex and Gender	3.0
SOCIOL 34 ^{DE} Racial and Ethnic Relations in American Society	3.0

List B Electives: (3 units) Select 1 of the following courses: Units: 3.0

<i>Any course not used above</i>	
<i>Any course which satisfies CSU GE Area D</i>	
BUS 5 ^{DE} Business Law and the Legal Environment	3.0

BUS 6 ^{DE} Advanced Business Law	3.0
ENGL C1001 ^{DE} Critical Thinking and Writing (<i>formerly ENGL 2</i>)	3.0
HIST 47 The Practice of History	3.0
PHILOS 7 ^{DE} Logic and Critical Thinking	3.0
PHILOS 9 ^{DE} Symbolic Logic	3.0
SOCIOL 30 ^{DE} African Americans in Contemporary Society	3.0
SOCIOL 31 ^{DE} Latinas/os in Contemporary Society	3.0
SOCIOL 32 ^{DE} Asian Americans In Contemporary Society	3.0

Total: 18.0

Santa Monica College Digital Technician Certificate of Achievement

This certificate prepares students for entry-level employment as a Digital Technician in photography. Coursework provides training in photo editing using industry-standard software on macOS as well as tethered shooting in both a studio environment and on location. This includes retouching for beauty and commercial photography applications, image compositing, thorough color management, on-set asset management, and an overview of studio lighting. Students will also gain an understanding of industry trends, workplace demands, studio safety protocols, software troubleshooting, and expected professional etiquette.

Program Learning Outcomes:

Operate safely in a studio that is a fast-paced collaborative environment.

- PHOTO 30: Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
- PHOTO 30: Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 30: Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.
- PHOTO 34: Demonstrate studio photography techniques utilizing multiple lighting sources and modifiers

Demonstrate a high level of proficiency in a color-managed tethered capture workflow using digital asset management software.

- PHOTO 30: Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
- PHOTO 30: Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 30: Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.
- PHOTO 34: Perform industry standard retouching for both product and skin.
- PHOTO 34: Prepare images for print, digital, and press output.
- PHOTO 34: Demonstrate studio photography techniques utilizing multiple lighting sources and modifiers
- PHOTO 39: Apply retouching skills and color correction knowledge consistent with industry standards.
- PHOTO 42: Perform intermediate level industry standard retouching for both product and skin.
- PHOTO 42: Color Correct and prepare images for print, web and press output.

Practice advanced compositing and retouching techniques using industry standard software.

- PHOTO 30: Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
- PHOTO 30: Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 30: Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.
- PHOTO 34: Demonstrate advanced skill in compositing multiple images.
- PHOTO 34: Perform industry standard retouching for both product and skin.
- PHOTO 34: Create an organized layered file that demonstrates the ability for the image to be revised and deconstructed by other retouchers.
- PHOTO 34: Prepare images for print, digital, and press output.
- PHOTO 34: Demonstrate studio photography techniques utilizing multiple lighting sources and modifiers
- PHOTO 39: Apply basic Photoshop techniques using various tools, layers, curves and selections with digital images.
- PHOTO 39: Apply retouching skills and color correction knowledge consistent with industry standards.
- PHOTO 39: Demonstrate skill in compositing multiple images.
- PHOTO 42: Demonstrate advanced skill in compositing multiple images.
- PHOTO 42: Perform intermediate level industry standard retouching for both product and skin.

- PHOTO 42: Create accurate selections for layer and adjustment masks using selection tools, channels, pen tool and edge refinements.
- PHOTO 42: Color Correct and prepare images for print, web and press output.
- PHOTO 42: Demonstrate advanced knowledge of Photoshop tool bars, filters, menu items, and pallet windows.

Demonstrate proficiency in using the DSLR camera.

- PHOTO 30: Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
- PHOTO 30: Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 30: Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.

Compare using strobe and continuous lighting.

- PHOTO 30: Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
- PHOTO 30: Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 30: Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.
- PHOTO 34: Demonstrate studio photography techniques utilizing multiple lighting sources and modifiers

Required Courses:

PHOTO 1 ^{DE} Introduction to Photography	3.0
PHOTO 30 ^{DE} Techniques of Lighting: Introduction	4.0
PHOTO 34 ^{DE} Capture to Composite	4.0
PHOTO 39 ^{DE} Beginning Photoshop	3.0
PHOTO 42 ^{DE} Advanced Photoshop	3.0

Total: 17.0

Santa Monica College Photographer's Assistant Certificate of Achievement

Upon completion of this certificate students will have received hands-on instruction in the use of digital cameras, electronic strobe equipment and lighting techniques as applied to photography in a professional studio setting. Includes a foundation in image editing software, studio safety, on-set etiquette, lighting concepts and effective use of photography grip equipment. Students completing this certificate program will have the skills, knowledge, training and discipline necessary to apply for employment as a photo assistant in the fields of commercial photography, product photography, portrait photography, event and fashion photography, food photography, and entry-level positions in medical and forensic photography.

Program Learning Outcomes:

Apply skills in the digital workflow using Adobe Lightroom and Capture One software.

- PHOTO 1: Demonstrate proficiency in basic camera controls, including the f-stop and shutter speed system
- PHOTO 1: Demonstrate comprehension of exposure basics, metering, ISO speeds and their relationship to image quality
- PHOTO 1: Exhibit understanding of lens and camera characteristics in relationship to DOF, motion and visual perspective
- PHOTO 1: Show Understanding of color relationships and recognize the characteristics and qualities of natural light
- PHOTO 1: Illustrate understanding of basic elements of composition and how to utilize them in storytelling
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 32: Make creative decisions that optimize conceptual impact, critical thinking and memorability of created images for fashion, editorial portraiture and magazine photography.
- PHOTO 32: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.
- PHOTO 33: Make creative decisions that optimize conceptual impact, critical thinking and memorability of created images for product and advertising.
- PHOTO 33: Integrate key conceptual elements (such as mood and narrative) with technical elements (such as composition, lighting, point of view) to suggest a story or elicit an emotional response or sell a product.
- PHOTO 33: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.

Practice skills in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.

- PHOTO 1: Demonstrate proficiency in basic camera controls, including the f-stop and shutter speed system
- PHOTO 1: Demonstrate comprehension of exposure basics, metering, ISO speeds and their relationship to image quality
- PHOTO 1: Exhibit understanding of lens and camera characteristics in relationship to DOF, motion and visual perspective
- PHOTO 1: Show Understanding of color relationships and recognize the characteristics and qualities of natural light
- PHOTO 1: Illustrate understanding of basic elements of composition and how to utilize them in storytelling
- PHOTO 1: Demonstrate an understanding of a digital asset management system and photography editing software.
- PHOTO 30: Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
- PHOTO 30: Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 30: Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.
- PHOTO 32: Integrate key conceptual elements with technical elements to suggest a story, an emotion or sell a product in the commercial photography industry.
- PHOTO 32: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.
- PHOTO 33: Make creative decisions that optimize conceptual impact, critical thinking and memorability of created images for product and advertising.

- PHOTO 33: Integrate key conceptual elements (such as mood and narrative) with technical elements (such as composition, lighting, point of view) to suggest a story or elicit an emotional response or sell a product.
- PHOTO 33: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.

Employ the necessary skills to work accurately, efficiently and safely in a studio or location environment.

- PHOTO 1: Demonstrate proficiency in basic camera controls, including the f-stop and shutter speed system
- PHOTO 1: Demonstrate comprehension of exposure basics, metering, ISO speeds and their relationship to image quality
- PHOTO 1: Exhibit understanding of lens and camera characteristics in relationship to DOF, motion and visual perspective
- PHOTO 1: Show Understanding of color relationships and recognize the characteristics and qualities of natural light
- PHOTO 1: Illustrate understanding of basic elements of composition and how to utilize them in storytelling
- PHOTO 1: Demonstrate an understanding of a digital asset management system and photography editing software.
- PHOTO 30: Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
- PHOTO 30: Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 30: Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.
- PHOTO 32: Make creative decisions that optimize conceptual impact, critical thinking and memorability of created images for fashion, editorial portraiture and magazine photography.
- PHOTO 32: Integrate key conceptual elements with technical elements to suggest a story, an emotion or sell a product in the commercial photography industry.
- PHOTO 32: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.
- PHOTO 33: Make creative decisions that optimize conceptual impact, critical thinking and memorability of created images for product and advertising.
- PHOTO 33: Integrate key conceptual elements (such as mood and narrative) with technical elements (such as composition, lighting, point of view) to suggest a story or elicit an emotional response or sell a product.
- PHOTO 33: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.

Demonstrate proficiency in operating digital cameras.

- PHOTO 1: Demonstrate proficiency in basic camera controls, including the f-stop and shutter speed system
- PHOTO 1: Demonstrate comprehension of exposure basics, metering, ISO speeds and their relationship to image quality
- PHOTO 1: Exhibit understanding of lens and camera characteristics in relationship to DOF, motion and visual perspective
- PHOTO 1: Show Understanding of color relationships and recognize the characteristics and qualities of natural light
- PHOTO 1: Illustrate understanding of basic elements of composition and how to utilize them in storytelling
- PHOTO 1: Demonstrate an understanding of a digital asset management system and photography editing software.
- PHOTO 30: Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
- PHOTO 30: Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.
- PHOTO 32: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.
- PHOTO 33: Make creative decisions that optimize conceptual impact, critical thinking and memorability of created images for product and advertising.
- PHOTO 33: Integrate key conceptual elements (such as mood and narrative) with technical elements (such as composition, lighting, point of view) to suggest a story or elicit an emotional response or sell a product.
- PHOTO 33: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.

Required Courses:	Units: 15.0
PHOTO 1 ^{DE} Introduction to Photography	3.0
PHOTO 30 ^{DE} Techniques of Lighting: Introduction	4.0
PHOTO 32 ^{DE} Lighting for People 2	4.0
PHOTO 33 ^{DE} Lighting for Products	4.0
Total: 15.0	