



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, December 4, 2024, 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>

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Members:

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

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 (November 20, 2024).....4
- V. Chair’s Report
- VI. Information Items

1. Addition of new prefix/discipline in the Philosophy and Social Sciences Department:
Social Work and Human Services (SWHS)

(Non-Substantial Changes)

2. ENGL 59 Lesbian and Gay Literature (textbooks)
3. PRO CR 91 Pilates Teaching Methodology and Principles (was PRO CR 90 – approved at 11/6/24 meeting; renumbered PRO CR courses)

(SLO Updates)

4. CIS 50 Internet, HTML, and Web Design
5. CIS 51 HTML5, CSS3, and Accessibility
6. CIS 54 Web Development and Scripting
7. CIS 59A Dreamweaver I
8. CIS 67 WordPress
9. CS 87A Python Programming
10. ENGL 59 Lesbian and Gay Literature

VII. Action Items

(Courses: New)

- | | |
|---|----|
| a. PRO CR 90 Introduction to Applied Kinesiology and Anatomy | 11 |
| b. PRO CR 92 Pilates Mat Instructor Training (Prerequisite: PRO CR 90, PRO CR 91) | 16 |
| c. PRO CR 93 Pilates Mat Teaching Practicum (Prerequisite: PRO CR 90, PRO CR 91)..... | 23 |
| d. PRO CR 94 Pilates Reformer Instructor Training (Prerequisite: PRO CR 90, PRO CR 91) | 29 |
| e. PRO CR 95 Pilates Reformer Teaching Practicum (Prerequisite: PRO CR 90, PRO CR 91)..... | 36 |
| f. PRO CR 96 Pilates Apparatus Instructor Training (Prerequisite: PRO CR 90, PRO CR 91) | 42 |
| g. PRO CR 97 Pilates Apparatus Teaching Practicum (Prerequisite: PRO CR 90, PRO CR 91) | 51 |

(Courses: Substantial Changes)

- | | |
|---|----|
| h. BIOL 31 Fundamentals of Biotechnology 2: From Genes to Proteins (removing prerequisites: BIOL 3 and BIOL 21) | 57 |
| i. PHOTO 21 Alternative Photographic Processes (changed: hours/units – 2 lecture/3 lab/3 units to 3 lecture/3 lab/4 units, course content, lab content, methods of evaluation, sample assignments | 62 |
| j. PHOTO 30 Techniques of Lighting: Introduction (changed: hours (2 lecture/6 lab to 3 lecture/3 lab – no change to units) | 64 |
| k. PHOTO 37 Advanced Black and White Printing Techniques (changed hours/units (2 lecture/3 lab/3 units to 3 lecture/3 lab/4 units), course objectives, course content, methods of evaluation, sample assignments) | 67 |
| l. PHOTO 39 Beginning Photoshop (changed: course description, hours (2 lecture/3 lab to 3 lecture – no change to units), methods of evaluation, sample assignments)..... | 69 |
| m. PHOTO 42 Advanced Photoshop (changed: hours (2 lecture/3 lab to 3 lecture – no change to units), course objectives)..... | 72 |
| n. PHOTO 50 Basic Color Printing (changed: course description, hours/units (2 lecture/3 lab/3 units to 3 lecture/3 lab/4 units), SLOs, course objectives, methods of evaluation, sample assignments) | 75 |
| o. PHOTO 70 Intro to Video for Photographers (changed: hours (2 lecture/3 lab to 3 lecture – no change to units), remove Advisory: PHOTO 5, SLOs, methods of evaluation)..... | 78 |
| p. PHOTO 71 Intro to Video Editing for Photographers (changed: hours (2 lecture/3 lab to 3 lecture – no change to units), remove Advisory: PHOTO 5, SLOs, course objectives, methods of evaluation) | 80 |
| q. PHOTO 72 Video for Commercial Photographers (changed: hours (2 lecture/3 lab to 3 lecture – no change to units), remove Advisory: PHOTO 70, SLOs, methods of evaluation) | 82 |

(Courses: Distance Education)

- | | |
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| r. BUS 12 Success Skills for First-Time Manager | 84 |
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(Programs: New)

- | | |
|--|----|
| s. Pilates Apparatus Teacher Training Certificate of Achievement | 88 |
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t. Pilates Mat Teacher Training Certificate of Achievement.....	91
u. Pilates Reformer Teacher Training Certificate of Achievement.....	94
v. Pilates Comprehensive Teacher Training Certificate of Achievement.....	97
w. Strategic Management Practices for New Managers Certificate of Achievement	112
x. Yoga Teacher – 200 Hour Certificate of Achievement	130

(Programs: Revisions)

y. Photography AS/Certificate of Achievement (changed: removed PHOTO 5 from required courses; Required Courses reduced from 33 units to 3 units; total units reduced from 38 units to 35 units; SLO/PLO mapping)	145
z. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda	

VIII. New Business

- Local General Education Pattern

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 February 19, 2025.



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, November 20, 2024, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, <i>Chair</i>	Susan Caggiano	Walker Griffy	Kevin Roberts
Dione Hodges, <i>Vice Chair</i>	Javier Cambron	Aileen Huang	Scott Silverman
Jason Beardsley	Evelyn Chantani	Sharlene Joachim	Bobby Simmons
Mary Bober	Rachel Demski	Jacqueline Monge	Briana Simmons
Fariba Bolandhemat	Christina Gabler	Estela Narrie	Audra Wells
Walter Butler			

Members Absent:

Lourdes Arévalo	Keith Graziadei	Jesus Lopez	Lydia Strong*
Susan Fila			

**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:

Jinan Darwiche	Justice Isaacs	Dr. Alaisen Reed	Vicky Seno
Rueben Deleon	Karol Lu	Elaine Roque	Howard Stahl
Jennifer Hsieh	Xochi Marcial-Flores	Maxim Safiouline	Olivia Vallejo

(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 3:06 pm. Motion to approve the agenda with revision to table CHEM 51 (VII. b.) and EDUC 950 (VII. i. and u.) until the Spring semester.

Motion made by: Scott Silverman; **Seconded by:** Walker Griffy

The motion passed unanimously.

(Briana Simmons not present for vote)

II. Public Comments

None

III. Announcements

The Malibu Campus is doing a holiday toy drive to benefit the children of the Malibu Labor Exchange through December 12. There are drop off locations at the Malibu Campus, Emeritus Campus, and Bundy Campus. For more information, go to smc.edu/malibu

IV. Approval of Minutes

Motion to approve the minutes of October 30, 2024 with revision to add Susan Kolko to “Others Present”.

Motion made by: Christina Gabler; **Seconded by:** Bobby Simmons

The motion passed unanimously.

(Briana Simmons not present for vote)

Motion to approve the minutes of November 6, 2024 with no revisions.

Motion made by: Walker Griffy; **Seconded by:** Bobby Simmons

The motion passed with the following vote: Y: 16; N: 0; A: 1 (Fariba Bolandhemat)

(Briana Simmons not present for vote)

V. Chair's Report

No chair's report for today's meeting.

VI. Information Items

1. Addition of new prefix/discipline in the Philosophy and Social Sciences Department:
Social Work and Human Services (SWHS)

VII. Action Items

(Courses: New)

- a. ARC 45 Designing Spaces: Enhancing the Human Experience
Motion to approve ARC 45 with revisions to course objective #3 (formatting issue), SLO #1 (remove "critically"), and SLO #3 (remove "demonstrate and")

Motion made by: Walker Griffy; **Seconded by:** Scott Silverman

The motion passed unanimously.

- b. CHEM 51 Careers in the Natural Sciences (Advisory: BIOL 21 or CHEM 10 or PHYSCS 20 or PHYSCS 21)

Tabled until the Spring 2025 semester.

- c. CHEM 55 Introduction to Chemical Instrumentation (Prerequisite: CHEM 12)
Motion to approve CHEM 55 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Audra Wells

The motion passed unanimously.

Motion to approve CHEM 55 prerequisite of CHEM 12 with revision to correct the course number on the prerequisite form.

Motion made by: Kevin Roberts; **Seconded by:** Aileen Huang

The motion passed unanimously.

- d. CIS 2 Computer Skills for Virtual Assistants

Motion to approve CIS 2 with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Walker Griffy

The motion passed unanimously.

- e. CS 4 Copiloting with Artificial Intelligence Tools

Motion to approve CS 4 with no revisions.

Motion made by: Walker Griffy; **Seconded by:** Audra Wells

The motion passed unanimously.

- f. CS 82D Generative Artificial Intelligence Fundamentals (Prerequisite: CS 4 and CS 82B)

Motion to approve CS 82D with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano

The motion passed unanimously.

Motion to approve CS 82D prerequisite of CS 4 with revision to the prerequisite form entrance/exit mapping.

Motion made by: Susan Caggiano; **Seconded by:** Christina Gabler

The motion passed unanimously.

Motion to approve CS 82D prerequisite of CS 82B with revision to the prerequisite form entrance/exit mapping.

Motion made by: Walker Gruffy; **Seconded by:** Susan Caggiano
The motion passed unanimously.

g. CS 315 Cloud Compliance

Motion to approve CS 315 with revision to add CSU transfer, SLO #1 (remove “students will”), and SLO #2 (change “Students will ensure compliance” to “Implement compliance”)

Motion made by: Estela Narrie; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

h. CS 335 Cloud Infrastructure As Code

Motion to approve CS 335 with revisions to add CSU transfer, SLOs (remove “Students will” from all SLOs), and course objectives (capitalize first word of each objective)

Motion made by: Susan Caggiano; **Seconded by:** Kevin Roberts
The motion passed unanimously.

i. EDUC 950 Teaching in the Age of AI: Strategies for Educators (*noncredit mirror of EDUC 50*)
Tabled until the Spring 2025 semester.

j. ETH ST 9 Introduction to Native American Studies

Motion to approve ETH ST 9 with revision to change start date to Fall 2026, course content (remove question marks/formatting corrections)

Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.

k. IXD 320 History and Practice of Interaction Design

Motion to approve IXD 320 with revision to add CSU transfer.

Motion made by: Scott Silverman; **Seconded by:** Javier Cambron
The motion passed unanimously.

l. IXD 420 Design for Social Innovation

Motion to approve IXD 420 with revision to add CSU transfer, SLO #1 (change “communicate their design brief” to “explain responses to the design brief”), and SLO #2 (change “Demonstrate designed end-to-end” to “Design end-to-end”)

Motion made by: Bobby Simmons; **Seconded by:** Javier Cambron
The motion passed unanimously.

m. IXD 440 Interaction Design Studio 3

Motion to approve IXD 440 with revision to add CSU transfer, course content (change to “Ideation 10%”, “Case Study SMC site 30%”, “Case Study Personal site 30%,” and “Preparation of Final Presentation 30%”), SLO #1 (change “communicate their design brief” to “explain responses to the design brief”), and SLO #2 (change “Demonstrate designed end-to-end” to “Design end-to-end”)

Motion made by: Susan Caggiano; **Seconded by:** Christina Gabler
The motion passed unanimously.

(Courses: Distance Education)

n. ARC 45 Designing Spaces: Enhancing the Human Experience

Motion to approve distance education for ARC 45 with no revisions.

Motion made by: Javier Cambron; **Seconded by:** Susan Caggiano
The motion passed unanimously.

o. BUS 12 Success Skills for First-Time Manager

Tabled due to time for the 12/4/24 agenda

- p. CIS 2 Computer Skills for Virtual Assistants
Motion to approve distance education for CIS 2 with revision to 1D Interactions to total 100%.
Motion made by: Estela Narrie; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.
- q. CS 4 Copiloting with Artificial Intelligence Tools
Motion to approve distance education for CS 4 with revision to 1D Interactions to total 100%.
Motion made by: Estela Narrie; **Seconded by:** Christina Gabler
The motion passed unanimously.
- r. CS 82D Generative Artificial Intelligence Fundamentals
Motion to approve distance education for CS 82D with revision to 1D Interactions to total 100%.
Motion made by: Walker Griffy; **Seconded by:** Scott Silverman
The motion passed unanimously.
- s. CS 315 Cloud Compliance
Motion to approve distance education for CS 315 with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Dione Hodges
The motion passed unanimously.
- t. CS 335 Cloud Infrastructure As Code
Motion to approve distance education for CS 335 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously.
- u. EDUC 950 Teaching in the Age of AI: Strategies for Educators (*noncredit mirror of EDUC 50*)
Tabled until the Spring 2025 semester.
- v. ETH ST 9 Introduction to Native American Studies
Motion to approve distance education for ETH ST 9 with revision to 1D Interactions to total 100%.
Motion made by: Bobby Simmons; **Seconded by:** Kevin Roberts
The motion passed unanimously.
- w. IXD 320 History and Practice of Interaction Design
Motion to approve distance education for IXD 320 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons
The motion passed unanimously.
- x. IXD 420 Design for Social Innovation
Motion to approve distance education for IXD 420 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Javier Cambron
The motion passed unanimously.
- y. IXD 440 Interaction Design Studio 3
Motion to approve distance education for IXD 440 with revision to add percentages to 1D.
Interactions (Project Presentation 20%, Discussion Boards 20%, Videos 30%, Online Lecture 30%).
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously.

(Courses: Global Citizenship)

- z. ETH ST 9 Introduction to Native American Studies
Motion to approve global citizenship for ETH ST 9 with no revisions.
Motion made by: Christina Gabler; **Seconded by:** Bobby Simmons
The motion passed unanimously.

(Courses: Substantial Changes)

- aa. CS 87B Advanced Python Programming (changed: Advisory: CS 87A to Prerequisite: 87A)
Motion to approve change of Advisory to Prerequisite for CS 87B with additional revision to Methods of Evaluation “Class Participation” (adding note of “In class activities”)
Motion made by: Susan Caggiano; **Seconded by:** Kevin Roberts
The motion passed unanimously.
- bb. ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies (Changed: course description, SLOs, course content)
Motion to approve changes to ETH ST 6 with additional revisions to course content (fix formatting), course objective #3 (remove “critically”), and course objective #4 (correct typo)
Motion made by: Christina Gabler; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- cc. ETH ST 7 Introduction to African American and Black Studies (Changed: course description, SLOs, course objectives, course content, textbooks, sample assignments)
Motion to approve changes to ETH ST 7 with additional revisions to course content (correct formatting/typos)
Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons
The motion passed unanimously.
- dd. ETH ST 8 Introduction to Asian American Studies (changed: course description, SLOs)
Motion to approve changes to ETH ST 8 with additional revisions to course objective #3 (remove “critically”), and course content (correct formatting/typos)
Motion made by: Bobby Simmons; **Seconded by:** Aileen Huang
The motion passed unanimously.
- ee. IxD 310 Interaction Design Studio 1 (changed: course description, SLOs, course objectives, arranged hours objectives, course content, arranged hour activities, methods of evaluation, methods of presentation, textbooks, sample assignments) to add CSU transfer.
Motion to approve changes to IxD 310 with additional revisions to add CSU transfer, SLO #1 (change “communicate their design brief” to “explain responses to the design brief”), and SLO #2 (change “demonstrate an understanding of” to “apply”), and content
Motion made by: Kevin Roberts; **Seconded by:** Audra Wells
The motion passed unanimously.
- ff. IxD 330 Interaction Design Studio 2 (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, textbooks, sample assignments)
Motion to approve changes to IxD 330 with additional revisions to add CSU transfer, SLO #3 (change “communicate their design brief” to “explain responses to the design brief”), and major revisions to course content.
Motion made by: Walker Gruffy; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- gg. IxD 360 Product Design (changed: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments)
Motion to approve changes to IxD 330 with additional revisions to add CSU transfer, and course content (change “work on implementing and refining design within 3D modeling software” to “Designing with 3D modeling software”)
Motion made by: Bobby Simmons; **Seconded by:** Javier Cambron
The motion passed unanimously.
- hh. IxD 410 Project Management for Design (changed: course description, hours//units (1 lecture/2 lab/2 arranged/2 units to 2 lecture/1 lab/2 arranged/3 units), SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)
Motion to approve changes to IxD 410 with additional revisions to add CSU transfer, SLO #1 (change “communicate their design brief” to “explain responses to the design brief”), and course content

(change to “Personal Time Management”, “Team Management/Dynamics”, “Leadership Skills”, “Client Management”, “Budgeting and Resource Management”)

Motion made by: Bobby Simmons; **Seconded by:** Javier Cambron

The motion passed unanimously.

- ii. IxD 460 Programming Design Systems (changed: course name (was “Tangible Interaction”), course description, SLOs, course objectives, arranged hour objectives, course content, methods of evaluation, textbooks, sample assignments)

Motion to approve changes to IxD 460 with additional revisions to add CSU transfer and SLOs.

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

The motion passed unanimously.

- jj. IxD 470 Interaction Design Senior Studio (changed: course description, hours/units (2 lecture/1` lab/2 arranged/3 units to 3 lecture/1 lab/2 arranged/4 units), SLOs, course objectives, arranged hour objectives, course content., methods of evaluation, textbooks, sample assignments)

Motion to approve changes to IxD 470 with additional revisions to add CSU transfer, course content (add “Preparation of” to “Presentations”), and SLOs.

Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman

The motion passed unanimously.

(Programs: New)

- kk. Artificial Intelligence Department Certificate

Motion to approve Artificial Intelligence Department Certificate with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano

The motion passed unanimously.

- ll. Applied Artificial Intelligence Certificate of Achievement

Motion to approve Applied Artificial Intelligence Certificate of Achievement with revision to PLO #1 to change to “Upon completion of the program, students will critically analyze applications of artificial intelligence and its impact on decision-making and identify other societal impacts”

Motion made by: Walker Griffy; **Seconded by:** Aileen Huang

The motion passed unanimously.

- mm. Cloud Computing Bachelor of Science

Motion to approve Cloud Computing Bachelor of Science with no revisions.

Motion made by: Kevin Roberts; **Seconded by:** Audra Wells

The motion passed unanimously.

- nn. Yoga Teacher Training - 200 Hour Department Certificate

Tabled Yoga Teacher Training – 200 Hour Department Certificate for SLO/PLO mapping.

(Programs: Revisions)

- oo. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve to changes to degrees, certificates, and program maps as a result of courses considered on this agenda

Motion made by: Scott Silverman; **Seconded by:** Audra Wells

The motion passed unanimously.

- pp. Interaction Design Bachelor of Science

Motion to approve changes to the Interaction Design Bachelor of Science with no additional revisions.

Motion made by: Javier Cambron; **Seconded by:** Christina Gabler

The motion passed unanimously.

(Programs: SLO/PLO Mapping)

- qq. Political Science AA-T

Motion to approve the SLO/PLO mapping for Political Science AA-T with no revisions.

Motion made by: Audra Wells; **Seconded by:** Susan Caggiano
The motion passed unanimously.

VIII. New Business

- Local GE Pattern Discussion
The discussion for the local GE pattern was tabled due to time for the December 4 meeting.

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:46 pm.

Motion made by: Audra Wells; **Seconded by:** Bobby Simmons
The motion passed unanimously.

New Course: PROFESSIONAL COURSES-KINESIOLOGY 90, Introduction to Applied Kinesiology and Anatomy

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2026
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology
Program Impact:	Forthcoming degree or certificate: Pilates Comprehensive Instructor Certificate, Pilates Mat Instructor Certificate, Pilates Reformer Instructor Certificate, Pilates Apparatus Instructor Certificate

Rationale

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

I. Catalog Description

Students learn applied Kinesiology and anatomy by examining the anatomical structure and function of the musculoskeletal system as it relates to human movement and exercise. Muscular analysis and practical application, including strengthening and flexibility exercises for each muscle will be emphasized. Students will also study physiological and biomechanical principles.

II. Examples of Appropriate Text or Other Required Reading:

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

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

III. Course Objectives

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

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

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

IV. Methods of Presentation:

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

V. Course Content

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

	D. Analysis of upper body exercises
8.000%	<p>The Wrist and Hand Joints</p> <p>A. Bones, nerves, joints and movement of the wrist and hand joints</p> <p>B. Muscles of the wrist and hand joints</p> <ol style="list-style-type: none"> 1. location and action 2. origin and insertion 3. primary function 4. selected exercises and flexibility
7.000%	<p>The Elbow and Radioulnar Joints</p> <p>A. Bones, nerves, joints and movement of the elbow and radioulnar joints</p> <p>B. Muscles of the elbow and radioulnar joints</p> <ol style="list-style-type: none"> 1. location and action 2. origin and insertion 3. primary function 4. selected exercise and flexibility
9.000%	<p>The Shoulder Girdle and Shoulder Joint</p> <p>A. Bones, nerves, joints and movement of the shoulder girdle and shoulder joint</p> <p>B. Muscles of the shoulder girdle and shoulder joint</p> <ol style="list-style-type: none"> 1. location and action 2. origin and Insertion 3. primary function 4. selected exercise and flexibility
5.000%	<p>Biomechanics</p> <p>A. Levers, pulleys, wheels, and axles</p> <p>B. Laws of motion and physical activities</p> <p>C. Friction</p> <p>D. Balance, equilibrium, and stability</p> <p>E. Force and mechanical loading</p> <p>F. Active and passive insufficiency</p>
7.000%	<p>Flexibility Assessments</p> <p>A. Lower extremity</p> <ol style="list-style-type: none"> 1. hip joint 2. ankle joint 3. knee joint <p>B. Upper extremity</p> <ol style="list-style-type: none"> 1. shoulder joint 2. elbow joint 3. wrist joint <p>C. Spinal movements</p> <ol style="list-style-type: none"> 1. extension 2. flexion 3. lateral flexion 4. rotation <p>D. Thomas test for hip flexor length</p> <p>E. Passive straight-leg-raise</p> <p>F. Correctible factors</p> <ol style="list-style-type: none"> 1. Repetitive movements 2. Awkward positions 3. Lack of joint stability 4. Imbalanced strength-training programs <p>G. Non-correctible factors</p> <ol style="list-style-type: none"> 1. congenital conditions 2. some pathologies 3. structural deviations 4. certain types of trauma

7.000%	<p>Functional Training Assessments</p> <ul style="list-style-type: none"> A. American Council on Exercise (ACE) Integrated Training Model B. Static postural assessment C. Postural deviations of the spine - kyphosis and lordosis D. Muscle imbalances E. Common postural deviations <ul style="list-style-type: none"> 1. subtalar pronation/supination and the effect on tibial and femoral rotation 2. hip adduction 3. shoulder position and the thoracic spine 4. pelvic tilt 5. head position F. Dynamic balance: Y Balance test G. Static balance: Unipedal stance test H. McGill's torso muscular endurance test battery <ul style="list-style-type: none"> 1. trunk flexor endurance 2. trunk lateral endurance test 3. trunk extensor endurance test
9.000%	<p>Muscular Foundations</p> <ul style="list-style-type: none"> A. Anatomical systems <ul style="list-style-type: none"> 1. skeletal system 2. articulations - classifications 3. muscular terminology 4. muscle tissue actions <ul style="list-style-type: none"> a. Roles of muscles b. Types of muscle actions c. Functions 5. kinetic chain movement 6. mobility and stability 7. anatomical position and planes of motion 8. nervous system <ul style="list-style-type: none"> a. proprioception b. kinesthesia B. Balance and alignment - center of gravity C. Human motion terminology <ul style="list-style-type: none"> 1. Types of muscular contraction 2. Kinetic chain movement 3. Mobility and stability 4. Balance and alignment
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Textbook readings: After reading assigned sections of the textbooks, students will summarize the text and write down questions. The instructor will present a few questions based on the readings at the start of each class

session. Students will reflect on the questions and write down their answers to turn in, then the group will discuss. Other questions from the reading will also be brought up for discussion.

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

VIII. Student Learning Outcomes:

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

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

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU, UC (pending)
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	PRO CR 90, PRO CR 91
Proposed Start:	Fall 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology; Other: Advanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming degree or certificate: Pilates Comprehensive Instructor Certificate, Pilates Mat Instructor Certificate

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

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

III. Course Objectives

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

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

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
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10.000%	<p>Introduction to Pilates Mat Equipment</p> <ul style="list-style-type: none"> A. Magic circle B. Foam roller C. Bands D. Bender ball and Togu inflatable ball E. Stability ball F. BOSU Balance Trainer
20.000%	<p>Mat Pilates Exercises</p> <ul style="list-style-type: none"> A. Hundred B. Roll Up C. Roll Over D. Single Leg Circle E. Rolling Back (rolling like a ball) F. Single and Double Leg Stretch G. Single and Double Straight Leg Stretch H. Criss-cross I. Spine Stretch J. Open Leg Rocker K. Cork-Screw L. Saw M. Swan-Dive N. Single and Double Leg Kick O. Double Leg Kick P. Neck Pull Q. Scissors R. Bicycle S. Shoulder Bridge T. Spine Twist U. Jackknife V. Side Kick W. Teaser X. Hip Circle Y. Swimming Z. Leg Pull and Leg Pull Front AA. Kneeling Side Kick AB. Side Bend AC. Boomerang AD. Seal AE. Crab AF. Rocking AG. Control Balance AH. Push Up
10.000%	<p>Principles of Teaching Mat Pilates Exercises</p> <ul style="list-style-type: none"> A. Setting up and preparation for the exercise B. Breathing pattern, movement sequence, and recommended repetitions C. Safety, precautions, contraindications, and multi-level options D. Level, focus, and objective of the exercise E. Communication, cueing, and feedback
20.000%	<p>Principles of Developing a Mat Pilates Class</p> <ul style="list-style-type: none"> A. Alignment B. Cueing C. Variations D. Modifications E. Contraindications F. Special populations G. Spine safety H. Program design and sequencing I. Creating a balanced session

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

VI. Methods of Evaluation

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

VII. Sample Assignments:

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

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

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

Testing: Quizzes or exams

VIII. Student Learning Outcomes:

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

Prerequisite Checklist and Worksheet: PRO CR 92

Prerequisite: PRO CR 90

Other Prerequisites: PRO CR 91

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 92)

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

A)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
B)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
C)	Explain basic neuromuscular concepts and muscle properties in relation to how muscles function in joint movement and work together in affecting motion.
D)	Demonstrate knowledge of the principles of biomechanics.
E)	Locate the major muscles of the human body, including origin, insertion, and action, and identify the movements associated with all the joints in the body.
F)	Analyze exercises of the upper extremity, trunk, and lower extremity to determine the joint movements, types of contractions, and specific muscles involved in those movements.
G)	Perform movement, flexibility, and functional training assessments and identify common postural deviations.

EXIT SKILLS (objectives) FOR (PRO CR 90)

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

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

		ENTRANCE SKILLS FOR (PRO CR 92)							
EXIT SKILLS FOR (PRO CR 90)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Prerequisite Checklist and Worksheet: PRO CR 92

Prerequisite: PRO CR 91

Other Prerequisites: PRO CR 90

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 92)

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

A)	Explain the history, goals, benefits, ethics, and scope of practice of Pilates training.
B)	Observe, list and describe the six Pilates movement principles and use them in personal practice.
C)	Demonstrate effective application of assessment tools and goal setting for Pilates training
D)	Define the key components utilized in designing safe and effective Pilates training programs.
E)	Perform essential teaching methods and skills for effective Pilates instruction.
F)	Apply professional standards expected for Pilates instructors in their practice.

EXIT SKILLS (objectives) FOR (PRO CR 91)

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

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

EXIT SKILLS FOR (PRO CR 91)	ENTRANCE SKILLS FOR (PRO CR 92)							
	A	B	C	D	E	F	G	H
1	X							
2		X						
3			X					
4				X				
5					X			
6						X		
7								
8								

New Course: PROFESSIONAL COURSES-KINESIOLOGY 93, Pilates Mat Teaching Practicum

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	0.00
Transferability:	Transfers to CSU, UC (pending)
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	PRO CR 90, PRO CR 91
Proposed Start:	Fall 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology; Other: Advanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming degree or certificate: Pilates Comprehensive Instructor Certificate, Pilates Mat Instructor Certificate

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

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

III. Course Objectives

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

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

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

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Experiments, Individualized Instruction, Work Experience (internship), Group Work

V. Course Content

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

VI. Methods of Evaluation

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

VII. Sample Assignments:

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

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

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

Testing: 4. Quizzes or exams

VIII. Student Learning Outcomes:

1. Develop written lesson plans for a Pilates Mat class, sequencing from one exercise to the next. Perform Pilates exercises to demonstrate flexibility throughout the spine.
2. Instruct an entire class using appropriate communication and Pilates Mat instructional methods and skills.

Prerequisite Checklist and Worksheet: PRO CR 93

Prerequisite: PRO CR 90

Other Prerequisites: PRO CR 91

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 93)

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

A)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
B)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
C)	Explain basic neuromuscular concepts and muscle properties in relation to how muscles function in joint movement and work together in affecting motion.
D)	Demonstrate knowledge of the principles of biomechanics.
E)	Locate the major muscles of the human body, including origin, insertion, and action, and identify the movements associated with all the joints in the body.
F)	Analyze exercises of the upper extremity, trunk, and lower extremity to determine the joint movements, types of contractions, and specific muscles involved in those movements.
G)	Perform movement, flexibility, and functional training assessments and identify common postural deviations.

EXIT SKILLS (objectives) FOR (PRO CR 90)

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

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

		ENTRANCE SKILLS FOR (PRO CR 93)							
EXIT SKILLS FOR (PRO CR 90)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Prerequisite Checklist and Worksheet: PRO CR 93

Prerequisite: PRO CR 91

Other Prerequisites: PRO CR 90

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 93)

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

A)	Explain the history, goals, benefits, ethics, and scope of practice of Pilates training.
B)	Observe, list and describe the six Pilates movement principles and use them in personal practice.
C)	Demonstrate effective application of assessment tools and goal setting for Pilates training
D)	Define the key components utilized in designing safe and effective Pilates training programs.
E)	Perform essential teaching methods and skills for effective Pilates instruction.
F)	Apply professional standards expected for Pilates instructors in their practice.

EXIT SKILLS (objectives) FOR (PRO CR 91)

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

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

		ENTRANCE SKILLS FOR (PRO CR 93)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (XXX)	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

New Course: PROFESSIONAL COURSES-KINESIOLOGY 94, Pilates Reformer Instructor Training

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU, UC (pending)
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	PRO CR 90, PRO CR 91
Proposed Start:	Fall 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology, Industry standard Pilates Teaching Certification for specific topic; Other: Advanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming degree or certificate: Pilates Comprehensive Instructor Certificate, Pilates Reformer Instructor Certificate

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

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

III. Course Objectives

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

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

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
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50.000%	<p>Reformer Exercises</p> <ol style="list-style-type: none"> 1. Footwork <ol style="list-style-type: none"> 1. Pilates V/Turnout 2. Arches 3. Heels 4. Tendon stretch 5. Single leg footwork 2. Hundred 3. Overhead/Jackknife 4. Coordination 5. Rowing Back <ol style="list-style-type: none"> 1. Round Back 2. Flat Back 6. Rowing Front <ol style="list-style-type: none"> 1. Sitting tall 2. Bending down 7. Salute 8. Hug a tree 9. Long Box <ol style="list-style-type: none"> 1. Swan 2. Pulling Straps regular and T arms 3. Backstroke/Swimming 4. Teaser 5. Breast stroke 6. Horseback 10. Long back stretch 11. Stomach massage <ol style="list-style-type: none"> 1. Round back 2. Flat back 12. Reach 13. Twist 14. Tendon stretch 15. Short spine massage 16. Head <ol style="list-style-type: none"> 1. Front 2. Back 17. Semi-circle 18. Chest expansion kneeling 19. Thigh stretch 20. Reverse chest expansion/arm circles 21. Kneeling side arms 1, 2 and 3 22. Side stretch/Cleopatra 23. Mermaid 24. Twist 25. Corkscrew 26. Balance control into arabesque 27. 2nd long box <ol style="list-style-type: none"> 1. Rowing 2. Grasshopper 3. Swimming 28. Short Box Series <ol style="list-style-type: none"> 1. Round back/stomach control 2. Flat back 3. Twist 4. Climb a tree 29. Long spine massage 30. Knee stretch series <ol style="list-style-type: none"> 1. Kneeling/round back 2. Arched back 3. Standing knees off
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	<ul style="list-style-type: none"> 31. Running 32. Pelvic lift 33. Control front and control back 34. Bridge with arm pulls 35. Side support 36. Star 37. Russian 38. High bridge 39. Splits <ul style="list-style-type: none"> 1. Side 2. Front 3. Back 4. Russian 40. Feet in Straps <ul style="list-style-type: none"> 1. Leg lowers and lifts 2. Leg circles 3. Peter Pan 4. Frogs 5. Hamstring and wide leg adductor stretch 6. Butterfly
10.000%	<p>Teaching Reformer Exercises</p> <ul style="list-style-type: none"> 1. Setting up, preparation, and resistance selection for the exercise 2. Breathing pattern, movement sequence, and recommended repetitions 3. Safety, precautions, contraindications, and multi-level options 4. Level, focus, and objective of the exercise 5. Communication and feedback
10.000%	<p>Components of a Reformer Practice</p> <ul style="list-style-type: none"> 1. Warm-up 2. Main segment 3. Cool-down/Flexibility
10.000%	<p>Reformer Teaching Skills</p> <ul style="list-style-type: none"> 1. Observation 2. Verbal cueing 3. Cueing order 4. Demonstration 5. Tactile cueing 6. Visual communication 7. Feedback 8. Coaching skills 9. Safety considerations 10. Multi-level and contraindications 11. Accessibility, inclusion, and diversity
10.000%	<p>Pilates Principles</p> <ul style="list-style-type: none"> 1. History and lineage 2. Goals and benefits 3. Program requirements, certification, and employment
10.000%	<p>Introduction to Pilates Reformer</p> <ul style="list-style-type: none"> 1. Reformer brands and types 2. Reformer parts 3. Springs and adjustments 4. Footbar 5. Ropes and straps 6. Maintenance 7. Attachment options 8. Ancillary equipment 9. Reformer tower

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

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

VII. **Sample Assignments:**

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

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

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

Exams: Quizzes or exams

VIII. **Student Learning Outcomes:**

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

Prerequisite Checklist and Worksheet: PRO CR 94
Prerequisite: PRO CR 90
Other Prerequisites: PRO CR 91

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 94)

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

A)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
B)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
C)	Explain basic neuromuscular concepts and muscle properties in relation to how muscles function in joint movement and work together in affecting motion.
D)	Demonstrate knowledge of the principles of biomechanics.
E)	Locate the major muscles of the human body, including origin, insertion, and action, and identify the movements associated with all the joints in the body.
F)	Analyze exercises of the upper extremity, trunk, and lower extremity to determine the joint movements, types of contractions, and specific muscles involved in those movements.
G)	Perform movement, flexibility, and functional training assessments and identify common postural deviations.

EXIT SKILLS (objectives) FOR (PRO CR 90)

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

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

		ENTRANCE SKILLS FOR (PRO CR 94)							
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								
	8								

Prerequisite Checklist and Worksheet: PRO CR 94

Prerequisite: PRO CR 91

Other Prerequisites: PRO CR 90

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 94)

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

A)	Explain the history, goals, benefits, ethics, and scope of practice of Pilates training.
B)	Observe, list and describe the six Pilates movement principles and use them in personal practice.
C)	Demonstrate effective application of assessment tools and goal setting for Pilates training
D)	Define the key components utilized in designing safe and effective Pilates training programs.
E)	Perform essential teaching methods and skills for effective Pilates instruction.
F)	Apply professional standards expected for Pilates instructors in their practice.

EXIT SKILLS (objectives) FOR (PRO CR 91)

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

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

EXIT SKILLS FOR (PRO CR 91)	ENTRANCE SKILLS FOR (PRO CR 94)							
	A	B	C	D	E	F	G	H
1	X							
2		X						
3			X					
4				X				
5					X			
6						X		
7								
8								

New Course: PROFESSIONAL COURSES-KINESIOLOGY 95, Pilates Reformer Teaching Practicum

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	0.00
Transferability:	Transfers to CSU, UC (pending)
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	PRO CR 90, PRO CR 91
Proposed Start:	Fall 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology; Other: Advanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming degree or certificate: Pilates Comprehensive Instructor Certificate, Pilates Reformer Instructor Certificate

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

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

III. Course Objectives

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

1. Identify and implement the components of a lesson plan with clear objectives and learning outcomes.
2. Demonstrate communication skills pertaining to group and individual instruction using appropriate cueing, terminology, and student feedback.
3. Demonstrate appropriate Pilates Reformer exercise selection and order, using proper technique and safety in individual and group instruction.
4. Demonstrate standard safety skills in selected equipment and activities.
5. Provide appropriate options for multi-level participants and various health conditions.

6. Apply instructional methods, classroom management techniques, and administration organization for a particular activity to teaching experiences in a practical setting.
7. Assess and analyze personal experience and current strengths and areas of development as a lead instructor.

IV. Methods of Presentation:

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

V. Course Content

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

VI. Methods of Evaluation

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

VII. Sample Assignments:

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

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

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

Testing: 4. Quizzes or exams

VIII. Student Learning Outcomes:

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

Prerequisite Checklist and Worksheet: PRO CR 95
Prerequisite: PRO CR 90
Other Prerequisites: PRO CR 91

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 95)

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

A)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
B)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
C)	Explain basic neuromuscular concepts and muscle properties in relation to how muscles function in joint movement and work together in affecting motion.
D)	Demonstrate knowledge of the principles of biomechanics.
E)	Locate the major muscles of the human body, including origin, insertion, and action, and identify the movements associated with all the joints in the body.
F)	Analyze exercises of the upper extremity, trunk, and lower extremity to determine the joint movements, types of contractions, and specific muscles involved in those movements.
G)	Perform movement, flexibility, and functional training assessments and identify common postural deviations.

EXIT SKILLS (objectives) FOR (PRO CR 90)

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

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

		ENTRANCE SKILLS FOR (PRO CR 95)							
EXIT SKILLS FOR (PRO CR 90)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Prerequisite Checklist and Worksheet: PRO CR 95

Prerequisite: PRO CR 91

Other Prerequisites: PRO CR 90

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 95)

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

A)	Explain the history, goals, benefits, ethics, and scope of practice of Pilates training.
B)	Observe, list and describe the six Pilates movement principles and use them in personal practice.
C)	Demonstrate effective application of assessment tools and goal setting for Pilates training
D)	Define the key components utilized in designing safe and effective Pilates training programs.
E)	Perform essential teaching methods and skills for effective Pilates instruction.
F)	Apply professional standards expected for Pilates instructors in their practice.

EXIT SKILLS (objectives) FOR (PRO CR 91)

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

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

EXIT SKILLS FOR (PRO CR 91)	ENTRANCE SKILLS FOR (PRO CR 95)							
	A	B	C	D	E	F	G	H
1	X							
2		X						
3			X					
4				X				
5					X			
6						X		
7								
8								

New Course: PROFESSIONAL COURSES-KINESIOLOGY 96, Pilates Apparatus Instructor Training

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU, UC (pending)
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	PRO CR 90, PRO CR 91
Proposed Start:	Fall 2025
TOP/SAM Code:	127000 - Kinesiology / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology; Other: Advanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming degree or certificate: Pilates Comprehensive Instructor Certificate Pilates Apparatus Instructor Certificate

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

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

III. Course Objectives

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

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

IV. **Methods of Presentation:**

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

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
10.000%	<p>Ladder Barrel Exercises</p> <ul style="list-style-type: none"> A. Swan dive B. Swimming C. Grasshopper D. Side sit-ups E. Short box series <ul style="list-style-type: none"> 1. Round back 2. Flat back 3. Twist 4. Climb a tree F. Horseback G. Leg Series <ul style="list-style-type: none"> 1. Scissors 2. Walking 3. Bicycle 4 Helicopter H. Handstand I. Stomach jumps J. Back to forward bend
10.000%	<p>Spine Corrector Exercises</p> <ul style="list-style-type: none"> A. Reach/Roll down B. Overhead stretch/rollover C. Leg Series <ul style="list-style-type: none"> 1. Scissors 2. Walking 3. Bicycle 4. Circles 5. Helicopter D. Low bridge E. Rolling in and out F. Corkscrew G. Back arch and bridge H. Balance I. Swan J. Grasshopper K. Swimming L. Rocking M. Teaser N. Hip circles O. High bridge P. Forward stretch/rest position
10.000%	<p>Instructing Barrel Exercises</p> <ul style="list-style-type: none"> A. Setting up and preparation for the exercise B. Breathing pattern, movement sequence, and recommended repetitions C. Safety, precautions, contraindications, and multi-level options D. Level, focus, and objective of the exercise E. Communication, cueing, and feedback
10.000%	<p>Introduction to Barrels</p> <ul style="list-style-type: none"> A. Step Barrels

	<ul style="list-style-type: none"> B. Spine Corrector (AKA East Coast Step Barrel) C. Pilates Arc D. Clara Step Barrel E. Contour Step Barrel F. Ladder Barrel
10.000%	<p>Chair Exercises</p> <ul style="list-style-type: none"> A. Double leg pumps <ul style="list-style-type: none"> 1. V position 2. Parallel 3. Heels B. Single leg pumps <ul style="list-style-type: none"> 1. Toes 2. Heels C. Hamstring 1 D. Swan front/chest press E. Reverse swan/torso press sit F. Seated mermaid/side arm sit G. Chest expansion/tricep press sit H. Piano lesson/plie front and back I. Kneeling mermaid/side arm kneeling J. Horseback K. One arm push-ups <ul style="list-style-type: none"> 1. Hand on chair 2. Lying prone 3. Standing 4. Hand on floor L. Side arm twist M. Pike/teaser on floor N. Forward, sideward, and backward step down O. Tricep sit P. Cat Q. Jack-knife from floor and corkscrew R. Swan from floor S. Frog lying flat T. Single leg pump - lying flat U. Scissor leg side-lying V. Handstand W. Standing leg and foot press X. Hamstring 2 and one arm W. Forward and side lunge X. Side body twist Y. Tendon stretch Z. Hamstring 3 AA. Side pull up/side leg extension AB. Spine stretch forward/sitting arm push down AC. Frog front and back AD. Standing leg pump front and side AE. Standing leg pump crossover AF. Achilles stretch AG. Press up with handles facing out and in
10.000%	<p>Instructing Chair Exercises</p> <ul style="list-style-type: none"> A. Setting up, preparation, and resistance selection for the exercise B. Breathing pattern, movement sequence, and recommended repetitions C. Safety, precautions, contraindications, and multi-level options D. Level, focus, and objective of the exercise E. Communication, cueing, and feedback
10.000%	<p>Introduction to the Chair, Brands, and Types</p> <ul style="list-style-type: none"> A. Combo Chair

	<ul style="list-style-type: none"> B. Wunda Chair C. EXO Chair D. Cactus positions, springs, and resistance adjustments E. Single and split pedal adjustments F. Handles G. Ancillary equipment
10.000%	<p>Trapeze Exercises</p> <ul style="list-style-type: none"> A. Push-through bar <ul style="list-style-type: none"> 1. Upper arms 2. Swan 3. Push-through seated front 4. Push-through seated back 5. Cat 6. Teaser 7. Mermaid 8. Parakeet 9. Bend and stretch/footwork (springs from below) 10. Sit-up 11. Monkey 12. Tower 13. Hip opener B. Standing on the Floor <ul style="list-style-type: none"> 1. Upper arm control facing in 2. Upper arm control facing out 3. Arm circles facing in 4. Boxing/Punching 5. Salute 6. Hug a tree 7. Twist 8. Butterfly 9. Chest expansion 10. Reverse chest expansion 11. Lunge C. Rolldown Bar <ul style="list-style-type: none"> 1. Rolldown 2. Breathing 3. Hundred 4. Short spine/semi-circles 5. Swan 6. Chest expansion 7. Thigh stretch 8. Rolling in and out 9. Side bend D. Leg Springs <ul style="list-style-type: none"> 1. Supine bicycle 2. Walking 3. Scissors 4. Frog 5. Circles 6. Circles (side lying) 7. Bicycle 8. Magician 9. Airplane E. Arm Springs <ul style="list-style-type: none"> 1. Circles supine 2. Circles prone 3. Flying eagle F. Rowing Back <ul style="list-style-type: none"> 1. Round back 2. Flat back

	<ul style="list-style-type: none"> G. Rowing Front <ul style="list-style-type: none"> 1. Sitting tall 2. Bending down 3. Salute 4. Hug a tree H. Full Trapeze Table <ul style="list-style-type: none"> 1. Hanging down 2. Hanging up I. Hanging <ul style="list-style-type: none"> 1. Half 2. Full 3. Spread eagle 4. Cat walkover 5. Squirrel 6. Inversions
10.000%	<p>Introduction to Trapeze Table, Types, and Parts</p> <ul style="list-style-type: none"> A. Table bed and frame B. Springs and adjustments C. Trapeze bar and canopy loop D. Push-through bar and safety strap E. Roll down bar F. Cross bar G. Maintenance and safety H. Attachment options I. Accessories J. Ancillary equipment K. Trapeze Table exercises instruction L. Preparation, set-up, and resistance selection for the exercise M. Breathing pattern, movement sequence, and recommended repetitions N. Safety, precautions, contraindications, and multi-level options O. Level, focus, and objective of the exercise P. Communication, cueing, and feedback
10.000%	<p>Pilates Principles</p> <ul style="list-style-type: none"> A. History and lineage B. Goals and benefits C. Program requirements, certification, and employment
100.000%	Total

VI. **Methods of Evaluation**

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

VII. **Sample Assignments:**

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

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

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

VIII. Student Learning Outcomes:

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

Prerequisite Checklist and Worksheet: PRO CR 96

Prerequisite: PRO CR 90

Other Prerequisites: PRO CR 91

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 96)

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

A)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
B)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
C)	Explain basic neuromuscular concepts and muscle properties in relation to how muscles function in joint movement and work together in affecting motion.
D)	Demonstrate knowledge of the principles of biomechanics.
E)	Locate the major muscles of the human body, including origin, insertion, and action, and identify the movements associated with all the joints in the body.
F)	Analyze exercises of the upper extremity, trunk, and lower extremity to determine the joint movements, types of contractions, and specific muscles involved in those movements.
G)	Perform movement, flexibility, and functional training assessments and identify common postural deviations.

EXIT SKILLS (objectives) FOR (PRO CR 90)

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

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

		ENTRANCE SKILLS FOR (PRO CR 96)							
EXIT SKILLS FOR (PRO CR 90)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Prerequisite Checklist and Worksheet: PRO CR 96
Prerequisite: PRO CR 91
Other Prerequisites: PRO CR 90

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 96)

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

A)	Explain the history, goals, benefits, ethics, and scope of practice of Pilates training.
B)	Observe, list and describe the six Pilates movement principles and use them in personal practice.
C)	Demonstrate effective application of assessment tools and goal setting for Pilates training
D)	Define the key components utilized in designing safe and effective Pilates training programs.
E)	Perform essential teaching methods and skills for effective Pilates instruction.
F)	Apply professional standards expected for Pilates instructors in their practice.

EXIT SKILLS (objectives) FOR (PRO CR 91)

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

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

		ENTRANCE SKILLS FOR (PRO CR 96)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (PRO CR 91)	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

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

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	0.00
Transferability:	Transfers to CSU, UC (pending)
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	PRO CR 90, PRO CR 91
Proposed Start:	Fall 2025
TOP/SAM Code:	127000 - Kinesiology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Kinesiology, Other: Advanced level Pilates teaching certification, board standard.
Program Impact:	Forthcoming degree or certificate: Pilates Comprehensive Instructor Certificate, Pilates Apparatus Instructor Certificate

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

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

III. Course Objectives

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

1. Identify and implement the components of a lesson plan with clear objectives and learning outcomes.
2. Demonstrate communication skills pertaining to group and individual instruction using appropriate cueing, terminology, and student feedback.
3. Demonstrate appropriate Pilates Apparatus exercise selection and order, using proper technique and safety in individual and group instruction.
4. Demonstrate standard safety skills in selected equipment and activities.
5. Provide appropriate options for multi-level participants and various health conditions.

6. Apply instructional methods, classroom management techniques, and administration organization for a particular activity to teaching experiences in a practical setting.
7. Assess and analyze personal experience and current strengths and areas of development as a lead instructor.

IV. Methods of Presentation:

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

V. Course Content

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

VI. Methods of Evaluation

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

VII. Sample Assignments:

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

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

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

Testing: Quizzes or exams

VIII. **Student Learning Outcomes:**

1. Instruct an entire session using appropriate communication and Pilates Apparatus instructional methods and skills.
2. Develop written lesson plans for Pilates Apparatus sessions.

Prerequisite Checklist and Worksheet: PRO CR 97

Prerequisite: PRO CR 90

Other Prerequisites: PRO CR 91

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 97)

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

A)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
B)	Describe the various types of bones, muscles, and joints in the human body and their location, movements, and characteristics.
C)	Explain basic neuromuscular concepts and muscle properties in relation to how muscles function in joint movement and work together in affecting motion.
D)	Demonstrate knowledge of the principles of biomechanics.
E)	Locate the major muscles of the human body, including origin, insertion, and action, and identify the movements associated with all the joints in the body.
F)	Analyze exercises of the upper extremity, trunk, and lower extremity to determine the joint movements, types of contractions, and specific muscles involved in those movements.
G)	Perform movement, flexibility, and functional training assessments and identify common postural deviations.

EXIT SKILLS (objectives) FOR (PRO CR 90)

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

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

		ENTRANCE SKILLS FOR (PRO CR 97)							
EXIT SKILLS FOR (PRO CR 90)		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Prerequisite Checklist and Worksheet: PRO CR 97

Prerequisite: PRO CR 91

Other Prerequisites: PRO CR 90

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:

Type 4: Program prerequisites

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

ENTRANCE SKILLS FOR (PRO CR 97)

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

A)	Explain the history, goals, benefits, ethics, and scope of practice of Pilates training.
B)	Observe, list and describe the six Pilates movement principles and use them in personal practice.
C)	Demonstrate effective application of assessment tools and goal setting for Pilates training
D)	Define the key components utilized in designing safe and effective Pilates training programs.
E)	Perform essential teaching methods and skills for effective Pilates instruction.
F)	Apply professional standards expected for Pilates instructors in their practice.

EXIT SKILLS (objectives) FOR (PRO CR 91)

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

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

		ENTRANCE SKILLS FOR (PRO CR 97)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (XXX)	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

Substantial Change: BIOLOGY 31, Fundamentals of Biotechnology 2: From Genes to Proteins

Units:	5.00
Total Instructional Hours (usually 18 per unit):	162.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	6.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Pre/Corequisite(s):	CHEM 10
Prerequisite(s):	BIOL 30

Rationale

This course is part of the new proposed Biotechnology Program leading to stacked certificates and an associate degree. The program will train students to work as technicians in higher wage jobs in the rapidly growing biotechnology industry around Santa Monica and the Greater Los Angeles area.

I. Catalog Description

This course will introduce students to fundamental molecular and protein chemistry techniques that are essential to the biotechnology field and workforce. This course is designed to prepare students to enter the growing biotechnology workforce or to transfer. Students that complete this course will be prepared for the biotechnology internship course and to take the Los Angeles Regional Bioscience/Biotechnology Industry-Valued Credential or equivalent exams. Topics explored in this course include maintaining an industry standard notebook, following and writing SOPs, and utilizing a digital quality management software; lab safety regulations, aseptic technique, and quality control protocols; preparing and sterilizing solutions, reagents, and experimental materials; usage and maintenance of state-of-the-art laboratory equipment; bioinformatics; and amplifying, extracting, purifying, and analyzing polynucleotides and proteins. These concepts are explored by means of class discussions and projects, reading assignments, and lab activities. The course is intended as preparation for the advanced biotechnology skills and methods courses as well as internships. By the end of the course, students should be able to demonstrate competency in following and editing SOPs, explain fundamental molecular and protein chemistry methods, and apply their training to use and maintain laboratory equipment.

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. Biotechnology: A Laboratory Skills Course, 2nd, Brown, J.K., Bio-Rad Laboratories, Inc © 2018
2. Basic Laboratory Calculations for Biotechnology, 2, Lisa Seidman, CRC Press © 2021
3. Basic Laboratory Methods for Biotechnology, 3, Lisa Seidman, CRC Press © 2022
4. Carson, S., et al. Molecular Biology Techniques: A Classroom Laboratory Manual, Academic Press

III. Course Objectives

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

1. Demonstrate the process of following and editing a standard operating procedure; keeping an industry standard notebook; making and sterilizing solutions; and applying the scientific method to design a small-scale experiment
2. Use and maintain state-of-the-art biotechnology laboratory equipment that is meant to amplify, isolate, and analyze nucleic acids and proteins
3. Communicate and interview with industry professionals that are experts in their fields; describe how biotechnology companies are structured and how they function; and articulate methods and strategies to make laboratory spaces more inclusive for scientists living with disabilities.
4. Think critically about scientific data, quality control procedures, and ethical practices in biotechnology as well as utilize metacognitive processes and executive function strategies to improve the retention of foundational concepts and improve efficiency in the laboratory.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Observation and Demonstration, Field Trips, Projects, Visiting Lecturers
Other Methods: The primary means of instruction are lecture presentation, technical hands-on instruction, and laboratory experience. Digital media are used in moderation to present materials, which may be more adequately

treated by these methods. Slides, computer presentations, and other web-based instructional technologies may be used to illustrate the lectures and to clarify laboratory exercises. Demonstrations and microorganisms are used when available and appropriate. Students are provided with a variety of extracurricular activities, which may be assigned, optional, or extra credit. These include industry tours, web/internet searches, and exercises in quality control and regulation. Hands-on activities are stressed in the laboratories. Many exercises are designed to provide experience with scientific methodology and soft-skills development, in addition to teaching the biotechnology concepts involved. Discussions and a cooperative learning environment are required in the laboratory.

V. **Course Content**

% of Course	Topic
5.000%	Overview of Biotechnology Applications, Project Management, & the Modern-Day Workforce
5.000%	Laboratory Safety, Standard Operating Procedures (SOPs), & Regulatory Practices <ul style="list-style-type: none"> • General practices • SOPs <ul style="list-style-type: none"> ○ Interpreting and identifying errors in SOPs ○ Digital quality management software • Regulatory practices <ul style="list-style-type: none"> ○ Local, State, Federal ○ OSHA ○ ISO
4.000%	Review of Cellular Structures & Biomolecules <ul style="list-style-type: none"> • Prokaryotic & eukaryotic cellular structures • Biomolecules & their properties
5.000%	Advanced DNA Structure & Function (Eukaryotic Vs. Prokaryotic) <ul style="list-style-type: none"> • DNA replication, mutation, & repair • Gene expression <ul style="list-style-type: none"> ○ Transcription ○ Translation • Epigenetics & types of protein modifications
5.000%	Introduction to Microbiology <ul style="list-style-type: none"> • Classifying microbial organisms • Structural and functional features of viruses and bacteria • Replication of genetic material & reproduction in viruses and bacteria • Biotechnology applications of bacteria and viruses
3.000%	Bioinformatics <ul style="list-style-type: none"> • Selecting appropriate databases • Using alignment tools to compare nucleic acid and protein sequences • Search for related sequences • Interpret alignment results
3.000%	Experimental Design <ul style="list-style-type: none"> • Scientific method overview • Review of independent and dependent variables • Identifying controlled variables • Selecting and designing experimental controls
25.000%	DNA Technology for Gene Cloning & Recombinant Plasmid Construction <ul style="list-style-type: none"> • Polymerase Chain Reaction <ul style="list-style-type: none"> ○ Designing Primers and making the master mix ○ Thermocycler principles and operation ○ PCR product analysis ○ Troubleshooting and instrument care • Restriction enzymes

	<ul style="list-style-type: none"> o Types of restriction enzymes and cutting patterns o Targeted DNA digests o Methods to select and design a restriction digest experiment o Interpreting results and troubleshooting <ul style="list-style-type: none"> • Agarose Gel Electrophoresis o Apparatus assembly and buffer selection o Preparation and running the gel o Troubleshooting and instrument care <ul style="list-style-type: none"> • Recombinant Plasmid Construction o Plasmid vector selection o DNA ligation process o Troubleshooting
5.000%	<p>Bacterial Cell Culture Techniques</p> <ul style="list-style-type: none"> • Aseptic technique • Bacterial transformation o Streaking and isolating transformed cells o Growth and plasmid purification from transformed cells o Troubleshooting
25.000%	<p>Protein Expression & Purification</p> <ul style="list-style-type: none"> • Large scale protein expression • Protein extraction methods o Chemical lysis o Sonication o Homogenization o French press o Troubleshooting • Protein separation techniques o Centrifugation methods o Troubleshooting and instrument care • Protein purification methods o Column chromatography methods o Buffer selection o Column and instrument care o Troubleshooting • Protein concentration methods o Dialysis and cellulose concentrators o Filtration and ultracentrifugation • Protein quantification and analysis o Bradford, Lowry, and BCA assays o SDS-PAGE and gel staining o Troubleshooting
10.000%	<p>Job Search & Interview Preparation</p> <ul style="list-style-type: none"> • Navigating employment databases • Preparing a resume and LinkedIn profile • Mock interviews
5.000%	<p>Organizing and Presenting Scientific Data</p> <ul style="list-style-type: none"> • Review of graphs and data tables • Preparing an oral presentation
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
3%	Class Participation: In class assignments

36%	Exams/Tests: Midterm exams (4 total)
10%	Quizzes: Lab quizzes (weekly – written or technique demonstration)
7%	Written assignments: 1 total
5%	Other: Lab Notebook Evaluation
9%	Homework
13%	Lab Reports: Lab Summary Assignments
7%	Oral Presentation
10%	Simulation: Lab practicum
100%	Total

VII. Sample Assignments:

Discussion Board Entry: Throughout the semester we have discussed the importance of ethical conduct in research and most recently we applied this discussion to the usage of gene editing tools. Through this discussion, you have learned how CRISPR and adeno- and lentivirus vectors function and how they have revolutionized the way in which modern medicine can treat or manage genetic diseases; however, despite the good that can be performed by using these cutting-edge methods, there are still ethical and social concerns regarding their widespread usage. For this discussion board entry, you will read the article "An Indigenous bioethicist on CRISPR and decolonizing DNA (Links to an external site.)" and then answer the following questions in your own words. This assignment is worth 10 points. 1. Summarize the mechanism of action of the CRISPR-Cas9 gene editing system and explain why this tool might raise concerns about ethics? 2. Based on what you read, what does geneticist-bioethicist, Krystal Tsosie, mean by "Decolonizing DNA" and what example does she provide to explain this concept? 3. How does cultural consistency fit in with the conversation about ethical genomics and why would this be an important concept for a biotechnology company to consider?

Preparing Bacterial Cells for Protein Purification: Now that you have successfully transformed your chemically competent *E. coli* with the GFP recombinant plasmid and cultured the bacteria in conditions that will induce protein production, you are now ready to lyse your *E. coli* cells (Part I) and purify the protein (Part II). Before beginning this lab, review your safety SOP for working with bacteria. Part I: Lysing Bacteria for Protein Purification

1. Take a long wave UV light and look at the EC tube, record your observations.
2. Weigh your EC tube. Look for another tube with a similar weight; +/- 0.1g or create a balance tube for the microcentrifuge.
3. Spin the EC tube for 5 minutes at 13,000 rpm (or as high speed as possible) in a microcentrifuge. Make sure to balance the tubes correctly.
4. Very carefully take out the EC tube from the microcentrifuge. Avoid disturbing the cell pellet at the bottom of the tube.
5. Take the P-200 micropipette, set it to 200.0 μ L and get a tip. Press to the first stop before going into the supernatant (liquid layer) and gently pull out the old liquid growth media. Do not disturb the cell pellet when doing so.
6. Discard the liquid into the liquid waste container, and the tip in sharps container.
7. Bring your cell pellet (the EC tube) to your instructor to dispense 1 ml of the same culture into your tube.
8. Repeat steps 2-6, so spin down the cells for 5 min again and remove the supernatant. Record the color of the supernatant and pellet at this step.
9. Take the P-200 micropipette and a new tip and carefully try to fully remove all the liquid from the pellet without taking up the cells. Discard the tip in sharps.
10. Set the P-200 to 150.0 μ L and get a new tip. Add 150 μ L of elution buffer (EB) to the EC tube. Discard the tip.
11. Firmly close the EC tube and resuspend the cell pellet with a vortexer. If one is unavailable, drag the tube quickly across an empty microfuge tube rack. This should cause the cell pellet to dislodge from the bottom of the tube and the buffer should become turbid. Repeat this movement until the entire pellet is gone.
12. Take the P-200 and get a new tip. Add 150 μ L of lysis buffer (LyB) to the EC tube. Mix the tube contents with a vortexer or the microfuge tube rack method like previously.
13. The EC tube will incubate in the lysis buffer overnight at room temperature. Label your tube with class period and group number and give to your instructor to do this step.
14. Clean your work area and discard all contaminated tubes and tips into the appropriate biohazardous waste. Ref: Sourced from ASCCC Open Educational Resources Initiative

VIII. Student Learning Outcomes:

1. Enumerate and employ methods to purify and investigate recombinant protein purity & function; perform calculations to make solutions and media; and synthesize a controlled experiment to address a gap in knowledge.
2. Utilize key terms to discuss the major events of DNA replication and gene expression in eukaryotic and prokaryotic systems as well as summarize the overall steps of recombinant plasmid construction, bacterial transformation, and protein purification.
3. Formulate a procedure to trouble shoot experimental failure and perform CAPA (corrective and preventative action) procedures; utilize digital quality management software; execute laboratory protocols and safety instructions; and demonstrate knowledge of regulatory and ethical practices.
4. Organize scientific data into industry standard documents and laboratory notebooks; generate figures and data tables; communicate scientific results through oral and written modes of communication; and apply metacognitive and executive function strategies in the laboratory to improve data acquisition, acquire new knowledge, and troubleshoot workflow and interpersonal challenges.
5. Evaluate laboratory spaces and develop actionable plans to operationalize inclusivity and make laboratory spaces more inclusive of individuals living with disabilities by applying knowledge of known methods and techniques.

Substantial Change: PHOTOGRAPHY 21, Alternative Photographic Processes

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	PHOTO 2
Proposed Start:	Fall 2025

Rationale

Most of our lab classes are odd, asymmetrical hours making them difficult to schedule efficiently within our facilities and causing conflicts for students who need to take other classes both in the Photography Department and across campus. Also, these classes are hands on, intensive courses that put a lot of strain on instructors giving attention and feedback to 30 students. Adding an additional hour per week will allow students and instructors the additional time to interact in a meaningful way. These classes that are currently two hours of lecture and three hours of lab are being updated to three hours of lecture and three hours of lab.

I. Catalog Description

Introduction into non-traditional and historical photographic processes. Emphasis is placed primarily on non-silver techniques and processes, including the making of enlarged negatives. Processes may include cyanotype, Van Dyke, platinum/palladium and others

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 Book of Alternative Photographic Processes, 2nd, Christopher James, . © 2008

III. Course Objectives

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

1. Demonstrate safe chemical handling and mixing.
2. Demonstrate skill in producing a variety of non-silver printing processes, including but not limited to cyanotypes, Kallitypes, image transfers, POP process and platinum/palladium.
3. Demonstrate skill in producing enlarged negatives.
4. Demonstrate skill in producing enlarged negatives with the correct amount of contrast for each of the processes.
5. Demonstrate skill in archival presentation of finished prints.

IV. Methods of Presentation:

Observation and Demonstration, Visiting Lecturers, Other (Specify), Lab, Lecture and Discussion

Other Methods: Lectures, in lab printing demonstrations, showing of original examples from each process, guest lecturers when available, Getty conservation department/staff

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Creating Lithprints
20.000%	Creating Platinum/Palladium prints
20.000%	Creating Van Dyke prints
20.000%	Creating cyanotype prints
20.000%	Creating digital negatives

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

<u>% of Course</u>	<u>Topic</u>
80%	Class Work: Four (4) assignments worth 20% each.
20%	Final Project
100%	Total

VII. **Sample Assignments:**

Printing Cyanotypes: Printing Cyanotype Prints Diagonal lines Black and White Film. Most beginning photographers tend to hold a camera with two hands in a horizontal position, the classic 35mm camera position! And on top of that, they tend to center the image. Neither of these are ideal. Assignment #2 dealt with the first item. For Assignment #3 we are going to work on how to improve our composition. We will be having a lecture on composition to reinforce this assignment, and we will focus our attention on it during all of our critiques. For right now, we are just going to focus on breaking bad habits. Remember, camera angle and composition are two of the dozen or so tools we have to dramatize our photographs. They are important! What I would like you to do is make a photograph in black and white (remember, subject matter is open) that contains at least one diagonal line that is so large that it leaves the photograph on two adjacent sides. This can be done in two different ways: 1. Twist the camera away from horizontal until the entire horizon is diagonal. 2. Move forty five degrees to the side of whatever you are shooting and let parallel lines in reality start to converge into diagonal lines in your photograph. You can do one or the other or a little bit of both, but I want diagonal lines in the photo. Shooting straight on and centering the subject creates what is called a static composition. Nothing is happening. The composition is stagnant. Diagonal lines create tension, which is dramatic. And that is why they are important. Really try to shoot subject matter that you care about and are interested in. The entire class can tell when you could care less about what you are shooting. This is a big part of the class and a big part of what photography is all about.

Printing Van Dyke: This will be our fourth alternative process. The best work will be that which melds the concept with the medium. This should be a fun one. Please bring your VDB digital negs to class and please wear full protective clothing and skin and eye protection. The assignment is worth 100 points. Please hand in print in an envelope. I will be grading both the print and the image creativity and composition.

VIII. **Student Learning Outcomes:**

1. Accurately explain procedure for making prints from antiquated chemical processes.
2. Articulate the different characteristics of each alternative print making processes covered in class.
3. Demonstrate skills in making prints with acceptable quality from various alternative processes.

Substantial Change: PHOTOGRAPHY 30, Techniques of Lighting: Introduction

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	PHOTO 1 (concurrent enrollment allowed).
Pre/Corequisite(s):	PHOTO 5
Proposed Start:	Fall 2025

Rationale

Most of our lab classes have odd time patterns with asymmetrical hours making them difficult to schedule efficiently within our facilities and causing conflicts for students who need to take other classes both in the Photography Department and across campus. Photo 30 currently meets 8 hours per week (3+3+2). With this change, the class will meet for three hours of lecture and three hours of lab per week, making the burden on students to schedule classes across campus much more attainable. This class serves as our introduction to studio lighting and is a prerequisite for all upper-level courses in the department. If students can't take or complete this class, their education plan gets derailed, and enrollment in our upper-level courses suffers. These changes will make better use of our WTH budget, with increased efficiency of class time resulting in better flexibility of photography course offerings.

I. Catalog Description

In this class, students will acquire a solid foundation in lighting tools and the practical application of lighting. They will learn the proper selection and effective use of a light source, whether photographing a portrait, a still life, or any type of location photography.

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. Artificial Lighting for Photography, Joy McKenzie & Daniel Overturf, n/a © 2010, ISBN: ISBN: 978-1-4
2. Light: Science & Magic, 3rd Edition, Hunter and Fuqua, Focal Press © 2007, ISBN: ISBN: 978-0-2

III. Course Objectives

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

1. Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment in the production of a commercial photographic image.
2. Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
3. Demonstrate knowledge in camera and computer requirements for image production within a studio environment by shooting tethered to a computer and to media only.
4. Demonstrate basic skills and knowledge in controlling natural lighting situations, using small flash as main and fill lights, as well as strobe and large tungsten lighting equipment in the studio environment.
5. Create form, 3-dimensionality, texture, controlled reflections, background separation and mood through proper creation of lighting patterns and ratios regardless of type of light source being utilized.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic

5.000%	Introduction to class, obligations, expectations for the class and overview of information to be covered. Introduction to the studio, grip equipment, organization and storage, and facilities usage policies.
10.000%	Intro to Light: Direction, Controlling Color, Contrast, Intensity, Distance, Quality, Transmission, Diffusion, Refraction. Tungsten lights (lecture & in-studio demonstration)
10.000%	Metering: incident, reflective, controlling dynamic range, main light, fill light, background light and accent light. (lecture & in-studio demonstration) Create a grip equipment check-off list for location
10.000%	Lighting for shape and form. (lecture & in-studio demonstration)
10.000%	Lighting for texture. (lecture & in-studio demonstration)
5.000%	Lighting for metal. (lecture & in-studio demonstration) Strobe lighting: sync, duration, remote trigger, softbox, umbrellas, scrims, grids, tents. (lecture & in-studio demonstration)
5.000%	Differences and similarities between tungsten (continuous) light and studio strobe (burst) light. (lecture & in-studio demonstration)
10.000%	Lighting people – Rembrandt, Paramount, High key, Low key, Mid key (lecture & in-studio demonstration) Speed lights (on-camera flash), using single unit, multiple units, in studio and on location. (lecture & in-studio demonstration)
5.000%	Location: exterior architectural photography. (lecture & demonstration)
5.000%	Location: product/still life in a natural setting (lecture & demonstration)
5.000%	Lighting for glass in studio. (lecture & in-studio demonstration)
10.000%	Lighting in-studio for: Advertising, Product, Still life, Editorial, Fashion and Portraits / still life assignment. (lecture & in-studio demonstration)
10.000%	Final Project: Portraiture: lighting for high and low key (white clothing on white background & black clothing on black background) (lecture & in-studio demonstration)
100.000%	Total

VI. Method of Evaluation

<u>% of Course</u>	<u>Topic</u>
5%	Class Work
7%	Final exam
20%	Other: 1 larger final photographic production project
68%	Projects: 9 photographic production projects (7.5% each)
100%	Total

VII. Sample Assignments:

Light Modifiers: Assignment: Light Modifiers Objective: For this assignment you will be photographing for the first time in the studio using the various light modifiers we have available to us. Your goal is to compare each source's quality of light, how it describes facial features, emphasizes form, dimensionality, texture, and creates mood in portraiture. Requirements: Photograph a minimum of 50 (minimum of 250 total) frames using each of the following: Umbrella Soft Box Beauty Dish Foam Core Bounce Grid Shoot digitally You may photograph a classmate, friend,

or acquaintance for this assignment Use only ONE light at a time NO POST PRODUCTION (cropping, exposure adjustments, etc.) What you'll be turning in: • ONE image file from each light modifier, full resolution jpeg (5 total) • All of your digital files in JPEG format, properly named and organized into subfolders according to light modifier, and uploaded to Course Management Software. • Name your folders and files as follows: FOLDER: A02_yourlastname_initial IMAGES:A02_yourlastname_initial_modifiers_001 • Lighting diagram for each setup • Data Information Sheet for each shoot

Dramatic Portrait: Objective For this assignment, you will be using strobes in the studio to create different versions of dramatic portraiture while achieving classic lighting patterns. Requirements Part I • One "Select" portrait from each of the following categories for a total of SIX portraits: - Rembrandt - Butterfly/Paramount - Loop - Broad - Short - Split • Set your camera up to capture in raw • Shoot from the chest area up on your subject. Don't crop the head. • Use a polished 7" reflector with your choice of honeycomb grid to achieve the desired pattern of the five categories listed above. You may choose to use a piece of diffusion wrapped in front of the grid to slightly soften shadows and bring down your highlights. You may NOT use umbrellas, soft boxes, beauty dishes, fill light or reflectors, etc. • You must use a unique subject for each lighting style. Think carefully about which lighting pattern will work best for each person's facial structure, shape, and body type. You may use fellow classmates for Part I of this assignment • Use a secondary hard light to light the background. You may create any tone in the background that you wish, as long as the result has a dramatic or noir aesthetic. • Use a third hard light to create a rim/edge/hair light on your subject. You must create separation between the subject and the background on all sides of your model that is within frame. There should be no tones merging between the person's edge and the background Part II For the second part of this assignment, you will be creating a three-quarter portrait of someone (from the shins up). This person cannot be a student in the Photography Department. You must have them sign a liability form prior to the shoot. His or her face will be lit dramatically using one of the lighting patterns from Part I. The face should be lit beautifully, while the rest of the body quickly fades to dark. The shoulders should be dark, with very little light — if any at all. The rest of your subject's body needs to fall into silhouette with NO detail. Using a second light, illuminate the background with a texture or shape that provides a mood consistent with noir films and portraiture. Remember, the ONLY part of your subject's body that should be lit is the face. The subject's eyes should be well illuminated. Think about how you want to pose the subject given their body type and shape. Try different things and be creative with your camera angle and posing/posturing of their body. Don't stop shooting too soon! Use only two lights for this portion of the assignment (no edge light). Turn in: 1. A digital folder containing your select images, converted to B&W, and uploaded as DNG files to the Course Management Software. - name your files appropriately with the lighting style as a keyword - EXAMPLE: a08_sanseri_j_broad.dng 2. SMC Liability form for each model 3. Lighting Diagrams Read: LSM – Ch8 and ALP pp38-43, ch 8

VIII. Student Learning Outcomes:

1. Demonstrate skill in the control of studio and location lighting techniques utilizing continuous light, strobe and mixed lighting situations.
2. Demonstrate the necessary skills to work accurately, efficiently and safely in a studio or location environment.
3. Demonstrate skills in metering and properly exposing a digital image with the use of artificial and natural lighting.
4. Demonstrate ability to create form, 3-dimensionality, and texture, background separation and mood through proper creation of lighting patterns and ratios.

Substantial Change: PHOTOGRAPHY 37, Advanced Black and White Printing Techniques

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	PHOTO 2
Proposed Start:	Fall 2025

Rationale

Most of our lab classes are odd, asymmetrical hours making them difficult to schedule efficiently within our facilities and causing conflicts for students who need to take other classes both in the Photography Department and across campus. Also, these classes are hands on, intensive courses that put a lot of strain on instructors giving attention and feedback to 30 students. Adding an additional hour per week will allow students and instructors the additional time to interact in a meaningful way. These classes that are currently two hours of lecture and three hours of lab are being updated to three hours of lecture and three hours of lab.

I. Catalog Description

Students will learn the zone system control of exposure and development of films, basic sensitometry, advanced printing techniques including bleaching and toning, use of multiple contrast filters, and archival preservation techniques.

II. Examples of Appropriate Text or Other Required Reading:

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

1. The Negative (Ansel Adams Photography Book 2), Ansel Adams, . © 0
2. The Print (Ansel Adams Photography Book 2), Ansel Adams, . © 0
3. Examples: The Making of 40 Photographs by Ansel Adams Note: While all 3 of these texts are older than 5 years, they are still considered to be the definitive texts for this subject matter.

III. Course Objectives

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

1. Demonstrate advanced film exposure and proper development.
2. Demonstrate advanced B&W print techniques.
3. Produce a portfolio of images using the zone system of exposure and development.
4. Handle photographic chemicals safely.
5. Explain the principles of the zone system.

IV. Methods of Presentation:

Critique, Field Trips, Lab, Lecture and Discussion, Observation and Demonstration, Other

V. Course Content

% of Course	Topic
20.000%	Zone system vocabulary and the importance of the film/developer combination. Procedures for film testing of the "Normal" negative. Discuss exacting film processing. Basic sensitometry; shooting and printing a gray scale. Practical testing of "Normal."
20.000%	History of the zone system; a look at past and current photographers and their work. Expansion and compaction development testing, discussion on their importance.
20.000%	Advanced printing controls: multiple contrast filter printing techniques; contrast control, preflashing film and paper; selective bleaching and selenium toning techniques.

10.000%	Archival preservation techniques for both film and prints.
30.000%	Presentation of the final portfolios, 7 masterfully printed images using all printing control techniques and archival procedures required by each individual image.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Work: Critiques on prints completed for class assignments.
10%	Exams/Tests: Midterm
10%	Final Project: 5 matted Prints
10%	Homework: Shooting Film
30%	Projects: Three individual printing assignments valued at 10% each.
30%	Final Project: Final portfolio consisting of properly made prints and processed negatives
100%	Total

VII. **Sample Assignments:**

Assignment 1: 1. Students will be required to reproduce a very exacting testing procedure for finding their normal film speed and development time for a specific film and film developer combination. This will involve metering a test target, processing the film to specifications, measuring the film results with a densitometer, and then printing to very specific standards. They will be required to write an analysis and present it to the instructor for verification and approval. The final step will be to complete an assignment using the determined settings for film exposure, development and printing found in the test procedures.

Assignment 2: 2. Students will be required to produce a 7-print portfolio utilizing the appropriate printing controls and archival techniques discussed and demonstrated during the semester. These prints are due and include an in class critique at the end of the semester.

VIII. **Student Learning Outcomes:**

1. Demonstrate advanced film exposure and development control and understanding.
2. Demonstrate advanced print exposure and contrast control.
3. Demonstrate skill in controlling print tonalities in postproduction.
4. Produce a portfolio of images using the zone system of exposure and development.
5. Handle photographic chemicals safely.
6. Explain the principles of the zone system.
7. Present the black and white image, using current methods.
8. Explain the basis of digital imaging.

Substantial Change: PHOTOGRAPHY 39, Beginning Photoshop

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	PHOTO 5
Proposed Start:	Fall 2025

Rationale

In order to make several of our courses more accessible to students, we are revising classroom and lab hours to be more efficient. Photo 39 currently meets for two hours of lecture and three hours of lab for a total of five hours per week. This amount of time is difficult for many students to commit to, and is also more hours than are needed to cover weekly lessons. The revised version of this class will meet for three hours of lecture with the formal lab time being eliminated. These changes will also make better use of our WTH budget, with increased efficiency of class time resulting in better flexibility of photography course offerings. With these changes, we also request that the LHE value be revised from .875 to 1.0.

I. Catalog Description

This course is an introduction to a professional editing workflow for photography majors, using Adobe Photoshop and other digital imaging software. Students will develop the basic digital asset management, digital printing, and color management skills required in the photography industry. Students learn how to enhance, retouch and composite digital images non-destructively through the use of selections, layers and masks, and prepare files for a variety of outputs, including digital prints.

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. Adobe Photoshop CS6, Classroom in a Book, Adobe, Adobe press © 2012, ISBN: 0-321-82733-3
2. Adobe Photoshop CC for Photographers, 1st, Evening, Martin, Routledge © 2018, ISBN: 978-1138086753

III. Course Objectives

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

1. Demonstrate the use of Photoshop's primary image-editing tools, including selection tools, painting tools, cloning tools, brushes, creative filters, and the adjustment layers.
2. Accurately apply adjustment layers to output "proper" color and print density.
3. Acquire images from raw camera processing, flatbed and 35mm film scanners.
4. Apply RGB color theory within Adobe Photoshop as well as to a variety of output devices.
5. Assess the relationship of each image-editing tool, and then develop a plan and execute it to complete a complex series of actions to construct digital imagery.

IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify), Critique, Group Work
Other Methods: Supervised outcome-specific in class tutorial exercises

V. Course Content

% of Course	Topic
20.000%	Use of Photoshop's primary tools: selection, drawing, clone and brushes.
10.000%	Use of Photoshop for basic image editing with emphasis in compositing multiple files into a single image.

5.000%	Scanning theory and terminology for the acquisition of film and reflective art. Basic retouching and restoration, associated with scanned acquisitions. And, how to manipulate scanned images with digitally captured imagery seamlessly as they are being composited together in a single file.
20.000%	Refining layer mask's edge for realistic results: channels, saving selections vs layer masking, refining edge of mask, black vs white vs gray tones in the mask.
9.000%	Photoshop-specific acquisition procedures: basic color theory (RGB only) as applied in Photoshop, use of histograms, levels, and curves.
5.000%	Introduction and use of the graphics tablet: pros and cons of tablet/mouse sensitivity, absolute/relative coordinates, brush sizes and shapes.
5.000%	Basic creative filters: artistic, sketch, stylize and others.
8.000%	Skin retouching techniques for family portraiture.
15.000%	Understanding the importance of shooting for compositing. Photographing various pieces of the final image based on story or concept, background plate, distortions created by lens and perspective to subject from camera, directionality of lighting, depth of field, focus and sharpness.
3.000%	Adding appropriate sharpness for inkjet print output, saving a layered file and file nomenclature.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Work: In-class assignments
20%	Final exam
60%	Projects: 6 projects, including the final project.
100%	Total

VII. Sample Assignments:

Portrait Retouching: For this assignment, you will need to take headshots of various people. No full body portraits or from the waist up. No couples or three some's – one person only in the frame and headshots only for this project. Headshots are usually portraits of people in which their face fills about 70% of the frame from their shoulders to the top of their head. Think about your lighting on their face and how it effects the skin texture. I would recommend that you photograph family and friends so that the end result can be appreciated by your friend or family member and you. Make it worthwhile, not just an assignment. Instructions: You will need to take three images to work on in Photoshop. The people must be of 3 completely different age groups. There has to be at least one man and one woman included within the 3 portraits. I must see: a young person age 10 - 19. a person between the ages of 25-35 a person age 55 and up. You must shoot RAW files of your subjects. Do not use existing images. Shoot for this project. Create a portrait of three people you like – people who mean something to you. A snapshot is not the same as a portrait. Add some fill light to the shadow side of the face by bouncing some light from a white piece of cardboard. Frame a headshot in camera – come close to your model and only include the head and shoulders. Have a simple background. If you place them near a wall, do NOT lean them against the wall as if they are a convict and this is their mug shot. Have them be at least 8 feet from the background. Window light is beautiful when the window faces towards the north. Have your subject facing the window and you and your camera are between them and the window. Or, you are to the side of the window with them turn towards it for a slight profile or side light. Use f5.6 / 8 and all three images must be sharply focused on the eyes. You can render the RAW files in Adobe Camera RAW or Lightroom. You must use correct white balance for good starting skin tone. Always use the lowest ISO possible for the lighting situation that you are in - ISO100, plus a tripod is great.

Then perform the necessary retouching and adjustment layers in Photoshop. Refer to the handout on retouching a portrait. See Evening, p 470. Brighten the eyes, remove any red veins in the eyes, soften the skin, help the teeth, remove stray hair, vignette, etc. You can add any additional or special skin enhancements you feel may help the images. Grading Criteria The portrait itself... was it lit well and thoughtfully photographed? Is the retouching clean and realistic? Does the skin still look like skin? Or is it too soft thus looking too fake? How do the eyes look? If you did any masking, is your mask-work clean? Not necessary, but did you do any special treatments to the image? Sharp Skin? Soft Skin? Adjustment layers? Did you submit the files as required below? Items To Submit: Your 3 RAW images Your 3 final layered files with all your layers sized down to 3000 pixels at the longest side. Save AS psd. One print of each file

Color Grading/Mood/Styling: Assignment 3 –Create a Mood - Color Grading Create a series of photos that take on a similar Mood, similar environment, similar color palette. Each image should have several adjustment layers, or hand coloring layers that isolate specific parts of the images to help lead your eye to the subject, or 'style' the photo to suit a specific mood or feeling. Look at how much work went into this old photo of James Dean to make the image successful: 0dean.jpg Another image of Audrey Hepburn: 0hepburn.jpg You can do your work through coloring, or removing some color. BW only is NOT accepted. Toned images (images that are all toned one color) are not accepted. There should be a sense of color variety throughout the images. They can all have a vignette. They can all be warm, they can all be cool... They can all have dramatic skies... They can all be High Key... or very dark... They can all be hand colored, or partially hand colored... They all SHOULD have the same tones to help make the images consistent and feel like a 'family' of shots, but the same artist. What is a series??? When making a series, the images should have a similar theme, yet be separate images on their own. It is usually NOT a sequence of images shot at the same time, and location and you pick your top 3 shots. It would be better to think of it as an ongoing project that you continue to shoot with the same approach, at different times, and perhaps different locations. For example, 3 separate portraits of three different people in 3 different beach-like settings, with the same compositions would contain a similar theme and approach. Then, digitally, you will add the same type of toning, coloring vignetting, to each image to help tie them all together. I must see global adjustments on your image to make them all similar, and a minimum of 5 adjustment layers that are for specific parts of each image to really 'develop' your image and keep our eye led towards the subject. I also expect retouching to help 'clean' up your shots. One portrait of a person, another photo of a beach, and a third shot of your dog that are toned similarly is not a series. Landscapes are not a series unless they were shot with a VERY similar point of view, angle, or theme. I advise against standard landscape photography. However, certain images that show a theme of urban decay, or a certain approach to shooting landscapes (like shooting various photos through holes in a fence) might give you a unique point of view towards a landscape series. Please pay attention and review the examples shown in class/videos! Think about TV shows and Movies that have distinct colors and tones and relate that to your images. Your subject should fit your color choices. Grading Criteria: Did you thoughtfully shoot for the assignment? Are all your images shot with a series in mind? Did you take the same approach when shooting and composing your images. Is the subject matter similar? How is the end product regarding the color, tone and general mood that you created? Does it help tie your 3 images together? Do they look like a family of work? Does your coloring help enhance the visual impact of your images? Technically, is all your masking, retouching and coloring done in a clean and seamless fashion? I should see a variety of adjustment layers with specific masks for specific parts of your image. At least 5 different adjustment layers must be used to enhance your image, or parts of your image to help draw the viewer's eye to the subject. Work on high resolution images for yourself. HOWEVER... You must size down your images for turning them in: Items To Submit In the ZIP folder sent via WeTransfer: Submit - Three Final files with all layers preserved - A03_yourname_Image1.psd Size them to 3000 pixels at the longest edge, AdobeRGB Submit - One 12x18 (or 18x12) 300ppi document with all 3 images on it, nicely laid out/arranged. Save as a tiff, AdobeRGB, 8 bit. Submit - Three Flattened jpeg files – A03_yourname_Image1.jpg, A03_yourname_Image2.jpg, etc 3000 pixels on the longest edge - sRGB Submit – Original RAW files of all 3 images. LIGHTROOM Presets DO NOT COUNT!! I must see layered files created in Photoshop from an original RAW photo. Compress the folder into a ZIP file, and send me the ZIP file via WeTransfer.comLinks to an external site. to withers_josh@smc.edu Fine Art Photographer Arno Minkinen defines a series as this – “Make it different, keep it the same, add a 3rd – make it a triangle. Complete the triangle.” Your images should be similar, but different. All three images should go together but should also stand out on their own. For more examples of people with a specific look or mood to a series of photos, look up Christopher Anthony, Joyce Tennison, Robert Parke Harrison, Erik Almas..

VIII. Student Learning Outcomes:

1. Apply basic Photoshop techniques using various tools, layers, curves and selections with digital images.
2. Apply retouching skills and color correction knowledge consistent with industry standards.
3. Demonstrate skill in compositing multiple images.

Substantial Change: PHOTOGRAPHY 42, Advanced Photoshop

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	PHOTO 39 As a department, we have established a series of written and practical tests along with portfolio review standards in order to accommodate students who wish to test out of prerequisite.
Proposed Start:	Fall 2025

Rationale

In order to make several of our courses more accessible to students, we are revising classroom and lab hours to be more efficient. Photo 42 currently meets for two hours of lecture and three hours of lab for a total of five hours per week. This amount of time is difficult for many students to commit to, and is also more hours than are needed to cover weekly lessons. The revised version of this class will meet for three hours of lecture with the formal lab time being eliminated. These changes will also make better use of our WTH budget, with increased efficiency of class time resulting in better flexibility of photography course offerings. With these changes, we also request that the LHE value be revised from .875 to 1.0.

I. Catalog Description

This course covers advanced level digital image manipulation on the computer using Adobe Photoshop. Students will continue to explore more complex features of Photoshop, and learn industry standards for preparing professional imagery for commercial clients.

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. Adobe Photoshop CC for Photographers, 1st, Evening, Martin, Routledge © 2018, ISBN: 978-1138086753
2. Recommended Reference: Deneba Software. The Canvas Video Workshop Series (current edition). Available at www.deneba.com.

III. Course Objectives

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

1. Demonstrate the ability to utilize Photoshop through extensive use of interactive layers, channels and paths, masking techniques, advanced selection tools, fills and gradients.
2. Demonstrate an intermediate skill level on the use of the pen tool as a professional method of making accurate selections.
3. Implement color theory in greater detail, with special emphasis on comparing and solving problems in RGB color space for a variety of print output.
4. Demonstrate the ability to use the Actions and History palettes, dodging and burning tools, and various special effects plugins.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Other (Specify), Critique, Projects, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
7.000%	Week 1 Review of Photoshop 1 concepts, terminology and procedures.
7.000%	Adobe Camera RAW review. Pen Tool and Paths. Basic shadow creations. In class path assignments.

7.000%	Channels. Saving selections. Creating selections and masks from custom channels.
7.000%	Refine Edge, Hair Masking, Select and Mask
8.000%	Advanced Portrait Retouching techniques.
6.000%	Object Recoloring and Layer Groups. Masking layer groups.
6.000%	Auto Align, Auto Blend, Photomerge, Median Stacking
7.000%	Color Matching by eye dropper and matching numerical RGB values
7.000%	Shot objects with multiple lighting - Do it yourself HDR image stacks.
7.000%	Shade a Pathed cylinder. Reflections - Removing and Adding.
7.000%	Adding Muscle tone and body shape to people. Liquify, Warp, and skin effects of glow and sharpen.
6.000%	Vanishing Point Retouching, Adaptive Wide Angle, Architecture corrections.
6.000%	CMYK print process, color management. Output scenarios. Output proofing. Working color spaces.
6.000%	Actions / How to use the History Brush
6.000%	Critique of final images, review of entire semester
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Final exam
20%	Other: in-class assignments
60%	Projects: 5 projects including the final project.
100%	Total

VII. Sample Assignments:

A01 Masking for Color Manipulation: Assignment #1 You will need to take a photo of a neutral colored item for the purpose of masking it out and re-coloring it. It could be an object, an article of clothing being worn, or laid out nicely... it can be photographed in the studio, outdoors, or however you wish. The next step will be to convert the RAW image into Photoshop and retouch the entire photo also making any color/contrast moves necessary. Using the masking tools you feel most comfortable with, you will need to mask out the item you wish to re-color. You can use the Pen Tool/Paths, Selections, Paint brush masking. The mask must be realistic. If your object has soft edges, your mask should have the same edge. Make sure you paint inside the lines! Using the techniques learned in class, you must re-color that object to the three colors specified in class. Grading Criteria Is it a nice image to begin with? Interesting to look at? No distracting elements? Is your object suitable for re-coloring? Appropriate retouching and image adjustments? The cleanliness and realistic quality of your mask. The accuracy of your color matching values in the computer. The accuracy of your color matched values in your print vs a paint swatch.

A02 Knock out and Composite: Assignment #2 This is a two part project. The first part will be to retouch and beautify the subjects using the techniques learned in Photo 39 and the new techniques in 42. The second part is to knock out the portrait and replace the background with one of your shot backgrounds. The people should have a significant amount of hair – so women may end up being better subjects. Seated or standing is OK. I recommend soft, even lighting. I also recommend that your person is lit so they stand out (are separated from) the background. The portrait, and the hair MUST be sharp! This will not work if the focus is off or if there is motion blur. 100, 200 ISO is best. Do not shoot at a high ISO (400 or higher) It is also required that you photograph

'plates' to be used as background replacements for your portraits. I suggest out of focus, nice bokeh, background images with the same lightness as your portrait backgrounds. Interesting plates can include nature, foliage, industrial, architecture, textures etc... Light Studio Background = Light Colored background plate. Instructions You will need to take two portrait images of two separate people to work on in Photoshop: You must shoot RAW files of your subjects. Then perform the necessary retouching and adjustment layers in Photoshop. You can add any special skin enhancements you feel may help the images. Liquify and other body transformations might be necessary. You must then mask your person off the background using a combination of paths, selections and refine edge. Then replace the background with one of your interesting out of focus background plates. Then make sure you pay extra attention to how the hair gets masked against the background. TIP - If you photographed your portraits against a light colored background, then should shoot some light colored background plates to experiment with. TIP 2 - Try to avoid shooting portraits against textured stucco or concrete. Textured background are harder to extract from. Grading Criteria Is it a nice portrait? Was it lit well and thoughtfully photographed? Is the retouching clean and realistic and were the advanced techniques used? Does the skin still look like skin? Or is it too soft thus looking too fake? How do the eyes look? Is the skin color pleasant? Knockout work: How did you layer your images? How clean and realistic is your masking? Does your image work well with the background plate?

VIII. Student Learning Outcomes:

1. Demonstrate advanced skill in compositing multiple images.
2. Perform intermediate level industry standard retouching for both product and skin.
3. Create accurate selections for layer and adjustment masks using selection tools, channels, pen tool and edge refinements.
4. Color Correct and prepare images for print, web and press output.
5. Demonstrate advanced knowledge of Photoshop tool bars, filters, menu items, and pallet windows.

Substantial Change: PHOTOGRAPHY 50, Basic Color Printing

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	PHOTO 2
Proposed Start:	Fall 2025

Rationale

Most of our lab classes are odd, asymmetrical hours making them difficult to schedule efficiently within our facilities and causing conflicts for students who need to take other classes both in the Photography Department and across campus. Also, these classes are hands on, intensive courses that put a lot of strain on instructors attempting to give adequate attention and feedback to 30 students. Adding an additional hour per week of lecture time will allow students and instructors the additional time to interact in a meaningful way. These classes that are currently two hours of lecture and three hours of lab are being updated to three hours of lecture and three hours of lab.

I. Catalog Description

This course provides an introduction to color printing from negative materials. Students will produce "C" prints from a variety of color films using Dichromic enlargers, RA-4 chemistry, and a roller transport machine processor. Simple problems, such as color balance, exposure choices, paper surfaces, and enlargement are addressed.

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. Photography, Upton and Upton, Little, Brown and Company © 0
2. Kodak Color Films and Paper for Professionals, ., Kodak Publication #E-77 © 0
3. Basic Developing, Printing, Enlarging in Color, ., Eastman Kodak Publication #AE-13 © 0

III. Course Objectives

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

1. Create color balanced photographic prints.
2. Compose properly expose color film.
3. Demonstrate the ability to critically analyze color.
4. Operate safely in the darkroom.
5. Analyse the color wheel and how color relationships work photographically.

IV. Methods of Presentation:

Lecture and Discussion, Critique, Lab

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Properties of light: Color, Contrasts, Intensity, Quality
15.000%	Color films for printing, Availability, characteristics, surfaces, etc.
15.000%	Color papers for printing: Availability, characteristics, surfaces, etc.
15.000%	Color theory: How light breaks up into color values, the practical applications of this information.
15.000%	The use of the color enlarging head
15.000%	he use of printing accessories: Easels, lenses, focusing aids, proofing frames, etc.

10.000%	Color chemistry for printing.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation: In-class assignments
20%	Final Project
10%	Final exam
60%	Projects: 4-8 Assignments
100%	Total

VII. **Sample Assignments:**

Assignment 1: Assignment 1 Making Your First Color Print Objective: To Learn how to print a variety color prints. Materials: 35mm camera, two rolls of film, color photo paper. Film Shooting Instructions: Procedure: Shot a minimum of two (2) rolls of film of the following situations in direct sunlight: 1. Vivid Color Shot (3 shots minimum)* 2. Pastel Color Shot (3 shots minimum) 3. Head & Shoulders Portrait (Fill card or Flash OK) (3 shots minimum)* 4. Scenic Landscape (25% sky only) (3 shots minimum) 5. Texture (3 shots minimum) 6. Monochromatic (3 shots minimum) 7. 3 frames with a ColorChecker or "alternate". Take the film to a lab to get processed. Request "Process Only" and "Do Not Cut" Have them put it into a single length sleeve. Note: Watch for turn around times and be aware that you get what you pay for. To be turned in: 1. Negatives 2. Proof Sheet 3. One (1) Final Print and work prints of ColorChecker 4. One (1) Final Print each of A. Vivid Color Sho B. Pastel Color Shot C. Portrait D. Scenic Landscape E. Texture F. Monochromatic Shot Making Your First Print Objective: To learn to how to print a color photographic image. Materials: 8x10 Color glossy paper, your own negatives. Step 1: Using a color negative, load your negative in the carrier. Step 2: Into the darkroom. First make sure your enlarger lamp is turned off. Raise the lamp head unit using the lever on the left side of the enlarger, by pulling towards you and locking it open by sliding it slightly towards the right. Place the negative carrier into the opening until it seats in place. Now close the enlarger. Step 3: Turn on the control unit and turn on the lamphead. Move the white light/hi-low lever located on the upper right side of the enlarger to low. Set the dials on the colorhead to the pack listed on the box Do not use the cyan dial. Set the lens aperture at f5.6 and set the timer for 3 or 4 seconds. Step 4: Place your 8x10 easel on the baseboard, using an old print place it in the easel face down, turn off the lights, now focus your image. Once it's in focus open your box of paper and remove one sheet of paper and seal your box back up. Find the elusion side of your paper, this tends to be the shiny side of the paper. If you are unsure the instructor will show you an alternative way to find the emulsion. Using a piece of opaque paper (cardboard) cover up 80% of the paper in your easel. Press the "print" button on the timer. Move the sheet 20% and expose some more. Repeat this exercise until the complete sheet has been exposed. This is the way we make a test strip. After the print is developed we will have tests at 4, 8, 12, 16, and 20 seconds or similar. Tip: The paper has a limited exposure range. Do not make an exposure less than 5 seconds or for more than 20. Use your aperture to control light. Step 5: After exposing take your sheet load it in a paper safe and take it to the processor loading room. After entering the room close the door securely, open the loading compartment and insert your paper face up, wait and feel for the machine to take the paper. Leave the room and now wait. Step 6: If your test strip was too dark or light we need to make a new one. If it was OK then we are ready to make a full print. Determine the correct time and take a look at the color, it may of may not look right. Using a set of viewing filters determine what might be your first correction. Repeat the preceding steps using your new time and make the print. When it is ready take it into the light and check it again. At this point you may or may not need to adjust your time by a small amount or you may need to correct the color again. If you are unsure about the color feel free to pester your instructor. Keep notes of your exposure times, filter numbers (Color Pack), and, if possible, the height of your enlarger. These notes will be helpful in the future if you need to make this enlargement again. Write these notes on the form your instructor has supplied. You will be required to do this with each print made.

Assignment 2: Assignment Sample 2 Color Balance Objective: To view the results of Light Source Color Balance variations on film. Materials: 35mm camera, two or more rolls of film, color photo paper Part 1 Procedure: Shoot a minimum 6 shots each of the following light sources: A. Open shade B. Window light C. Tungsten/ Incandescent D. Fluorescent; E. 6 of various other light sources. Shooting: If you camera has a questionable meter you might want to bracket each image with an extra shot over exposing 1/2 to 1 stop (+1/2 or +1). Please be as creative a

possible. Do not take just a bunch of sloppy snapshots of the above sources. Try to make your Images as interesting as possible, prints will be graded for content as well as for technique. Printing: For this assignment start with your established color pack for his film. Once you make a good work print your goal will be to correct the image for the light source you shot it, We will be printing for a light balance correction. To be turned in: 1. Negatives and Proof Sheet(s) 2. One (1) Final Corrected Prints each of A. Open shade B. Window light C. Tungsten/ Incandescent D. Fluorescent; E. One of your six various other light sources. (Five (5) Total Prints)

VIII. Student Learning Outcomes:

1. Demonstrate skill in exposing, developing, processing and printing color film.
2. Analyze color theory and color correction for printed images.
3. Practice darkroom procedures, equipment usage and safety issues.

Substantial Change: PHOTOGRAPHY 70, Intro to Video for Photographers

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	PHOTO 1
Proposed Start:	Fall 2025

Rationale

In order to make several of our courses more accessible to students, we are revising classroom and lab hours to be more efficient. Photo 70 currently meets for two hours of lecture and three hours of lab for a total of five hours per week. This amount of time is difficult for many students to commit to, and is also more hours than are needed to cover weekly lessons. The revised version of this class will meet for three hours of lecture with the formal lab time being eliminated. These changes will also make better use of our WTH budget, with increased efficiency of class time resulting in better flexibility of photography course offerings. With these changes, we also request that the LHE value be revised from .875 to 1.0. We're also eliminating the Photo 5 advisory.

I. Catalog Description

This is a beginning video course that is designed to give students a basic understanding of camera operations towards HD DSLR or mirrorless video capturing techniques. Students will record videos using natural light for specific assignments emphasizing creative storytelling and expression. Beginning assignments will focus on cinematic composition, aspect ratio, camera movement, framing, lighting, camera angles, and introductory audio capture techniques. The assignments then progress into more creative, personal storytelling projects.

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. Adobe Premiere Pro Classroom in a Book (2022 release), 1st, Maxim Jago, Adobe Press © 2022, ISBN: 978-0-13-762512-3

III. Course Objectives

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

1. Acquire HD digital video with sound.
2. Organize and prepare HD digital video for editing in non-linear digital video editing applications.
3. Demonstrate skill in pre-production techniques for video shoots.
4. Demonstrate skill in recording sound on location.
5. Demonstrate skill in exporting HD video for web and social media placement.
6. Demonstrate the differences between lighting for still images versus video
7. Identify the costs involved in basic video production.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Pre-production skills
15.000%	HD DSLR camera video acquisition techniques
15.000%	Cinematic composition, aspect ratio, camera movement and framing
15.000%	Non-linear video editing techniques

15.000%	On location lighting techniques
10.000%	Storytelling and shot sequencing
15.000%	Render a completed story for publication
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation: In-class assignments
30%	Final Project
60%	Homework: Three (3) projects valued at 20% each.
100%	Total

VII. **Sample Assignments:**

Assignment 1: Product shot with talent on location. Still photography portion would include a main shot of a person interacting with the product and an insert shot that is the product by itself. Video portion would have the person interacting with the product including dialogue in a number of clips and at least one shot of the product by itself that includes movement of product, camera or lighting effect. Main goals are creating a narrative, recording good sound quality, and framing appropriately for editing. In addition the subject and camera motion should be appropriate to the material and lighting should enhance the subject and product while allowing for motion of subject and/or camera. Evaluation would be based on still photography main illustration, still photography insert product shot, video dialogue being clear and understandable, overall sound quality in video, continuity in the shooting and editing, video camera technique, narrative of the video, still photography and video relating to each other, video lighting, and storyboard. An example would be still photographs for a printed advertisement and a companion video piece for the advertiser’s website.

Assignment 2: Environmental Portrait. Still portion would be an outside environmental portrait of a subject. The video portion would include outside video interview or profile of the subject relating to the environmental portrait. Main goals are controlling available lighting possibly with additional artificial lighting, dealing with a problematic sound situation, and directing a non-professional subject. Evaluation would be based on dynamics of still environmental portrait, effectiveness of sound control, clarity of dialogue, control of available light, and direction of subject. An example would be an environmental portrait of a corporate executive for a business magazine that needs a still photograph for a feature article in the printed issue and a video interview/profile for the magazine’s website.

VIII. **Student Learning Outcomes:**

1. Demonstrate the ability to accurately set-up and use a DSLR or mirrorless camera to capture high definition video.
2. Utilize camera hardware, software, and basic lighting concepts in order to communicate a clear idea, concept, or story.
3. Practice problem-solving in common video production issues that arise while working with limited support and budget.
4. Create properly edited videos and sound assets, render video to meet industry standards, and upload content to common web distribution sites.

Substantial Change: PHOTOGRAPHY 71, Intro to Video Editing for Photographers

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	PHOTO 1
Proposed Start:	Fall 2025

Rationale

In order to make several of our courses more accessible to students, we are revising classroom and lab hours to be more efficient. Photo 71 currently meets for two hours of lecture and three hours of lab for a total of five hours per week. This amount of time is difficult for many students to commit to, and is also more hours than are needed to cover weekly lessons. The revised version of this class will meet for three hours of lecture with the formal lab time being eliminated. These changes will also make better use of our WTH budget, with increased efficiency of class time resulting in better flexibility of photography course offerings. With these changes, we also request that the LHE value be revised from .875 to 1.0. We're also eliminating the Photo 5 advisory.

I. Catalog Description

Through a hands-on approach, this course is designed to give each student a gateway to the art of video editing and post-production techniques. This course explores the technical and conceptual styles of editing a story together through audio and motion footage. Topics include project approach, pacing, budget, file formats and exports, all while capturing the emotions of the viewer through storytelling.

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. Adobe Premiere Pro Classroom in a Book (2022 release), 1st, Maxim Jago, Adobe Press © 2022, ISBN: 978-0-13-762512-3

III. Course Objectives

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

1. Create project files, file size, sequence settings, capture scratch and auto-saves.
2. Analyze the evolving streaming, social and broadcast export settings.
3. Practice holding audience's attention and create emotion through creativity, time and rhythm.
4. Describe composition, space and continuity and how that affects editing and storytelling.
5. Prepare for success and profitability.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Project set-up and export skills
20.000%	Non-linear video editing techniques including Shot/Reaction shot, Wide/Medium/Close, Parallel editing, and working motion effects using still images/graphics.
20.000%	Emotion and Story Arc through editing techniques presented as a finished rendered video
20.000%	Digital video coloring, polishing and effecting technique

20.000%	Planning, budget, and delivery.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation: In-class assignments.
30%	Final Project
60%	Homework: Three (3) assignments worth 20 points each.
100%	Total

VII. **Sample Assignments:**

Project 1: Demonstrate 3 popular concepts of editing: 1. Shot and a reaction shot – Using the Kuleshov Effect, utilize footage combining juxtapositions of images in a sequence so the viewer can draw a conclusion between the two. 2. The impact of a wide, medium and close up shot to develop a scene and create a dramatic effect 3. Parallel Editing – a cut between two different actions that are going on at the same time and editing between the two to tell a story. By using time, and how to truncate time, this introduction exercise in editing will allow for the student to start understanding the meaning of sequence editing and the impact on the viewer. Videos can be shot or found footage that meet the HD video format. Export settings will be for Vimeo display. Assignment submissions will be 3 successful Vimeo links under 30 seconds each.

Other Assignment Ideas: 1. Define quality content. Share four examples of what you define as quality content and explain why you think that is the definition of "Quality". (this plays in to the larger cultural theme of low-fi vs HD content and how the world is shifting away from perfection) 2. Music Video: Edit visual footage to create a story using visual assets synced to music 3. A Mess: As a friend to film anything they want (nothing explicit). Ask another friend to record any voice-over they want. (nothing explicit) Find a way to marry the two elements into something compelling to watch in under 30 seconds. 4. Composition Switch: Download a famous movie scene and crop it to 9 X 16 and adjust each frame so that the action plays fluidly. 5. TikTok: Premiere editing is relatively easy compared to mastering real time editing with no safety net. Create 5 TikTok videos with a minimum of 5 edit points in the next 24 hours. 6. Favorite Film: Take your favorite film and edit it down to 5 Minutes. 7. Environmental portrait: Still portion would be an outside environmental portrait of a subject. The video portion would include outside video interview or profile of the subject relating to the environmental portrait with an audio narration with background music and text, credits

VIII. **Student Learning Outcomes:**

1. Create a project containing video and sound assets, then export video to meet industry standards, and upload content to common web distribution sites.
2. Prepare edited audio and video footage to communicate a clear idea, concept, or story.
3. Practice problem-solving of common video post-production issues that arise while working with limited support and budget.
4. Demonstrate clear concepts of pacing, motion effects, transitions, frame rate differences for different effects, continuity, and special relationships between scenes.

Substantial Change: PHOTOGRAPHY 72, Video for Commercial Photographers

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	PHOTO 30
Proposed Start:	Fall 2026

Rationale

In order to make several of our courses more accessible to students, we are revising classroom and lab hours to be more efficient. Photo 71 currently meets for two hours of lecture and three hours of lab for a total of five hours per week. This amount of time is difficult for many students to commit to, and is also more hours than are needed to cover weekly lessons. The revised version of this class will meet for three hours of lecture with the formal lab time being eliminated. These changes will also make better use of our WTH budget, with increased efficiency of class time resulting in better flexibility of photography course offerings. With these changes, we also request that the LHE value be revised from .875 to 1.0. We're also eliminating the Photo 5 advisory.

I. Catalog Description

This creative project-based course explores the basic principles of incorporating video content creation into a commercial photography career. Students will work with natural lighting, audio capture, video capture, editing, and export techniques to make their creative visions come to life. Assignments and lectures are informed by industry-specific client expectations and market demands, in order to prepare students for an exciting career that blends photography and video production.

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. Adobe Premiere Pro Classroom in a Book (2022 release), 1st, Maxim Jago, Adobe Press © 2022, ISBN: 978-0-13-762512-3

III. Course Objectives

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

1. Develop a comprehensive digital asset management workflow incorporating photo, video, and audio files.
2. Layer multiple audio and video tracks within a file.
3. Combine still and moving images using industry-standard editing software.
4. Match the tone, color, and aesthetic of still and moving images using lighting and color grading techniques.
5. Express an understanding of industry trends, expectations, and business practices for commercial photographers incorporating video.
6. Communicate effectively and creatively, with brand awareness and target audience in mind.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Market demands, client expectations, budgeting, invoicing.
15.000%	Asset management, workflow from pre-production to production and post-production
20.000%	Digital camera capture techniques, control of natural lighting environments, and production best practices.

25.000%	Editing, color grading, basic aesthetic principles for various genres.
25.000%	Storytelling, visual communication, client and brand awareness.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation: In-class assignments.
30%	Final Project
60%	Homework: Three (3) assignments worth 20 points each.
100%	Total

VII. **Sample Assignments:**

Project 1: Create three 30-second product videos that complement existing photographs or still advertising campaigns for the same products. These videos must consist of all original video, captured in a style that is consistent with the brand. Videos should contain an audio track and incorporate text. Emphasis on brand awareness, pacing, movement, and lighting. Through the use of camera angles, lighting, color palette, and color grading techniques, ensure that each video is as cohesive as possible with the found images being used as source inspiration.

Additional Assignments: 1. Create a short video combining found video and photography. The goal of this assignment is to use sequencing and color grading techniques to marry the various found shots together to create a cohesive video that tells a compelling and convincing story. 2. Write a 1.5-2 page analysis on a commercial video of your choice. Be sure to include observations of sequencing, pacing, color, lighting, camera angles, movement, storytelling, mood, impact, and persuasiveness. 3. Create three 6-10 second product videos. One must contain camera movement, one must contain objects in motion, and one must contain both as well as original audio. 3. Create a 30-second lifestyle video and 2 accompanying still images. Use at least one model and a minimum of 2 locations. The emphasis of this project is on storytelling, dynamic compositions and camera angles, and emotive lighting.

VIII. **Student Learning Outcomes:**

1. Apply natural lighting, exposure, and capture techniques for digital photographs and videos that can work cohesively together in commercial applications.
2. Practice industry-standard digital asset management and editing software and methods for photos and videos.
3. Compare photos & videos using contemporary lighting and color grading techniques.
4. Analyze contemporary trends and best practices incorporating video within the commercial photography field.

New Course: BUSINESS 12, Success Skills for First-Time Manager

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2025

Rationale

This course sets the groundwork for the practical application of skill-sets in demand for entry-level management positions. The course curriculum was designed by Santa Monica College and five other California community colleges. Workforce Innovation Labs facilitated the coordination of effective curriculum building in order to meet academic as well as industry-specific standards. The target includes the sector of the displaced worker population affected by the pandemic and recent economic conditions. Research has shown that there is a demand in the workplace for specific skill sets not always covered in general training or in general business classes. This curriculum includes expertise from real-time industry experts as well as academics in varied industry sectors. This course is relevant for any student studying business, retail, management, and related coursework. According to Workforce Innovation Labs, research shows that once a worker is promoted to a management level position, the skill set necessary to fulfill the job requirements changes drastically. The content from this course addresses the gap between the employer's expectation of the presumed skills sets and the new manager's actual knowledge and practical experience.

I. Catalog Description

This course is a survey of entry-level, first-time management concepts, theories, and principles with a focus on a manager's job responsibilities and the role that managers play in planning, organizing, leading and motivating teams, and controlling organizations. Career and educational pathways include organizational development as applied to retail management across a variety of industries.

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 First Time Manager, 7th Ed, Jim McCormick, Loren Belker, Gary S. topchik, HsrperCollins © 2021, ISBN: 978-1400233588
2. First Time Managers, 1st ed, Antony Felix, Amazon Digital LLC © 2021, ISBN: 979-8593945327

III. Course Objectives

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

1. Manage facility resources and safety standards.
2. Implement and maintain budgets.
3. Manage the customer experience.
4. Oversee employee hiring and performance assessment.
5. Execute employee training.
6. Generate professional development opportunities.
7. Interpret and maintain proficiency of future trends in technology, work culture, demographics, and environmental policies.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion, Critique, Projects, Online instructor-provided resources, Observation and Demonstration, Group Work, Work Experience (internship)

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Oversee Business Operations

10.000%	Future Trends
15.000%	Professional Development
15.000%	Employee Training
15.000%	Manage Customer Experience
10.000%	Employee Hiring and Performance Assessment
10.000%	Budget Management
10.000%	Management of Facility and Maintain Safety Standards
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests: Midterm Evaluation based on course engagement activities and weekly deliverables
20%	Class Work: Interview Industry Manager/Leader Project
30%	Final Performance: Management Challenge Oral Presentation Final
25%	Class Work: Case Study Analysis of Manager Responsibilities, Challenges and Interpersonal Skill Assessments
100%	Total

VII. Sample Assignments:

Industry Management Professional Interview: Students will prepare questions to interview professional manager in self-selected area of business, set up in-person or zoom meeting, and document responses.

Management /Employee Perspectives in Communication : Students will analyze a situation in employer/employee communications and formulate solutions from a sales associate perspective as well as from a management perspective.

Management Challenge and Solutions Oral Presentation: Oral presentation, using presentation software and/or audio-video multimedia, on a topic regarding a management challenge, such as communication and training discrepancies, and present workable solutions

VIII. Student Learning Outcomes:

1. Employ interpersonal skills that have the ability to adapt leadership style.
2. Demonstrate the skill set needed as an entry-level, first-time manager
3. Evaluate the various roles a first time manager plays on a day-to-day basis

BUS 12 Distance Education Application

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

1a. Instructor - Student Interaction:

Weekly follow-up on coursework through a learning management system (LMS) using announcements, comments on student submissions, and discussion feedback. The SMC campus student progress tracking system is used three times a semester for student feedback and on-ground and virtual office hours.

1b. Student - Student Interaction:

Weekly activities such as group assignments, class discussions, and managerial role playing. Weekly follow-up discussions on LMS that expand from the topic learned in the module that week. LMS and video conferencing discussions will be broken into groups of 4 and randomly selected. Students will have the opportunity to share their assignments, as well as a final project presentation that will be open for feedback and discussion.

1c. Student - Content Interaction:

Students will have access to PowerPoint slides and all other content in LMS. Additional content, such as supplemental learning materials, fliers for field visits/special events, and video content will be available. Students will have the ability to take quizzes/tests two times, keeping the highest score. Weekly discussions will include content that promotes advanced and independent thinking in relation to the weekly topic. Use of assessment tests that help students to learn more about their own character as it relates to management/leadership responsibilities will be in the curriculum. Content will include; audio, visual, reading, writing, role playing, with a focus on interpersonal skill development.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Written assignments	Students will submit written assignments online	7.00%
Videos	Students will watch relatable videos followed by interpretive analysis.	15.00%
Project Presentation	Students will present a final project	10.00%
Other (describe)	Students will submit a midterm and final project	23.00%
Threaded Discussions	Through LMS, in small groups, students will discuss experiences that relate to the weekly module.	24.00%

2. Organization of Content:

All content will be organized through LMS. Modules, Pages, Discussions, Quizzes, Files, Syllabus, Assignments will be the most commonly used features. There will be a total of 16 modules for the 16-week course. Each module will include content from the weekly lecture and classroom activities. Students will have access to the modules as the weeks unfold. There will be a schedule included with the syllabus so that students can organize their calendars and plan for due dates. Projects and assignments will have clearly defined goals and directions that reinforce the curriculum while encouraging creativity.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Weekly Assignments	LMS submissions complete/incomplete comments
10.00%	Mid Term Project	The grade rubric designed for this course is available through LMS and the student progress tracking system.
40.00%	Quizzes	Multiple choice quizzes that reflect the weekly modules
20.00%	Participation	Hours spent on the course content Participation in activities Participation in on-line discussion
20.00%	Final Project	LMS grade rubric designed for the first time manager

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

The student will need access to a computer, Wi-Fi network and camera. Links to the following services will be provided including online tutoring and tutorials for online classes. Students will be informed of the technical support phone number and other related student support services, including Santa Monica College library, the bookstore, basic needs, mental health, emergency procedures, and other support services.

6. Accessibility Requirements:

The design of the course will meet accessibility standards for students with disabilities. All video content will include captioning. Modules will be organized in a similar format each week. The instructor will communicate willingness and availability to adjust or change content that is seemingly difficult to process. Instructor will assure accessibility of content and materials.

7. Representative Online Lesson or Activity:

Customer Engagement - This objective includes learning skills the first time manager needs to ensure customer engagement.

For discussion using LMS.

Review - This week's content covering customer loyalty programs

Watch - 5-10 minute video (provided)

Read - Brief news article (provided)

Consider - As a customer, your own participation in loyalty programs

Discuss - Your interaction with a loyalty program. How do you think the loyalty program increases value for customers and for management?

Remember - This is a discussion. Respond, comment, and/or expand on what others have posted. You may or may not have your own experience to share or be comfortable sharing your own experience. The goal is to learn from each other using critical thinking.

For example - A grocery store loyalty program coordinates points for a discount at the gas station. This increases value for the customer, while subtly reminding the customer at the gas station where the discount is coming from. As a manager, I could use the loyalty program to track customer behavior. This allows for more accurate inventory and service planning.

Santa Monica College
Pilates Apparatus Teacher Training Certificate of Achievement

Pilates Apparatus Teacher Certificate prepares students to instruct the complete repertoire of Pilates Apparatus equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Apparatus Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Reformer Pilates.

Required Core Courses:

Units: 6.0

PRO CR 91 Pilates Teaching Methodology and Principles	3.0
PRO CR 90 Introduction to Applied Kinesiology and Anatomy	3.0

Required Mat Courses:

Units: 3.0

PRO CR 92 Pilates Mat Instructor Training	2.0
PRO CR 93 Pilates Mat Teaching Practicum	1.0

Required Apparatus Courses:

Units: 3.0

PRO CR 96 Pilates Apparatus Instructor Training	2.0
PRO CR 97 Pilates Apparatus Teaching Practicum	1.0

Total: 12.0

Santa Monica College
Pilates Apparatus Teacher Training Certificate of Achievement
Narrative

Program Goals and Objectives:

Pilates Apparatus Teacher Certificate prepares students to instruct the complete repertoire of Pilates Apparatus equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Apparatus Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Reformer Pilates.

Catalog Description:

Pilates Apparatus Teacher Certificate prepares students to instruct the complete repertoire of Pilates Apparatus equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Apparatus Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Reformer Pilates.

Program Requirements:

Required Core Courses:	Units: 6.0
PRO CR 91 Pilates Teaching Methodology and Principles	3.0
PRO CR 90 Introduction to Applied Kinesiology and Anatomy	3.0
Required Mat Courses:	Units: 3.0
PRO CR 92 Pilates Mat Instructor Training	2.0
PRO CR 93 Pilates Mat Teaching Practicum	1.0
Required Apparatus Courses:	Units: 3.0
PRO CR 96 Pilates Apparatus Instructor Training	2.0
PRO CR 97 Pilates Apparatus Teaching Practicum	1.0
	Total: 12.0

Master Planning:

Santa Monica College is the only public institution of higher education in the city of Santa Monica, the Santa Monica College District, the Los Angeles basin and San Fernando Valley and, for this reason, it is of great value for Santa Monica College to provide Pilates Teacher Training, as an important and needed certificate program for the student body and community. The program will prepare students to take the National Pilates Certification Exam, and it will serve the diverse community of students at SMC by stimulating development and growth of the region through an increase in educational, economic and workforce opportunities. This program will offer certification and enable students to

immediately enter into the fitness industry as group exercise leaders, and it will foster personal enrichment in these individuals that will help them excel in their lives in a multitude of ways.

Enrollment and Completer Projections:

Fall 2025: 25

Spring 2025: 25

Summer 2025 : 25

Actual enrollment numbers may vary.

Completer Projections' estimation considers factors such as historical completion rates, program durations, and shifts in student demographics:

Fall 2025: 20- 25

Spring 2025: 20-25

Summer 2025 : 20-25

Actual enrollment numbers may vary.

Place of Program in Curriculum/Similar Programs:

This certificate program is a new addition to the Kinesiology Department. This program does not replace or alter any existing programs.

Similar Programs at Other Colleges in Service Area:

El Camino College

Mt San Antonio College

Rio Hondo College

**Santa Monica College
Pilates Mat Teacher Training Certificate of Achievement**

Pilates Mat Teacher Certificate prepares students to instruct the complete repertoire of Pilates Mat exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Mat exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Mat Pilates.

Required Core Courses:

Units: 6.0

PRO CR 91 Pilates Teaching Methodology and Principles	3.0
PRO CR 90 Introduction to Applied Kinesiology and Anatomy	3.0

Required Mat Courses:

Units: 3.0

PRO CR 92 Pilates Mat Instructor Training	2.0
PRO CR 93 Pilates Mat Teaching Practicum	1.0

Total: 9.0

**Santa Monica College
Pilates Mat Teacher Training Certificate of Achievement
Narrative**

Program Goals and Objectives:

Pilates Mat Teacher Certificate prepares students to instruct the complete repertoire of Pilates Mat exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Mat exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Mat Pilates.

Catalog Description:

Pilates Mat Teacher Certificate prepares students to instruct the complete repertoire of Pilates Mat exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Mat exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Mat Pilates.

Program Requirements:

Required Core Courses:	Units: 6.0
PRO CR 91 Pilates Teaching Methodology and Principles	3.0
PRO CR 90 Introduction to Applied Kinesiology and Anatomy	3.0
Required Mat Courses:	Units: 3.0
PRO CR 92 Pilates Mat Instructor Training	2.0
PRO CR 93 Pilates Mat Teaching Practicum	1.0
	Total: 9.0

Master Planning:

Santa Monica College is the only public institution of higher education in the city of Santa Monica, the Santa Monica College District, the Los Angeles basin and San Fernando Valley and, for this reason, it is of great value for Santa Monica College to provide Pilates Teacher Training, as an important and needed certificate program for the student body and community. The program will prepare students to take the National Pilates Certification Exam, and it will serve the diverse community of students at SMC by stimulating development and growth of the region through an increase in educational, economic and workforce opportunities. This program will offer certification and enable students to immediately enter into the fitness industry as group exercise leaders, and it will foster personal enrichment in these individuals that will help them excel in their lives in a multitude of ways.

Enrollment and Completer Projections:

Enrollment Projection: based on historical data, marketing efforts and anticipated trends in yoga teacher training programs

Fall 2025: 25

Spring 2025: 25

Summer 2025 : 25

Actual enrollment numbers may vary.

Completer Projections' estimation considers factors such as historical completion rates, program durations, and shifts in student demographics:

Fall 2025: 20- 25

Spring 2025: 20-25

Summer 2025 : 20-25

Actual enrollment numbers may vary.

Place of Program in Curriculum/Similar Programs:

This certificate program is a new addition to the Kinesiology Department. This program does not replace or alter any existing programs.

Similar Programs at Other Colleges in Service Area:

El Camino College

Mt San Antonio College

Rio Hondo College

Santa Monica College
Pilates Reformer Teacher Training Certificate of Achievement

Pilates Reformer Teacher Certificate prepares students to instruct the complete repertoire of Pilates reformer equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Reformer Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Reformer Pilates.

Required Core Courses:

Units: 6.0

PRO CR 91 Pilates Teaching Methodology and Principles	3.0
PRO CR 90 Introduction to Applied Kinesiology and Anatomy	3.0

Required Mat Courses:

Units: 3.0

PRO CR 92 Pilates Mat Instructor Training	2.0
PRO CR 93 Pilates Mat Teaching Practicum	1.0

Required Reformer Courses

Units: 3.0

PRO CR 94 Pilates Reformer Instructor Training	2.0
PRO CR 95 Pilates Reformer Teaching Practicum	1.0

Total: 12.0

Santa Monica College
Pilates Reformer Teacher Training Certificate of Achievement
Narrative

Program Goals and Objectives:

Pilates Reformer Teacher Certificate prepares students to instruct the complete repertoire of Pilates reformer equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Reformer Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Reformer Pilates.

Catalog Description:

Pilates Reformer Teacher Certificate prepares students to instruct the complete repertoire of Pilates reformer equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Reformer Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of Reformer Pilates.

Program Requirements:

Required Core Courses:	Units: 6.0
PRO CR 91 Pilates Teaching Methodology and Principles	3.0
PRO CR 90 Introduction to Applied Kinesiology and Anatomy	3.0
Required Mat Courses:	Units: 3.0
PRO CR 92 Pilates Mat Instructor Training	2.0
PRO CR 93 Pilates Mat Teaching Practicum	1.0
Required Reformer Courses	Units: 3.0
PRO CR 94 Pilates Reformer Instructor Training	2.0
PRO CR 95 Pilates Reformer Teaching Practicum	1.0
	Total: 12.0

Master Planning:

Santa Monica College is the only public institution of higher education in the city of Santa Monica, the Santa Monica College District, the Los Angeles basin and San Fernando Valley and, for this reason, it is of great value for Santa Monica College to provide Pilates Teacher Training, as an important and needed certificate program for the student body and community. The program will prepare students to take the National Pilates Certification Exam, and it will serve the diverse community of students at SMC by stimulating development and growth of the region through an increase in educational, economic and workforce opportunities. This program will offer certification and enable students to

immediately enter into the fitness industry as group exercise leaders, and it will foster personal enrichment in these individuals that will help them excel in their lives in a multitude of ways.

Enrollment and Completer Projections:

Enrollment Projection: based on historical data, marketing efforts and anticipated trends in yoga teacher training programs

Fall 2025: 25

Spring 2025: 25

Summer 2025 : 25

Actual enrollment numbers may vary.

Completer Projections' estimation considers factors such as historical completion rates, program durations, and shifts in student demographics:

Fall 2025: 20- 25

Spring 2025: 20-25

Summer 2025 : 20-25

Actual enrollment numbers may vary.

Place of Program in Curriculum/Similar Programs:

This certificate program is a new addition to the Kinesiology Department. This program does not replace or alter any existing programs.

Similar Programs at Other Colleges in Service Area:

El Camino College

Mt San Antonio College

Rio Hondo College

Santa Monica College
Pilates Comprehensive Teacher Training Certificate of Achievement

Pilates Comprehensive Teacher Certificate prepares students to instruct the complete repertoire of Pilates Mat, Reformer, and Apparatus equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Reformer Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

Program Learning Outcomes:

Upon completion of the program, students will demonstrate their teaching skills and be ready to instruct others in the Comprehensive Pilates Training which includes Mat, Reformer, and Apparatus equipment. SMC has the industry standard equipment for students to get extensive hands-on practical experience. A unique feature of our program is the opportunity to obtain all required practice teaching hours under the guidance of an experienced teacher, embedded within the course curriculum. Students should feel confident in their knowledge of the complete Comprehensive Pilates Program.

Required Core Courses: **Units: 6.0**

PRO CR 91 Pilates Teaching Methodology and Principles	3.0
PRO CR 90 Introduction to Applied Kinesiology and Anatomy	3.0

Required Mat Courses: **Units: 3.0**

PRO CR 92 Pilates Mat Instructor Training	2.0
PRO CR 93 Pilates Mat Teaching Practicum	1.0

Required Reformer Courses: **Units: 3.0**

PRO CR 94 Pilates Reformer Instructor Training	2.0
PRO CR 95 Pilates Reformer Teaching Practicum	1.0

Required Apparatus Courses: **Units: 3.0**

PRO CR 96 Pilates Apparatus Instructor Training	2.0
PRO CR 97 Pilates Apparatus Teaching Practicum	1.0

Total: 15.0

Santa Monica College
Pilates Comprehensive Teacher Training Certificate of Achievement
Narrative

Program Goals and Objectives:

Pilates Comprehensive Teacher Certificate prepares students to instruct the complete repertoire of Pilates Mat, Reformer, and Apparatus equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Reformer Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

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Catalog Description:

Pilates Comprehensive Teacher Certificate prepares students to instruct the complete repertoire of Pilates Mat, Reformer, and Apparatus equipment exercises in group classes and one-on-one private or semi-private training sessions at health clubs, fitness and wellness centers, community centers, corporate settings, or private studios. The program includes instruction in the principles, techniques, teaching skills, history, and movement theory behind Pilates training, in addition to applied kinesiology and anatomy. Students are required to complete and document personal Pilates sessions, observation hours, and student teaching hours. In this course, students will focus on the methods, principles, and industry standards of teaching and developing Pilates training programs. Students will also learn the history, benefits, assessment tools, and goals of Pilates training. Students can learn to safely and effectively instruct Pilates Reformer Equipment exercises using Pilates principles for all skill levels and accommodations for various health conditions. This program enables students to be prepared to take the NPCP (National Pilates Certification Exam.)

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PRO CR 91 Pilates Teaching Methodology and Principles	3.0
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Required Mat Courses:	Units: 3.0
PRO CR 92 Pilates Mat Instructor Training	2.0
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PRO CR 94 Pilates Reformer Instructor Training	2.0
PRO CR 95 Pilates Reformer Teaching Practicum	1.0
Required Apparatus Courses:	Units: 3.0
PRO CR 96 Pilates Apparatus Instructor Training	2.0
PRO CR 97 Pilates Apparatus Teaching Practicum	1.0
	Total: 15.0

Master Planning:

Santa Monica College is the only public institution of higher education in the city of Santa Monica, the Santa Monica College District, the Los Angeles basin and San Fernando Valley and, for this reason, it is of great value for Santa Monica College to provide Pilates Teacher Training, as an important and needed certificate program for the student body and community. The program will prepare students to take the National Pilates Certification Exam, and it will serve the diverse community of students at SMC by stimulating development and growth of the region through an increase in educational, economic and workforce opportunities. This program will offer certification and enable students to immediately enter into the fitness industry as group exercise leaders, and it will foster personal enrichment in these individuals that will help them excel in their lives in a multitude of ways.

Enrollment and Completer Projections:

Fall 2025: 25

Spring 2025: 25

Summer 2025 : 25

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This certificate program is a new addition to the Kinesiology Department. This program does not replace or alter any existing programs.

Similar Programs at Other Colleges in Service Area:

El Camino College

Mt San Antonio College

Rio Hondo College

Labor Market Analysis: 0835.20 – Fitness Trainer

Yoga Teacher Training – Certificate requiring 8 to fewer than 16 semester units

Pilates Teacher Training – Certificate requiring 8 to fewer than 16 semester units

Los Angeles Center of Excellence, May 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	

SUMMARY

This report analyzes whether local labor market demand is being met by community college programs aligned with the identified middle-skill occupation¹ 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 one identified middle-skill 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 40% of current workers in the field have completed an associate degree as their highest 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

- 4,216 annual job openings are projected in the region through 2027. This number is greater than the three-year average of 183 awards conferred by educational institutions in the region.
 - However, the exercise trainers and group fitness instructors SOC code includes all fitness teacher jobs, and not solely yoga teachers or Pilates teachers. Therefore, the number of annual job openings is overstated for yoga teacher and Pilates teachers.

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 in the LA/OC region, there were online job postings for exercise trainers and group fitness instructors that also listed the following specialized skills:
 - 481 listed “yoga” as a specialized skill
 - 515 listed “Pilates” as a specialized skill

Living Wage

- \$16.88 is the typical entry-level hourly wages for exercise trainers and group fitness instructors, which is lower than Los Angeles County’s self-sufficiency standard hourly (\$18.10/hour).²

Educational Attainment

- A high school diploma or equivalent is the typical entry-level education for exercise trainers and group fitness instructors, according to the Bureau of Labor Statistics (BLS).
- 41% of workers in the field have completed an associate degree or less education, according to national educational attainment data.

Community college supply

- 16 community colleges issued awards related to fitness training in the greater LA/OC region.
- 112 awards (degrees and certificates) were conferred on average each year between 2020 and 2023.

Other postsecondary supply

- 4 educational institutions in the LA/OC region offer programs related to fitness training.
- 71 awards were conferred on average each year by other postsecondary institutions throughout the greater LA/OC region.

TARGET OCCUPATION

The LA COE prepared this report to provide regional labor market and postsecondary supply data related to one middle-skill occupation.

- **Exercise Trainers and Group Fitness Instructors (39-9031)** Instruct or coach groups or individuals in exercise activities for the primary purpose of personal fitness. Demonstrate techniques and form, observe participants, and explain to them corrective measures necessary to improve their skills. Develop and implement individualized approaches to exercise.³

OCCUPATIONAL DEMAND

Exhibit 1 shows the five-year occupational demand projections for exercise trainers and group fitness instructors. In the greater Los Angeles/Orange County region, the number of jobs related to this occupation is projected to increase by 21% through 2027. There will be more than 4,200 job openings per year through 2027 due to job growth and replacements. It is important to note

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

³ [Fitness Trainers and Instructors \(bls.gov\)](https://www.bls.gov/occupations/39-9031)

that the exercise trainers and group fitness instructors (39-9031) SOC code includes all exercise training jobs and not solely yoga and/or Pilates instructors. Therefore, the data in Exhibit 1 is overstated for yoga teachers and Pilates teachers. The majority of jobs in 2022 for this middle-skill occupation (71%) were located in Los Angeles County.

Exhibit 1: Current employment and occupational demand, Los Angeles and Orange counties⁴

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	12,308	14,714	2,406	20%	2,947
Orange	4,949	6,184	1,236	25%	1,269
Total	17,257	20,899	3,642	21%	4,216

Detailed Occupation Data

Exhibit 2 displays the current employment and projected occupational demand for the target occupation in Los Angeles County. The percentage of workers aged 55+ and automation index is included in order to visualize upcoming replacement demand for these occupations. The occupation in this report has a lower-than-average risk of automation, as well as a smaller share of older workers in the field. There is a smaller percentage of exercise trainers and group fitness instructors working full-time compared to the average across all jobs, signaling that this occupation may lend itself to part-time or gig-based employment.

Exhibit 2: Current employment, projected occupational demand, percentage of workers aged 55+, Los Angeles County⁵

Occupation	2022 Jobs	2027 Jobs	5-Yr % Change	Annual Openings	% Aged 55 and older*	Automation Index**	% Full Time Workers***
Exercise Trainers and Group Fitness Instructors	12,308	14,714	20%	2,947	16%	84.4	44%

*The average percentage of workers aged 55 and older across all occupations in the greater LA/OC region is 27%. This occupation has a smaller share of older workers, which typically indicates fewer replacements needed to offset the amount of impending retirements.

**The automation index captures an occupation's risk of being affected by automation with a base of 100. An automation index greater than 100 indicates a higher-than-average risk of automation; less than 100 indicates a lower-than-average risk.

***In California, 81% of workers are employed full-time.

WAGES

The labor market endorsement in this report considers the entry-level hourly wages for exercise trainers and group fitness instructors in Los Angeles County as they relate to the county's self-

⁴ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

⁵ Ibid.

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

The typical entry-level hourly wages for exercise trainers and group fitness instructors are \$16.88, which is below the self-sufficiency standard wage for one adult (\$18.10 in Los Angeles County). Experienced workers can expect to earn wages of \$31.63, which is higher than the self-sufficiency standard (Exhibit 3).

Exhibit 3: Earnings for occupation in Los Angeles County

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
Exercise Trainers and Group Fitness Instructors	\$16.88	\$23.69	\$31.63	\$49,300

*Rounded to the nearest \$100

Orange County

The typical entry-level hourly wages for exercise trainers and group fitness instructors are \$16.58, which is below the self-sufficiency standard wage for one adult (\$20.63 in Orange County). Experienced workers can expect to earn wages of \$31.02, which is higher than the self-sufficiency standard (Exhibit 4).

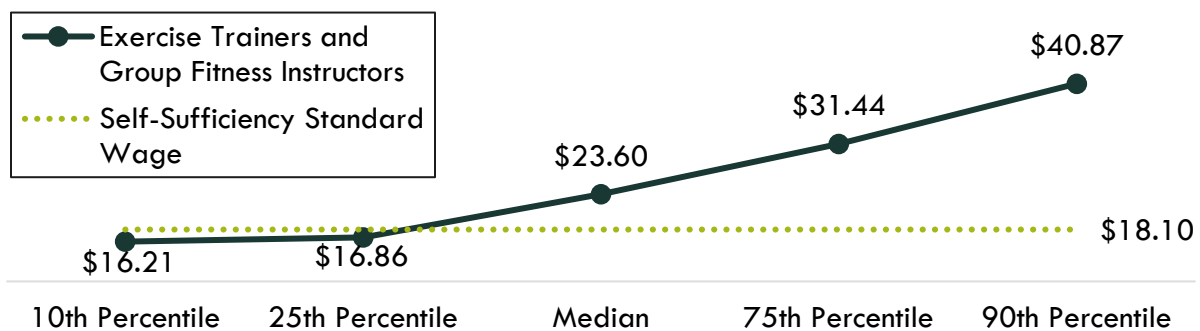
Exhibit 4: Earnings for occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
Exercise Trainers and Group Fitness Instructors	\$16.58	\$23.33	\$31.02	\$48,500

*Rounded to the nearest \$100

Across the greater Los Angeles and Orange County region, the average entry-level hourly earnings for the occupation in this report are \$16.86; this is below the living wage for one single adult in Los Angeles County (\$18.10). Exhibit 5 shows the average hourly wage for the occupation in this report, for entry-level to experienced workers.

Exhibit 5: Average hourly earnings for exercise trainers and group fitness instructors, Los Angeles and Orange counties



JOB POSTINGS BY SKILL

Yoga Teachers

Over the past 12 months in the LA/OC region, there were 481 online job postings for exercise trainers and group fitness instructors that also listed “yoga” as a specialized skill. Job postings were analyzed for the most common job titles, skills, and employers associated with the target occupation in this report (Exhibit 6).

Exhibit 6: 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"> • Yoga instructors • Fitness instructors • Certified yoga instructors • Group fitness instructors 	<ul style="list-style-type: none"> • Yoga • Fitness training • Kinesiology • Exercise science • Group exercise instruction 	<ul style="list-style-type: none"> • Corepower Yoga • Kev’s Gym • Disney/Disneyland Resort • YMCA • Crunch

In the greater Los Angeles/Orange County region, 42% of the yoga-related job postings listed a minimum educational requirement. The number and percentage of job postings by educational level appear in exhibit 7.

Exhibit 7: Education levels requested in job postings for yoga-related occupations, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor’s degree	28	14%
Associate degree	69	34%
High school diploma or vocational training	106	52%

Pilates Teachers

Over the past 12 months in the LA/OC region, there were 515 online job postings for exercise trainers and group fitness instructors that also listed “Pilates” as a specialized skill. Job postings were analyzed for the most common job titles, skills, and employers associated with the target occupation in this report (Exhibit 8).

Exhibit 8: 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"> • Pilates instructors • Certified Pilates instructors • Group exercise instructors • Group fitness instructors 	<ul style="list-style-type: none"> • Pilates • Yoga • Group exercise instruction • Fitness training • Anatomy 	<ul style="list-style-type: none"> • YMCA • Club Pilates • Equinox • Xponential Fitness • Crunch

In the greater Los Angeles/Orange County region, 15% of the Pilates-related job postings listed a minimum educational requirement. The number and percentage of job postings by educational level appear in exhibit 9.

Exhibit 9: Education levels requested in job postings for yoga-related occupations, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor's degree	22	29%
Associate degree	1	1%
High school diploma or vocational training	54	70%

EDUCATIONAL ATTAINMENT

The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for exercise trainers and group fitness instructors (Exhibit 10). However, the national-level data indicates 41% of workers in the field have completed an associate degree or less education as their highest level of educational attainment. The Bureau of Labor Statistics (BLS) lists the following typical entry-level education level for the occupation in this report:

Exhibit 10: Entry-level education preferred by employers nationally, Bureau of Labor Statistics

Occupation	Education Level
Exercise trainers and group fitness instructors	High school diploma or equivalent

EDUCATIONAL SUPPLY

Community College Supply

Exhibit 11 shows the annual and three-year average number of awards conferred by community colleges in the related TOP codes: Fitness Trainer (0835.20) and Athletic Training and Sports Medicine (1228.00). The colleges with the most completions in the region are Saddleback, Orange Coast, and Mt. San Antonio.

Exhibit 11: Regional community college awards (certificates and degrees), 2020-2023

TOP Code	Program	College	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Average
0835.20	Fitness Trainer	Cerritos	3	5	8	5
		Compton	-	1	2	1
		East LA	-	2	1	1
		Glendale	6	4	3	4
		LA City	2	2	3	2
		LA Harbor	2	1	1	1
		Long Beach	-	-	5	2
		Mt San Antonio	1	5	4	3
		Pasadena	8	11	13	11
		Rio Hondo	1	-	4	2
		LA Subtotal	23	31	44	33
		Cypress	1	7	4	4
		Fullerton	6	1	3	3
		Irvine	-	3	2	2
		Orange Coast	26	28	14	23
		Saddleback	31	34	19	28
		Santa Ana	1	1	2	1
		OC Subtotal	65	74	44	61
Supply Subtotal/Average			88	105	88	94
1228.00	Athletic Training and Sports Medicine	Cerritos	4	12	3	6
		Mt San Antonio	25	9	3	12
		LA Subtotal	29	21	6	19
Supply Subtotal/Average			29	21	6	19
Supply Total/Average			117	126	94	112

Exhibit 12 focuses on the Los Angeles/Orange County region’s community colleges that have either a yoga training program, a Pilates training program, or both programs. The majority of programs in the region are certificate-level programs.

Exhibit 12: Regional yoga and Pilates instructor community college programs

TOP Code	College	Local Program Name	Award Type
Fitness Trainer (0835.20)	Cypress	Yoga Teacher Training (200-hour)	Certificate
		Yoga Therapy (300-hour)	Certificate
	Fullerton	Pilates	Certificate
	Long Beach	Yoga Teacher Training	Certificate
	Mt. San Antonio	Pilates Professional Teacher Training: Cadillac, Chair, Auxiliary	Certificate
		Pilates Professional Teacher Training: Mat and Reformer	Certificate
	Orange Coast	Yoga Instructor Training	Certificate, Noncredit
		Comprehensive Pilates Instructor	Certificate
		Pilates Mat Instructor	Certificate
	Pasadena	Yoga Techer Training	A.S. Degree; Certificate
		Yoga Instructor Training	Certificate
	Rio Hondo	Mat Pilates Instructor	Certificate
	Saddleback	Yoga Instructor	Certificate

Other Postsecondary Supply

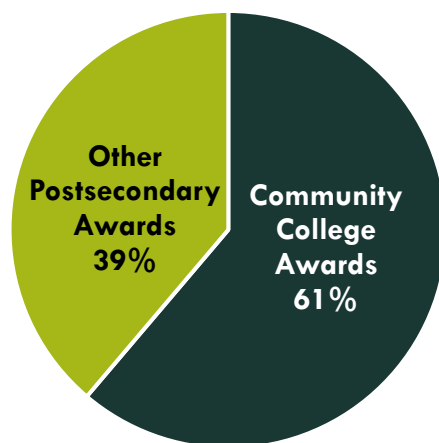
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for fitness trainers. Exhibit 13 shows the number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent data is from 2019 to 2022. Between 2019 and 2022, other postsecondary college institutions in the region conferred an average of 71 sub-baccalaureate awards. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards that typically take fewer than four years to complete.

Exhibit 13: Other regional postsecondary awards, 2019-2022

CIP Code	Program	Postsecondary Institution	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
31.0507	Physical Fitness Technician	American Fitness and Nutrition Academy	38	30	11	26
		California Healing Arts College	-	5	-	2
		Platt College-Anaheim	-	-	4	1
		Southern California Health Institute	81	30	13	41
Supply Total/Average			119	65	28	71

Exhibit 14 shows the proportion of community college awards conferred in the greater Los Angeles/Orange County region compared to the number of other postsecondary awards for the programs in this report. The majority of awards conferred in these programs are awarded by community colleges in the greater Los Angeles/Orange County region.

Exhibit 14: Percentage of community college awards compared to other postsecondary institution awards in the Los Angeles/Orange County region



Registered Yoga Schools in Los Angeles County

It is important to consider other avenues for yoga teacher training other than community colleges and traditional educational institutions. Online research regarding yoga instructor training indicates that there are many private institutions and studios in addition to the educational institutions mentioned above that provide certification and training for yoga instructors. The Yoga Alliance provides a search engine for registered yoga schools (RYS®) that train students to become registered yoga teachers (RYT®). According to their website, the Yoga Alliance and Yoga Alliance Registry is the largest nonprofit association of yoga teachers and schools with over 7,000 Registered Yoga Schools (RYS) and more than 100,000 Registered Yoga Teachers (RYT). A search for registered yoga schools within 50 miles of Santa Monica College (zip code: 90401)

found 181 registered yoga schools and 1,735 registered yoga teachers.⁶ These private studios do not report their annual awards to the National Center for Educational Statistics (NCES) and therefore, the number of annual yoga teacher training award recipients in LA County is unknown.

Pilates Teacher Training in Los Angeles County

Besides training courses at community colleges and other postsecondary universities, there are also many non-academic institutions that provide Pilates teacher training. Online research shows multiple training opportunities for Pilates Teacher training at private exercise studios throughout Los Angeles County. Since Pilates teachers do not need an academic award and awards information is not reported to the National Center for Educational Statistic (NCES), the number of Pilates teacher training award recipients in LA County is also unknown.

Contact information:

Luke Meyer, Director

Los Angeles Center of Excellence

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If for any reason this document is not accessible or if you have specific needs for readability, please contact us and we will do our utmost to accommodate you with a modified version.



POWERED BY



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

⁶ The Yoga Alliance. www.yogaalliance.org. Accessed May 22, 2024.



**Santa Monica College
Yoga & Pilates Certificate Advisory Board Meeting Minutes
August 19, 2024, 10:00am**

Welcome and Opening Statement:

Elaine Roque, Kinesiology Department Head

Introduction of SMC Faculty, Deans and Others:

Johanna Bennett: SMC Associate Professor, Kinesiology–Yoga

Karen Huner: SMC Associate Professor Kinesiology, Kinesiology Yoga/Pilates

Katelyn Qualey: SMC Adjunct Professor, Pilates/Yoga/Life Sciences

Steven Sedkey: SMC Associate Dean, Career Education & New Program Development

Linda Sullivan: SMC Associate Dean Facilities Programming

Introduction of Board Members:

Joelle Simmons, Aquatic program manager, City of Santa Monica

Kari Ross–Berry, Associate Professor of Exercise Science, Yoga, Southwestern College

Jason Burghorn: Pilates instructor/owner, Core Power Studio, Sherman Oaks.

Amit Heri: Yoga Instructor/owner, Magic Carpet Yoga, Los Angeles

Rick Rafael: Physical Therapist, Sportsfit, Los Angeles

Absent: Miwa Sakamoto, Pilates teacher

Guests:

Gizem Muftoglu: SMC student/certified Pilates instructor

Uche Ani: Psychologist First Points, Group, Neurodivergent Students

Johanna Bennett: Presentation of proposed yoga certificate program

Karen Huner: Presentation of proposed Pilates certificate program

Discussion:

Class Creations: Johanna presented a slide presentation detailing the 200–hour Yoga Certificate Program and its benefit to the SMC community and student body.

Rick Rafael posed the question of working with injuries because many people are referred to yoga and Pilates to repair injury and pain. Johanna responded by suggesting this question reflects the possibility of job security inherent in completing these certificate programs. In



addition, she explained that these certificate programs are meant for students to first learn about teaching to beginning level healthy bodies and work with clients/students after physical therapy/injuries. This was confirmed by both Kari Ross-Berry and Karen Huner. It was stated that these certificate programs prepare the instructor to teach entry level practices, and that lifelong learning is a part of this field. Learning also takes place while teaching and encountering divergent populations that seek these services. Elaine also mentioned the option that students could take additional classes like PRO CR 11: *Introduction to Sports Injuries*, to supplement their knowledge especially if they wish to teach to injured populations. Amit Heri added that it is important to teach (for the Yoga certificate) the Yama and Niyama, to ground the teachings in a non-violent and compassionate manner. Johanna confirmed that these concepts are built into the certificate program already. They are a requirement of the Yoga Alliance schools.

Class Structure: Class structure was discussed particularly for Pilates due to the technique's nature. How many students per class? Can the Pilates program start with Mat and Reformer only without losing integrity of the certificate program as compared to other colleges with similar programs? Board members said it would be a good start to begin with Mat and Reformer and to add Apparatus later as the Pilates Program grows. Details of Pilates certificate to be emailed to board after meeting to save time during meeting.

Ideas: The Board was asked to give feedback during the meeting or later by email. Each board member expressed enthusiasm and support for our program. Kari Ross shared her experience with the program at Southwestern College and helped us formulate ours. Her program is extremely successful. Board members welcomed us to reach out to them at any time with questions or for help.

The meeting adjourned at approximately 11:05am.

Vote to support SMC Certificate Program by email after meeting:

For: Joelle Simmons, Kari Ross-Berry, Rick Rafael, Miwa Sakamoto, Amit Heri and Jason Burghorn

Against: 0

Abstain: 0

Next Meeting: TBD

Santa Monica College

Strategic Management Practices for New Managers Certificate of Achievement

The Strategic Management Practices for New Managers certificate program aims to provide a pipeline of skilled managerial candidates for local retail, hospitality, and tourism employers. Upon completing the program, students will have the skills to work in an industry that will support their upward social and economic mobility while enhancing their career paths.

Program Learning Outcomes:

- Upon completion of the Strategic Management Practices for New Managers certificate program, students will manage individuals, teams and businesses using effective leadership skills.
 - BUS 11: Explore job opportunities in the hospitality industry and develop a career portfolio.
 - BUS 11: Identify key issues and trends, such as threats or opportunities for sustainable operations, economic conditions, etc. in a leisure industry segment.
 - BUS 11: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - BUS 12: Employ interpersonal skills that have the ability to adapt leadership style.
 - BUS 12: Demonstrate the skill set needed as an entry-level, first-time manager
 - BUS 12: Evaluate the various roles a first time manager plays on a day-to-day basis
 - BUS 32: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - BUS 32: Write common business messages such as letters, memos, and e-mails that are clear, complete, concise, courteous, considerate, and correct.
 - BUS 32: Compose a formal analytical business research report that is based on primary and secondary research and that is clear, complete, courteous, considerate and correct.
 - BUS 32: Deliver a business presentation that is clear, complete, concise, considerate, and correct.
 - BUS 35: Describe how Customer Relationship Management can be used to build brand equity with customers.
 - BUS 35: Apply and evaluate Customer Relationship Management (CRM) strategies and/or tactics using a CRM tool such as Salesforce or its equivalent.
 - BUS 35: Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.
 - BUS 76: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - BUS 90C: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

- Upon completion of the Strategic Management Practices for New Managers certificate program, graduates will be qualified to perform daily skills needed to be an effective entry or mid-level manager in the retail, hospitality and tourism industries.
 - BUS 11: Explore job opportunities in the hospitality industry and develop a career portfolio.
 - BUS 11: Identify key issues and trends, such as threats or opportunities for sustainable operations, economic conditions, etc. in a leisure industry segment.
 - BUS 11: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - BUS 12: Employ interpersonal skills that have the ability to adapt leadership style.
 - BUS 12: Demonstrate the skill set needed as an entry-level, first-time manager
 - BUS 12: Evaluate the various roles a first time manager plays on a day-to-day basis
 - BUS 32: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
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 - BUS 32: Deliver a business presentation that is clear, complete, concise, considerate, and correct.

- BUS 35: Describe how Customer Relationship Management can be used to build brand equity with customers.
 - BUS 35: Apply and evaluate Customer Relationship Management (CRM) strategies and/or tactics using a CRM tool such as Salesforce or its equivalent.
 - BUS 35: Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.
 - BUS 76: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - BUS 90C: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- As a result of completing the Strategic Management Practices for New Managers certificate students will practice workplace ethics and prioritize decisions that will result in an inclusive, sustainable work environment.
 - BUS 11: Identify key issues and trends, such as threats or opportunities for sustainable operations, economic conditions, etc. in a leisure industry segment.
 - BUS 11: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - BUS 12: Employ interpersonal skills that have the ability to adapt leadership style.
 - BUS 12: Demonstrate the skill set needed as an entry-level, first-time manager
 - BUS 12: Evaluate the various roles a first time manager plays on a day-to-day basis
 - BUS 32: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
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 - BUS 32: Deliver a business presentation that is clear, complete, concise, considerate, and correct.
 - BUS 35: Describe how Customer Relationship Management can be used to build brand equity with customers.
 - BUS 35: Apply and evaluate Customer Relationship Management (CRM) strategies and/or tactics using a CRM tool such as Salesforce or its equivalent.
 - BUS 35: Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.
 - BUS 65: Students will conduct research using internet resources in order to write reports on global business, leadership traits and human resource activities.
 - BUS 76: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - BUS 90C: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- Upon completion of the Strategic Management Practices for New Managers certificate program, students will obtain skills needed to create a competitive resume or portfolio for employment in the retail, hospitality and/or tourism industries.
 - BUS 11: Explore job opportunities in the hospitality industry and develop a career portfolio.
 - BUS 11: Identify key issues and trends, such as threats or opportunities for sustainable operations, economic conditions, etc. in a leisure industry segment.
 - BUS 11: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
 - BUS 12: Employ interpersonal skills that have the ability to adapt leadership style.
 - BUS 12: Demonstrate the skill set needed as an entry-level, first-time manager
 - BUS 12: Evaluate the various roles a first time manager plays on a day-to-day basis

- BUS 32: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- BUS 32: Write common business messages such as letters, memos, and e-mails that are clear, complete, concise, courteous, considerate, and correct.
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- BUS 76: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- BUS 90C: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

Required Course:	Units: 3.0
BUS 12 Success Skills for First-Time Manager	3.0

Select 2 of the following	Units: 6.0
BUS 11 ^{DE} Introduction to the Hospitality Industry	3.0
BUS 32 ^{DE} Business Communications	3.0
BUS 35 ^{DE} Customer Relationship Management	3.0
BUS 76 ^{DE} Human Resources Management	3.0
BUS 90C Business Internship	3.0

Total: 9.0

Santa Monica College
Strategic Management Practices for New Managers Certificate of Achievement
Narrative

Program Goals and Objectives:

The Strategic Management Practices for New Managers certificate program aims to provide a pipeline of skilled managerial candidates for local retail, hospitality, and tourism employers. Upon completing the program, students will have the skills to work in an industry that will support their upward social and economic mobility while enhancing their career paths.

Program Learning Outcomes:

Upon completion of the Strategic Management Practices for New Managers certificate program, students will manage individuals, teams and businesses using effective leadership skills.

Upon completion of the Strategic Management Practices for New Managers certificate program, graduates will be qualified to perform daily skills needed to be an effective entry or mid-level manager in the retail, hospitality and tourism industries.

As a result of completing the Strategic Management Practices for New Managers certificate students will practice workplace ethics and prioritize decisions that will result in an inclusive, sustainable work environment.

Upon completion of the Strategic Management Practices for New Managers certificate program, students will obtain skills needed to create a competitive resume or portfolio for employment in the retail, hospitality and/or tourism industries.

Catalog Description:

The Strategic Management Practices for New Managers certificate program aims to provide a pipeline of skilled managerial candidates for local retail, hospitality, and tourism employers. Upon completing the program, students will have the skills to work in an industry that will support their upward social and economic mobility while enhancing their career paths.

Program Learning Outcomes:

Upon completion of the Strategic Management Practices for New Managers certificate program, students will manage individuals, teams and businesses using effective leadership skills.

Upon completion of the Strategic Management Practices for New Managers certificate program, graduates will be qualified to perform daily skills needed to be an effective entry or mid-level manager in the retail, hospitality and tourism industries.

As a result of completing the Strategic Management Practices for New Managers certificate students will practice workplace ethics and prioritize decisions that will result in an inclusive, sustainable work environment.

Upon completion of the Strategic Management Practices for New Managers certificate program, students will obtain skills needed to create a competitive resume or portfolio for employment in the retail, hospitality and/or tourism industries.

Program Requirements:

Required Course:	Units: 3.0
BUS 12 Success Skills for First-Time Manager	3.0
<hr/>	
Select 2 of the following	Units: 6.0
BUS 11 ^{DE} Introduction to the Hospitality Industry	3.0
BUS 32 ^{DE} Business Communications	3.0
BUS 35 ^{DE} Customer Relationship Management	3.0
BUS 76 ^{DE} Human Resources Management	3.0
BUS 90C Business Internship	3.0
	Total: 9.0

Master Planning:

The Strategic Management Practices for New Managers certificate is a nine-credit program that supports the Santa Monica College mission and Master Plan for Education by providing an affordable and accessible program that promotes education and opportunities for career advancement in a diverse local and global environment. The skills developed throughout the program's curriculum encompass classroom-based learning and optional workplace interaction. Students will obtain the knowledge and skills to progress in the early to mid stages of management with integrity using leadership and problem-solving skills. Intellectual development, including culture and identity, is a priority and visible throughout the program's curriculum. The certificate supports economic growth and aims to fulfill a need for skilled entry-level executives and managers in the workplace, specifically in the retail, hospitality, and travel market segments.

Enrollment and Completer Projections:

According to LARC it is estimated that Santa Monica College will be able to serve 60 students as this is an emerging program. Initially, the majority of students will come from SMC students currently enrolled in various disciplines, mostly Fashion and Business students. Once the program is established and industry connections secured, according to the project mission, local businesses will provide the prime resource for enrollment. The three courses for certificate completion include BUS 12 (required) and 2 of the following: BUS 11, 32,35, 76, and 90C.

Place of Program in Curriculum/Similar Programs:

Existing Santa Monica College programs closely related to the Strategic Management Practices for New Managers Certificate:

- Certificate of Achievement - Management/Leadership,
- Associate in Science Degree - Management/Leadership
- Associate in Science Degree - Business focused on Retail/Hospitality/Tourism

The Strategic Management Practices for New Managers certificate is attainable and valuable while working toward any degree offered in business. The difference between the Strategic Management Practices for New Managers certificate and other business certificate and degree programs is that the focus is on entry-level managerial skills coupled with practical work experience in the local industry. In addition, the program is part of a California Community College regional project that supports initiatives related to incumbent and displaced workers due to the COVID-19 pandemic. The course requirements for the certificate utilize pre-existing Santa Monica College courses; BUS 35, BUS11, BUS 76, BUS32, and BUS 90C. BUS 12 has been created specifically for the Strategic Management Practices for New Managers certificate. However, upon approval, BUS 12 may be used to satisfy other IGETC requirements. This certificate is aimed towards rounding out business programs currently being offered at SMC and offering additional education for students studying fashion merchandising.

Similar Programs at Other Colleges in Service Area:

A collective group of colleges working on a similar certificate proposal, each focusing variously on hospitality (restaurant operation), tourism, and retail according to their pre-existing curriculum, includes Long Beach City College, Pasadena City College, Los Angeles Trade Tech, Los Angeles City College, LA Harbor College, Pierce College, West LA College, LA Mission College, and LA Southwest College.

Other colleges have management certificates that do not include practical work experience/internships and take much longer to complete. In addition, we do not include a class similar to "Success Skills for First-Time Managers" (BUS 12). For example, UCLA Extension offers an Advanced Leadership certificate. Five courses are required for completion. An internship and/or related work experience are not an option for the curriculum offerings.

**Labor Market Analysis: 0506.50 – Retail Store Operations and Management
FTM-First Time Manager – Certificate requiring 8 to fewer than 16 semester units
Los Angeles Center of Excellence, July 2024**

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

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 two identified middle-skill retail management occupations in the region. Furthermore, entry-level wages exceed the self-sufficiency standard wage in Los Angeles County, and 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 all 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

- 13,889 annual job openings are projected in the region through 2027. This number is greater than the three-year average of 12,392 awards conferred by educational institutions in the region.

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.

Living Wage

- Both occupations have entry-level wages **above** Los Angeles County's self-sufficiency standard hourly wage (\$18.10/hour).²

Educational Attainment

- 64% of the annual job openings typically require a bachelor's degree for these middle-skill retail management occupations in the LA/OC region.
- 34%-38% of workers in the field have completed some college or an associate degree, according to national educational attainment data.

Community college supply

- 24 community colleges issued awards related to business management and/or retail store operations in the greater LA/OC region.
- 1,334 awards (degrees and certificates) were conferred on average each year between 2021 and 2023.

Other postsecondary supply

- 42 other educational institutions in the LA/OC region have conferred awards in general business administration and management over the past three years.
- 11,058 awards were conferred on average each year by other postsecondary institutions throughout the greater LA/OC region between 2020 and 2022.

TARGET OCCUPATIONS

LA COE prepared this report to provide regional labor market and postsecondary supply data related to two middle-skill occupations. Although general and operations managers typically require a bachelor's degree, they are considered middle-skill because approximately one-third of workers in the field have completed some college or an associate degree. [For full occupation descriptions, please see Appendix.](#)

- **General and Operations Managers (11-1021)**³
- **First-Line Supervisors of Retail Sales Workers (41-1011)**⁴

OCCUPATIONAL DEMAND

Exhibit 1 shows the five-year occupational demand projections for these retail management occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 2% through 2027. There will be nearly 13,900 job openings per year through 2027 due to job growth and replacements. The majority of jobs in 2022 for these middle-skill retail management occupations (73%) were located in Los Angeles County.

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

³ [General and Operations Managers \(bls.gov\)](#)

⁴ [First-Line Supervisors of Retail Sales Workers \(bls.gov\)](#)

Exhibit 1: Current employment and occupational demand, Los Angeles and Orange counties⁵

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	108,702	109,496	794	1%	10,034
Orange	40,680	42,146	1,466	4%	3,855
Total	149,382	151,642	2,260	2%	13,889

Detailed Occupation Data

Exhibit 2 displays the current employment and projected occupational demand for each of the target occupations in Los Angeles County. The percentage of workers aged 55+ and automation index are included in order to visualize upcoming replacement demand for these occupations.

Exhibit 2: Current employment, projected occupational demand, percentage of workers aged 55+, Los Angeles County⁶

Occupation	2022 Jobs	2027 Jobs	5-Yr % Change	Annual Openings	% Aged 55 and older*	Auto-mation Index**	% Full Time Workers***
General and Operations Managers	71,189	72,848	2%	6,324	25%	82.2	98%
First-Line Supervisors of Retail Sales Workers	37,513	36,648	(2%)	3,709	24%	87.8	85%
Total	108,702	109,496	1%	10,034	-	-	-

*The average percentage of workers aged 55 and older across all occupations in the greater LA/OC region is 27%. These occupations have a smaller share of older workers, which typically indicates fewer replacements needs to offset the amount of impending retirements.

**The automation index captures an occupation's risk of being affected by automation with a base of 100. An automation index greater than 100 indicates a higher-than average risk of automation; less than 100 indicates a lower-than-average risk.

*** Across all jobs in California, 81% of workers are employed full-time.

WAGES

The labor market endorsement in this report considers the entry-level hourly wages for these retail management 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.

⁵ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

⁶ Ibid.

Los Angeles County

Both occupations have entry-level wages above the self-sufficiency standard wage for one adult (\$18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between \$18.40 and \$38.91 (Exhibit 3). Experienced workers can expect to earn wages between \$29.70 and \$83.60.

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*
General and Operations Managers	\$38.91	\$56.87	\$83.60	\$118,300
First-Line Supervisors of Retail Sales Workers	\$18.40	\$22.10	\$29.70	\$46,000

*Rounded to the nearest \$100

Orange County

The majority, 66%, of annual openings for retail management occupations have entry-level wages above the self-sufficiency standard wage for one adult (\$20.63 in Orange County). Typical entry-level hourly wages are in a range between \$17.76 and \$38.69 (Exhibit 4).

One occupation has entry-level wages above the self-sufficiency standard wage:

- General and operations managers, \$38.69.

Experienced workers can expect to earn wages between \$28.71 and \$82.97, which are higher than the self-sufficiency standard.

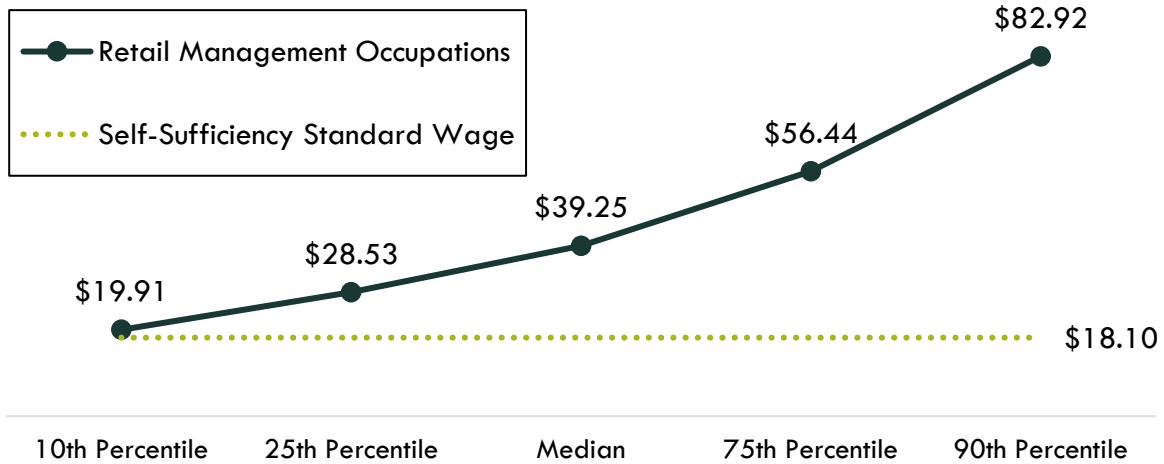
Exhibit 4: Earnings for occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
General and Operations Managers	\$38.69	\$56.50	\$82.97	\$117,500
First-Line Supervisors of Retail Sales Workers	\$17.76	\$21.38	\$28.71	\$44,500

*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 \$28.53; this is above the living wage for one single adult in Los Angeles County (\$18.10). Exhibit 5 shows the average hourly wage for the occupations in this report, for entry-level to experienced workers.

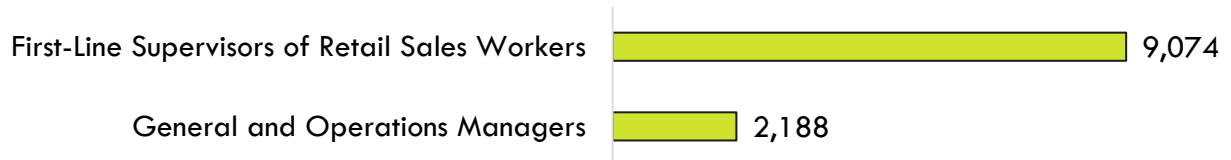
Exhibit 5: Average hourly earnings for retail management occupations, Los Angeles and Orange counties



JOB POSTINGS

There were 11,262 online job postings for these retail management occupations in the retail trade industry sector (NAICS 44-45) 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 (81%) were for first-line supervisors of retail sales workers, followed by general and operations managers (19%).

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"> Assistant store managers Store managers Key holders Assistant managers Shift supervisors Operations managers 	<ul style="list-style-type: none"> Merchandising Retail operations Selling techniques Product knowledge Visual merchandising Loss prevention 	<ul style="list-style-type: none"> CVS Health Dollar Tree Abercrombie & Fitch Nordstrom 99 Cents Only Walmart

In the greater Los Angeles/Orange County region, 49% of the retail management job postings listed a minimum educational requirement. The number and percentage of job postings by educational level appear in exhibit 8.

Exhibit 8: Education levels requested in job postings for occupations related to retail management, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor's degree	1,086	20%
Associate degree	242	4%
High school diploma or vocational training	4,223	76%

EDUCATIONAL ATTAINMENT

In the greater Los Angeles/Orange County region, the majority of annual job openings (64%) typically require a bachelor’s degree (Exhibit 9). However, the national-level data indicates between 34% 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
General and Operations Managers	Bachelor’s degree
First-Line Supervisors of Retail Sales Workers	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: Business Management (0506.00) and Retail Store Operations and Management (0506.50). The colleges with the most completions in the region are Cerritos, Mt. San Antonio, and Coastline.

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
0506.00	Business Management	Cerritos	387	276	469	377
		Compton	-	-	1	0
		East LA	17	18	18	18
		El Camino	49	22	40	37
		Glendale	15	28	22	22
		LA City	18	16	40	25
		LA Mission	4	6	3	4
		LA Pierce	7	14	9	10
		LA Valley	30	39	34	34
		Long Beach	44	28	26	33
		Mt San Antonio	150	188	158	165
		Pasadena	-	-	2	1
		LA Subtotal	721	635	822	726
		Coastline	307	33	40	127
		Cypress	7	1	5	4
		Fullerton	11	19	20	17
		Golden West	11	13	10	11
		Irvine	5	23	20	16
		N. Orange Adult	19	32	27	26
		Orange Coast	19	16	2	12
		Santa Ana	40	39	62	47
		Santiago Canyon	55	25	173	84
		OC Subtotal	474	201	359	345
Supply Subtotal/Average			1,195	836	1,181	1,071
0506.50	Retail Store Operations and Management	Cerritos	198	192	339	243
		El Camino	2	4	2	3
		LA City	-	1	-	0
		LA Mission	-	-	1	0
		LA Pierce	-	-	1	0
		LA Trade-Tech	2	1	-	1
		LA Valley	2	5	2	3
		Mt San Antonio	2	1	6	3
		Pasadena	2	9	2	4
		Rio Hondo	3	4	1	3

TOP Code	Program	College	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Average
		LA Subtotal	211	217	354	261
		Golden West	-	1	-	0
		Saddleback	2	1	2	2
		Santa Ana	-	-	3	1
		OC Subtotal	2	2	5	3
Supply Subtotal/Average			213	219	359	264
Supply Total/Average			1,408	1,055	1,540	1,334

Other Postsecondary Supply

For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for retail management. Exhibit 11 shows the number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent data is from 2020 to 2022. Between 2020 and 2022, other postsecondary college institutions in the region conferred an average of 11,058 bachelor's and sub-baccalaureate awards. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards that typically take fewer than four years to complete. Of the awards in exhibit 11, 98% (10,875 awards) are bachelor's degrees, and 2% (183) are sub-baccalaureate awards.

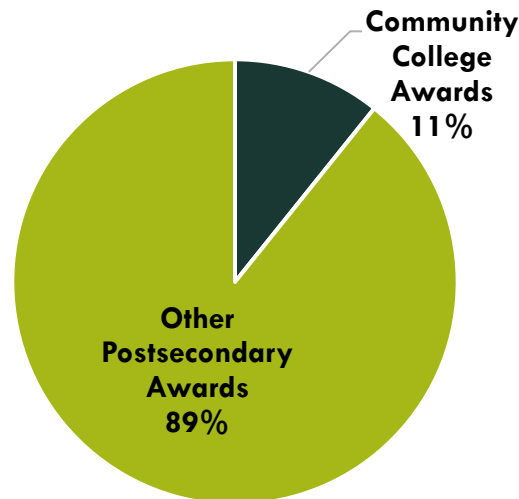
Exhibit 11: Other regional postsecondary awards, 2020-2022

CIP Code	Program	Postsecondary Institution	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
52.0201	Business Administration and Management, General	Abraham Lincoln Univ.	-	1	1	1
		American Jewish Univ.	3	5	1	3
		Angeles College	6	10	16	11
		Azusa Pacific Univ.	106	100	82	96
		Bethesda University	26	28	14	23
		Biola University	136	120	106	121
		CA Intercontinental Univ.	4	5	12	7
		CA St. Poly. Univ. Pomona	1,399	1,644	1,561	1,535
		CSU-Dominguez Hills	571	619	588	593
		CSU-Fullerton	2,293	2,367	2,164	2,275
		CSU-Long Beach	1,351	1,457	1,491	1,433
		CSU-Los Angeles	1,125	864	726	905
		CSU-Northridge	691	760	769	740
Chapman University	440	452	453	448		

CIP Code	Program	Postsecondary Institution	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
		Concordia Univ.-Irvine	87	76	64	76
		Fremont University	1	6	-	2
		Hope International Univ.	57	35	39	44
		InterCoast Colleges-Santa Ana	18	-	-	6
		InterCoast Colleges-West Covina	-	1	2	1
		Learnet Academy	3	10	6	6
		Life Pacific University	15	17	19	17
		LA Pacific College	7	3	1	4
		LA Pacific University	-	4	14	6
		Loyola Marymount Univ.	29	52	41	41
		Marymount CA Univ.	59	42	45	49
		Mount Saint Mary's Univ.	48	33	21	34
		Pacific Oaks College	7	1	-	3
		Pacific States University	1	1	4	2
		Pathways College	-	2	-	1
		Pepperdine University	185	176	218	193
		Platt College-Anaheim	14	9	5	9
		Platt College-LA	11	4	6	7
		UC-Irvine	306	379	340	342
		University of La Verne	294	296	219	270
		University of Mass. Global	155	268	303	242
		USC	1,020	1,035	832	962
		University of the People	205	283	467	318
		University of the West	7	11	9	9
		Vanguard University of Southern California	51	66	50	56
		Westcliff University	71	107	114	97
		Whittier College	61	62	39	54
		Woodbury University	21	30	8	20
		Supply Total/Average	10,884	11,441	10,850	11,058

Exhibit 12 shows the proportion of community college awards conferred in the greater Los Angeles/Orange County region compared to the number of other postsecondary awards for the programs in this report. The majority of awards conferred in these programs are awarded by other institutions in the greater Los Angeles/Orange County region.

Exhibit 12: Percentage of community college awards compared to other postsecondary institution awards in the Los Angeles/Orange County region



APPENDIX: OCCUPATION DESCRIPTIONS

LA COE prepared this report to provide regional labor market supply and demand data related to these target occupations:

- **General and Operations Managers (11-1021)** Plan, direct, or coordinate the operations of public or private sector organizations, overseeing multiple departments or locations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Usually manage through subordinate supervisors.⁷
- **First-Line Supervisors of Retail Sales Workers (41-1011)** Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties.⁸

⁷ [General and Operations Managers \(bls.gov\)](https://www.bls.gov)

⁸ [First-Line Supervisors of Retail Sales Workers \(bls.gov\)](https://www.bls.gov)

Contact information:

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If for any reason this document is not accessible or if you have specific needs for readability, please contact us and we will do our utmost to accommodate you with a modified version.



POWERED BY

**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

Attendees: Lorrie Ivas (Faculty), Robert Wynn Armstrong (Faculty), La Tanya Louis (Faculty), Susan Kolko (Faculty), Trish Concannon, Ilse Metchek, Ram Sareen, Kit Kwok, Jade Sykes, Jeannine Braden, Kevan Hall, Esther Ginsberg, Sylvester Angel Cetina, Jeff Abrams, Ann Marie Leahy (Career Services), Guest - Alex Brown (Santa Monica Chamber of Commerce) and David Mendoza (Recorder) Regrets: Brenda Cooper, Cimmi Cumes, Ashleigh Kaspszak, Blanca Gonzalez, Merle Ginsberg, Edgar Yanson, Marta Miller, Taryn Hipwell, Don Pietranczyk.

Date: November 13, 2024

Location: Santa Monica College, Main Campus, Business Building, Room 111

Start time: 1:00 pm

End Time: 3:30 pm

I. ORGANIZATIONAL FUNCTIONS

- A. Call to order – 1:00pm
- B. Roll Call (Attendees listed above are present)

II. OBJECTIVE

- A. The objective is to gather information regarding overlooked skills that are vital to entry level employment in the fashion merchandising, design, and retail industry.

III. PUBLIC COMMENTS

Lorrie Ivas starts the meeting by thanking everyone in attendance. Everyone in attendance proceeds to go around the room and self-introduce themselves to the group. Lorrie Ivas gives a quick summary of everyone's background and their impact on the Fashion Design and Merchandising industry.

IV. MAJOR ITEMS OF BUSINESS

- A. Lorrie Ivas presents brief PowerPoint overview of Department Activities 2023-to present day.
- B. Robert Wynn Armstrong mentions two Career Focused Education classes.
 - a. Business 12: Success Skills for the First Time Manager
 - b. Fashion 23: Fashion Tech Pack 101
- C. Susan Kolko talks in detail about the "First Time Manager Certificate" (working title up for discussion) and the implementation of new class; BUS 12 Success Skills for First-Time Manager. Researched gathered in partnership with Los Angeles Retail, Hospitality and Tourism that suggests that skills are needed in this job sector.
- D. La Tanya Louis shares her new Tech Pack 101 Class and talks about the LA Mode Fashion Show.
- E. Robert Wynn Armstrong shares Student Enrollment Data for the Fall 2017 through Fall 2023 semester.

- F. Lorrie Ivas talks about the history of the Fashion Department at Santa Monica College and talks in detail about the importance of the LA MODE fashion show. Highlights student designer work, collaborations with other departments, collaborations with community partners and student success stories.
- G. La Tanya Louis talks in detail about the FASHN23 class and the benefits this class will have to student learning outcomes and skillset learning that will be utilized in fashion industry employment.
- H. Anne Marie Leahy discusses that the implementation of these classes will fill gaps in skillsets that are needed for fashion students to prepare them to enter the workforce.
- I. Jade Sykes talks about the Future of Retail Summer Camp. The purpose of this camp is to teach fashion design and retail theory principles to teenagers from underrepresented communities. This could be offered at SMC and be effective in creating pathways to both the Fashion and Business Department.

V. Vote

- A. Motion to recommend implementation of the Business 12 class: Success Skills for First Time Manager
Vote: Unanimous Approval. 12 yay, 0 nay
- B. Motion to recommend implementation of First Time Manager Certificate (working title)*
Vote: Unanimous Approval. 12 yay, 0 nay
- C. Motion to recommend implementation of the Fashion 23 class: Fashion Tech Pack 101
Vote: Unanimous Approval. 12 yay, 0 nay

VI. ADJOURNMENT: 3:30 pm

- A. Lorrie Ivas thanks all the guests for coming and participating in the Advisory Board Meeting

***Addendum**

- A. Email response vote by attending advisory board members to change certificate working title to “Strategic Management Practices for New Managers Certificate” – course list attached

Santa Monica College
Yoga Teacher Training - 200 Hour Certificate of Achievement

Yoga teachers design and instruct yoga classes for participants of various ability levels. They ensure through diligent planning, intelligent sequencing, and the inclusion of appropriate progressions of poses that each class experience is safe, effective and enjoyable for all participants. This program fulfills the requirement for the 200-hour registered yoga teacher (RYT) credentials with Yoga Alliance and covers a wide range of topics from the history and philosophy of yoga, to basic alignment principles and teaching methodologies.

Program Learning Outcomes:

*Upon completion of the program, students will demonstrate coherent design and comprehensive instruction for beginning yoga classes for participants of various ability levels. *Students ensure through diligent planning, intelligent sequencing, and the inclusion of appropriate progression of poses that each class experience is safe, effective and enjoyable for all participants. *This program fulfills the requirement for the 200-hour registered yoga teacher (RYT) credential with Yoga Alliance and covers a wide range of topics from the history and philosophy of yoga and yogic breathing, to basic alignment principles and teaching methodologies. *The U.S. Bureau of Labor and Statistics states that employment of fitness trainers and instructors (including yoga instructors) is projected to grow fourteen percent from 2016 to 2026, which is faster than average for all occupations. *Business, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees. Incentives to join gyms and other types of health clubs are expected to increase the need for fitness trainers and instructors, including yoga instructors. *Upon completion of the program, students will be able to register with Yoga Alliance as a registered yoga teacher (RYT-200). This accreditation is the standard in the industry to be hired as a yoga instructor. This will give our graduates the opportunity to work with wellness centers, gyms, yoga studios, one to one private clients, and online platforms.

Required Courses:

	Units: 9.0
PRO CR 70 Yoga Teacher Training Essentials	3.0
PRO CR 71 Yoga Teacher Training Progressive Methodologies	3.0
PRO CR 72 Yoga Teaching Practicum	1.0
PRO CR 73 Anatomy & Physiology for Yoga Teachers	2.0

Select 1 course from the following:

	Units: 1.0
KIN PE 58A ^{DE} Beginning Yoga	1.0
KIN PE 58B ^{DE} Intermediate Yoga	1.0
KIN PE 58C ^{DE} Advanced Yoga	1.0
KIN PE 58D ^{DE} Advanced Yoga Level II	1.0

Total: 10.0

Santa Monica College
Yoga Teacher Training - 200 Hour Certificate of Achievement
Narrative

Program Goals and Objectives:

Yoga teachers design and instruct yoga classes for participants of various ability levels. They ensure through diligent planning, intelligent sequencing, and the inclusion of appropriate progressions of poses that each class experience is safe, effective and enjoyable for all participants. This program fulfills the requirement for the 200-hour registered yoga teacher (RYT) credentials with Yoga Alliance and covers a wide range of topics from the history and philosophy of yoga, to basic alignment principles and teaching methodologies.

Program Learning Outcomes:

*Upon completion of the program, students will demonstrate coherent design and comprehensive instruction for beginning yoga classes for participants of various ability levels. *Students ensure through diligent planning, intelligent sequencing, and the inclusion of appropriate progression of poses that each class experience is safe, effective and enjoyable for all participants. *This program fulfills the requirement for the 200-hour registered yoga teacher (RYT) credential with Yoga Alliance and covers a wide range of topics from the history and philosophy of yoga and yogic breathing, to basic alignment principles and teaching methodologies. *The U.S. Bureau of Labor and Statistics states that employment of fitness trainers and instructors (including yoga instructors) is projected to grow fourteen percent from 2016 to 2026, which is faster than average for all occupations. *Business, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees. Incentives to join gyms and other types of health clubs are expected to increase the need for fitness trainers and instructors, including yoga instructors. *Upon completion of the program, students will be able to register with Yoga Alliance as a registered yoga teacher (RYT-200). This accreditation is the standard in the industry to be hired as a yoga instructor. This will give our graduates the opportunity to work with wellness centers, gyms, yoga studios, one to one private clients, and online platforms.

Catalog Description:

Yoga teachers design and instruct yoga classes for participants of various ability levels. They ensure through diligent planning, intelligent sequencing, and the inclusion of appropriate progressions of poses that each class experience is safe, effective and enjoyable for all participants. This program fulfills the requirement for the 200-hour registered yoga teacher (RYT) credentials with Yoga Alliance and covers a wide range of topics from the history and philosophy of yoga, to basic alignment principles and teaching methodologies.

Program Learning Outcomes:

*Upon completion of the program, students will demonstrate coherent design and comprehensive instruction for beginning yoga classes for participants of various ability levels. *Students ensure through diligent planning, intelligent sequencing, and the inclusion of appropriate progression of poses that each class experience is safe, effective and enjoyable for all participants. *This program fulfills the requirement for the 200-hour registered yoga teacher (RYT) credential with Yoga Alliance and covers a wide range of topics from the history and philosophy of yoga and yogic breathing, to basic alignment principles and teaching methodologies. *The U.S. Bureau of Labor and Statistics states that employment of fitness trainers and instructors (including yoga instructors) is projected to grow fourteen percent from 2016 to 2026, which is faster than average for all occupations. *Business, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees. Incentives to join gyms and other types of health clubs are expected to increase the need for fitness trainers and instructors, including yoga instructors. *Upon completion of the program, students will be able to register with Yoga Alliance as a registered yoga teacher (RYT-200). This accreditation is the standard in the industry to be hired as a yoga instructor. This will give our graduates the opportunity to work with wellness centers, gyms, yoga studios, one to one private clients, and online platforms.

Program Requirements:

Required Courses:	Units: 9.0
PRO CR 70 Yoga Teacher Training Essentials	3.0
PRO CR 71 Yoga Teacher Training Progressive Methodologies	3.0
PRO CR 72 Yoga Teaching Practicum	1.0
PRO CR 73 Anatomy & Physiology for Yoga Teachers	2.0
Select 1 course from the following:	Units: 1.0
KIN PE 58A ^{DE} Beginning Yoga	1.0
KIN PE 58B ^{DE} Intermediate Yoga	1.0
KIN PE 58C ^{DE} Advanced Yoga	1.0
KIN PE 58D ^{DE} Advanced Yoga Level II	1.0
	Total: 10.0

Master Planning:

Santa Monica College is the only public institution of higher education in the city of Santa Monica, the Santa Monica College District, the Los Angeles basin and San Fernando Valley and, for this reason, it is of great value for Santa Monica College to provide Yoga Teacher Training, as an important and needed certificate program for the student body and community. The program will offer yoga teacher certification through the Yoga Alliance, the esteemed governing board of yoga, and it will serve the diverse community of students at SMC by stimulating development and growth of the region through an increase in educational, economic and workforce opportunities. This program will offer certification and enable students to immediately enter into the fitness industry as group exercise leaders, and it will foster personal enrichment in these individuals that will help them excel in their lives in a multitude of ways.

Enrollment and Completer Projections:

Enrollment Projection: based on historical data, marketing efforts, and anticipated trends in yoga teacher training programs:

Fall 2025: 35

Spring: 2026: 40

Summer 2026: 25

Fall 2026: 45

Actual enrollment numbers may vary.

Completer Projections' estimation considers factors such historical completion rates, program durations, and shifts in student demographics:

Fall 2025: 30

Spring: 2026: 35

Summer 2026: 20

Fall 2026: 40

Actual completion numbers may vary.

Place of Program in Curriculum/Similar Programs:

This certificate program is a new addition to the Kinesiology Department. This program does not replace or alter any existing programs.

Similar Programs at Other Colleges in Service Area:

Pasadena City College

Rio Hondo College

Long Beach City College

Labor Market Analysis: 0835.20 – Fitness Trainer

Yoga Teacher Training – Certificate requiring 8 to fewer than 16 semester units

Pilates Teacher Training – Certificate requiring 8 to fewer than 16 semester units

Los Angeles Center of Excellence, May 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	

SUMMARY

This report analyzes whether local labor market demand is being met by community college programs aligned with the identified middle-skill occupation¹ 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 one identified middle-skill 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 40% of current workers in the field have completed an associate degree as their highest 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

- 4,216 annual job openings are projected in the region through 2027. This number is greater than the three-year average of 183 awards conferred by educational institutions in the region.
 - However, the exercise trainers and group fitness instructors SOC code includes all fitness teacher jobs, and not solely yoga teachers or Pilates teachers. Therefore, the number of annual job openings is overstated for yoga teacher and Pilates teachers.

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 in the LA/OC region, there were online job postings for exercise trainers and group fitness instructors that also listed the following specialized skills:
 - 481 listed “yoga” as a specialized skill
 - 515 listed “Pilates” as a specialized skill

Living Wage

- \$16.88 is the typical entry-level hourly wages for exercise trainers and group fitness instructors, which is lower than Los Angeles County’s self-sufficiency standard hourly (\$18.10/hour).²

Educational Attainment

- A high school diploma or equivalent is the typical entry-level education for exercise trainers and group fitness instructors, according to the Bureau of Labor Statistics (BLS).
- 41% of workers in the field have completed an associate degree or less education, according to national educational attainment data.

Community college supply

- 16 community colleges issued awards related to fitness training in the greater LA/OC region.
- 112 awards (degrees and certificates) were conferred on average each year between 2020 and 2023.

Other postsecondary supply

- 4 educational institutions in the LA/OC region offer programs related to fitness training.
- 71 awards were conferred on average each year by other postsecondary institutions throughout the greater LA/OC region.

TARGET OCCUPATION

The LA COE prepared this report to provide regional labor market and postsecondary supply data related to one middle-skill occupation.

- **Exercise Trainers and Group Fitness Instructors (39-9031)** Instruct or coach groups or individuals in exercise activities for the primary purpose of personal fitness. Demonstrate techniques and form, observe participants, and explain to them corrective measures necessary to improve their skills. Develop and implement individualized approaches to exercise.³

OCCUPATIONAL DEMAND

Exhibit 1 shows the five-year occupational demand projections for exercise trainers and group fitness instructors. In the greater Los Angeles/Orange County region, the number of jobs related to this occupation is projected to increase by 21% through 2027. There will be more than 4,200 job openings per year through 2027 due to job growth and replacements. It is important to note

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

³ [Fitness Trainers and Instructors \(bls.gov\)](https://www.bls.gov/occupations/39-9031)

that the exercise trainers and group fitness instructors (39-9031) SOC code includes all exercise training jobs and not solely yoga and/or Pilates instructors. Therefore, the data in Exhibit 1 is overstated for yoga teachers and Pilates teachers. The majority of jobs in 2022 for this middle-skill occupation (71%) were located in Los Angeles County.

Exhibit 1: Current employment and occupational demand, Los Angeles and Orange counties⁴

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	12,308	14,714	2,406	20%	2,947
Orange	4,949	6,184	1,236	25%	1,269
Total	17,257	20,899	3,642	21%	4,216

Detailed Occupation Data

Exhibit 2 displays the current employment and projected occupational demand for the target occupation in Los Angeles County. The percentage of workers aged 55+ and automation index is included in order visualize upcoming replacement demand for these occupations. The occupation in this report has a lower-than-average risk of automation, as well as a smaller share of older workers in the field. There is a smaller percentage of exercise trainers and group fitness instructors working full-time compared to the average across all jobs, signaling that this occupation may lend itself to part-time or gig-based employment.

Exhibit 2: Current employment, projected occupational demand, percentage of workers aged 55+, Los Angeles County⁵

Occupation	2022 Jobs	2027 Jobs	5-Yr % Change	Annual Openings	% Aged 55 and older*	Auto-mation Index**	% Full Time Workers***
Exercise Trainers and Group Fitness Instructors	12,308	14,714	20%	2,947	16%	84.4	44%

*The average percentage of workers age 55 and older across all occupations in the greater LA/OC region is 27%. This occupation has a smaller share of older workers, which typically indicates fewer replacements needs to offset the amount of impending retirements.

**The automation index captures an occupation's risk of being affected by automation with a base of 100. An automation index greater than 100 indicates a higher-than average risk of automation; less than 100 indicates a lower-than-average risk.

***In California, 81% of workers are employed full-time.

WAGES

The labor market endorsement in this report considers the entry-level hourly wages for exercise trainers and group fitness instructors in Los Angeles County as they relate to the county's self-

⁴ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

⁵ Ibid.

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

The typical entry-level hourly wages for exercise trainers and group fitness instructors are \$16.88, which is below the self-sufficiency standard wage for one adult (\$18.10 in Los Angeles County). Experienced workers can expect to earn wages of \$31.63, which is higher than the self-sufficiency standard (Exhibit 3).

Exhibit 3: Earnings for occupation in Los Angeles County

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
Exercise Trainers and Group Fitness Instructors	\$16.88	\$23.69	\$31.63	\$49,300

*Rounded to the nearest \$100

Orange County

The typical entry-level hourly wages for exercise trainers and group fitness instructors are \$16.58, which is below the self-sufficiency standard wage for one adult (\$20.63 in Orange County). Experienced workers can expect to earn wages of \$31.02, which is higher than the self-sufficiency standard (Exhibit 4).

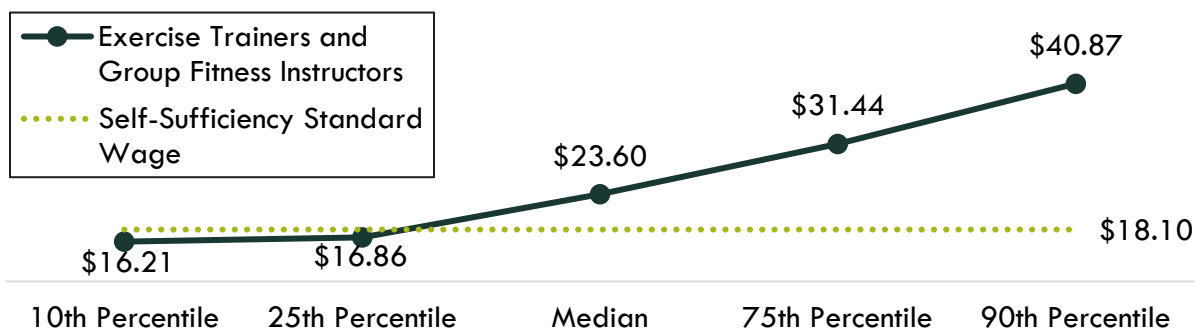
Exhibit 4: Earnings for occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
Exercise Trainers and Group Fitness Instructors	\$16.58	\$23.33	\$31.02	\$48,500

*Rounded to the nearest \$100

Across the greater Los Angeles and Orange County region, the average entry-level hourly earnings for the occupation in this report are \$16.86; this is below the living wage for one single adult in Los Angeles County (\$18.10). Exhibit 5 shows the average hourly wage for the occupation in this report, for entry-level to experienced workers.

Exhibit 5: Average hourly earnings for exercise trainers and group fitness instructors, Los Angeles and Orange counties



JOB POSTINGS BY SKILL

Yoga Teachers

Over the past 12 months in the LA/OC region, there were 481 online job postings for exercise trainers and group fitness instructors that also listed “yoga” as a specialized skill. Job postings were analyzed for the most common job titles, skills, and employers associated with the target occupation in this report (Exhibit 6).

Exhibit 6: 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"> • Yoga instructors • Fitness instructors • Certified yoga instructors • Group fitness instructors 	<ul style="list-style-type: none"> • Yoga • Fitness training • Kinesiology • Exercise science • Group exercise instruction 	<ul style="list-style-type: none"> • Corepower Yoga • Kev’s Gym • Disney/Disneyland Resort • YMCA • Crunch

In the greater Los Angeles/Orange County region, 42% of the yoga-related job postings listed a minimum educational requirement. The number and percentage of job postings by educational level appear in exhibit 7.

Exhibit 7: Education levels requested in job postings for yoga-related occupations, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor’s degree	28	14%
Associate degree	69	34%
High school diploma or vocational training	106	52%

Pilates Teachers

Over the past 12 months in the LA/OC region, there were 515 online job postings for exercise trainers and group fitness instructors that also listed “Pilates” as a specialized skill. Job postings were analyzed for the most common job titles, skills, and employers associated with the target occupation in this report (Exhibit 8).

Exhibit 8: 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"> • Pilates instructors • Certified Pilates instructors • Group exercise instructors • Group fitness instructors 	<ul style="list-style-type: none"> • Pilates • Yoga • Group exercise instruction • Fitness training • Anatomy 	<ul style="list-style-type: none"> • YMCA • Club Pilates • Equinox • Xponential Fitness • Crunch

In the greater Los Angeles/Orange County region, 15% of the Pilates-related job postings listed a minimum educational requirement. The number and percentage of job postings by educational level appear in exhibit 9.

Exhibit 9: Education levels requested in job postings for yoga-related occupations, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor's degree	22	29%
Associate degree	1	1%
High school diploma or vocational training	54	70%

EDUCATIONAL ATTAINMENT

The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for exercise trainers and group fitness instructors (Exhibit 10). However, the national-level data indicates 41% of workers in the field have completed an associate degree or less education as their highest level of educational attainment. The Bureau of Labor Statistics (BLS) lists the following typical entry-level education level for the occupation in this report:

Exhibit 10: Entry-level education preferred by employers nationally, Bureau of Labor Statistics

Occupation	Education Level
Exercise trainers and group fitness instructors	High school diploma or equivalent

EDUCATIONAL SUPPLY

Community College Supply

Exhibit 11 shows the annual and three-year average number of awards conferred by community colleges in the related TOP codes: Fitness Trainer (0835.20) and Athletic Training and Sports Medicine (1228.00). The colleges with the most completions in the region are Saddleback, Orange Coast, and Mt. San Antonio.

Exhibit 11: Regional community college awards (certificates and degrees), 2020-2023

TOP Code	Program	College	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Average
0835.20	Fitness Trainer	Cerritos	3	5	8	5
		Compton	-	1	2	1
		East LA	-	2	1	1
		Glendale	6	4	3	4
		LA City	2	2	3	2
		LA Harbor	2	1	1	1
		Long Beach	-	-	5	2
		Mt San Antonio	1	5	4	3
		Pasadena	8	11	13	11
		Rio Hondo	1	-	4	2
		LA Subtotal	23	31	44	33
		Cypress	1	7	4	4
		Fullerton	6	1	3	3
		Irvine	-	3	2	2
		Orange Coast	26	28	14	23
		Saddleback	31	34	19	28
		Santa Ana	1	1	2	1
		OC Subtotal	65	74	44	61
Supply Subtotal/Average			88	105	88	94
1228.00	Athletic Training and Sports Medicine	Cerritos	4	12	3	6
		Mt San Antonio	25	9	3	12
		LA Subtotal	29	21	6	19
Supply Subtotal/Average			29	21	6	19
Supply Total/Average			117	126	94	112

Exhibit 12 focuses on the Los Angeles/Orange County region’s community colleges that have either a yoga training program, a Pilates training program, or both programs. The majority of programs in the region are certificate-level programs.

Exhibit 12: Regional yoga and Pilates instructor community college programs

TOP Code	College	Local Program Name	Award Type
Fitness Trainer (0835.20)	Cypress	Yoga Teacher Training (200-hour)	Certificate
		Yoga Therapy (300-hour)	Certificate
	Fullerton	Pilates	Certificate
	Long Beach	Yoga Teacher Training	Certificate
	Mt. San Antonio	Pilates Professional Teacher Training: Cadillac, Chair, Auxiliary	Certificate
		Pilates Professional Teacher Training: Mat and Reformer	Certificate
	Orange Coast	Yoga Instructor Training	Certificate, Noncredit
		Comprehensive Pilates Instructor	Certificate
		Pilates Mat Instructor	Certificate
	Pasadena	Yoga Techer Training	A.S. Degree; Certificate
		Yoga Instructor Training	Certificate
	Rio Hondo	Mat Pilates Instructor	Certificate
	Saddleback	Yoga Instructor	Certificate

Other Postsecondary Supply

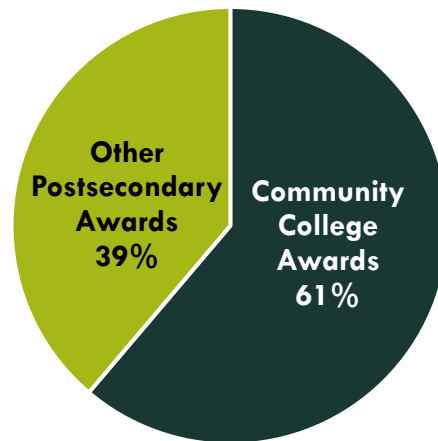
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for fitness trainers. Exhibit 13 shows the number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent data is from 2019 to 2022. Between 2019 and 2022, other postsecondary college institutions in the region conferred an average of 71 sub-baccalaureate awards. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards that typically take fewer than four years to complete.

Exhibit 13: Other regional postsecondary awards, 2019-2022

CIP Code	Program	Postsecondary Institution	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
31.0507	Physical Fitness Technician	American Fitness and Nutrition Academy	38	30	11	26
		California Healing Arts College	-	5	-	2
		Platt College-Anaheim	-	-	4	1
		Southern California Health Institute	81	30	13	41
Supply Total/Average			119	65	28	71

Exhibit 14 shows the proportion of community college awards conferred in the greater Los Angeles/Orange County region compared to the number of other postsecondary awards for the programs in this report. The majority of awards conferred in these programs are awarded by community colleges in the greater Los Angeles/Orange County region.

Exhibit 14: Percentage of community college awards compared to other postsecondary institution awards in the Los Angeles/Orange County region



Registered Yoga Schools in Los Angeles County

It is important to consider other avenues for yoga teacher training other than community colleges and traditional educational institutions. Online research regarding yoga instructor training indicates that there are many private institutions and studios in addition to the educational institutions mentioned above that provide certification and training for yoga instructors. The Yoga Alliance provides a search engine for registered yoga schools (RYS®) that train students to become registered yoga teachers (RYT®). According to their website, the Yoga Alliance and Yoga Alliance Registry is the largest nonprofit association of yoga teachers and schools with over 7,000 Registered Yoga Schools (RYS) and more than 100,000 Registered Yoga Teachers (RYT). A search for registered yoga schools within 50 miles of Santa Monica College (zip code: 90401)

found 181 registered yoga schools and 1,735 registered yoga teachers.⁶ These private studios do not report their annual awards to the National Center for Educational Statistics (NCES) and therefore, the number of annual yoga teacher training award recipients in LA County is unknown.

Pilates Teacher Training in Los Angeles County

Besides training courses at community colleges and other postsecondary universities, there are also many non-academic institutions that provide Pilates teacher training. Online research shows multiple training opportunities for Pilates Teacher training at private exercise studios throughout Los Angeles County. Since Pilates teachers do not need an academic award and awards information is not reported to the National Center for Educational Statistic (NCES), the number of Pilates teacher training award recipients in LA County is also unknown.

Contact information:

Luke Meyer, Director

Los Angeles Center of Excellence

Lmeyer7@mtsac.edu

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POWERED BY



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

⁶ The Yoga Alliance. www.yogaalliance.org. Accessed May 22, 2024.



**Santa Monica College
Yoga & Pilates Certificate Advisory Board Meeting Minutes
August 19, 2024, 10:00am**

Welcome and Opening Statement:

Elaine Roque, Kinesiology Department Head

Introduction of SMC Faculty, Deans and Others:

Johanna Bennett: SMC Associate Professor, Kinesiology–Yoga

Karen Huner: SMC Associate Professor Kinesiology, Kinesiology Yoga/Pilates

Katelyn Qualey: SMC Adjunct Professor, Pilates/Yoga/Life Sciences

Steven Sedkey: SMC Associate Dean, Career Education & New Program Development

Linda Sullivan: SMC Associate Dean Facilities Programming

Introduction of Board Members:

Joelle Simmons, Aquatic program manager, City of Santa Monica

Kari Ross–Berry, Associate Professor of Exercise Science, Yoga, Southwestern College

Jason Burghorn: Pilates instructor/owner, Core Power Studio, Sherman Oaks.

Amit Heri: Yoga Instructor/owner, Magic Carpet Yoga, Los Angeles

Rick Rafael: Physical Therapist, Sportsfit, Los Angeles

Absent: Miwa Sakamoto, Pilates teacher

Guests:

Gizem Muftoglu: SMC student/certified Pilates instructor

Uche Ani: Psychologist First Points, Group, Neurodivergent Students

Johanna Bennett: Presentation of proposed yoga certificate program

Karen Huner: Presentation of proposed Pilates certificate program

Discussion:

Class Creations: Johanna presented a slide presentation detailing the 200–hour Yoga Certificate Program and its benefit to the SMC community and student body.

Rick Rafael posed the question of working with injuries because many people are referred to yoga and Pilates to repair injury and pain. Johanna responded by suggesting this question reflects the possibility of job security inherent in completing these certificate programs. In



addition, she explained that these certificate programs are meant for students to first learn about teaching to beginning level healthy bodies and work with clients/students after physical therapy/injuries. This was confirmed by both Kari Ross-Berry and Karen Huner. It was stated that these certificate programs prepare the instructor to teach entry level practices, and that lifelong learning is a part of this field. Learning also takes place while teaching and encountering divergent populations that seek these services. Elaine also mentioned the option that students could take additional classes like PRO CR 11: *Introduction to Sports Injuries*, to supplement their knowledge especially if they wish to teach to injured populations. Amit Heri added that it is important to teach (for the Yoga certificate) the Yama and Niyama, to ground the teachings in a non-violent and compassionate manner. Johanna confirmed that these concepts are built into the certificate program already. They are a requirement of the Yoga Alliance schools.

Class Structure: Class structure was discussed particularly for Pilates due to the technique's nature. How many students per class? Can the Pilates program start with Mat and Reformer only without losing integrity of the certificate program as compared to other colleges with similar programs? Board members said it would be a good start to begin with Mat and Reformer and to add Apparatus later as the Pilates Program grows. Details of Pilates certificate to be emailed to board after meeting to save time during meeting.

Ideas: The Board was asked to give feedback during the meeting or later by email. Each board member expressed enthusiasm and support for our program. Kari Ross shared her experience with the program at Southwestern College and helped us formulate ours. Her program is extremely successful. Board members welcomed us to reach out to them at any time with questions or for help.

The meeting adjourned at approximately 11:05am.

Vote to support SMC Certificate Program by email after meeting:

For: Joelle Simmons, Kari Ross-Berry, Rick Rafael, Miwa Sakamoto, Amit Heri and Jason Burghorn

Against: 0

Abstain: 0

Next Meeting: TBD

Santa Monica College Photography Associate in Science (AS) / Certificate of Achievement

The Photography program teaches the dynamics of visual communication to illustrate ideas, record events, articulate stories, express moods, sell products, and interpret a person's character. Courses stress technical knowledge, proficiency in camera control, digital and analog capture methods, artificial and natural light control, and image manipulation. This program prepares students for careers in photography-related genres including advertising photography, food photography, architectural photography, editorial photography, portrait photography, fashion photography, and photojournalism. - For additional possibilities, explore the computerized career information systems and other valuable career resources at the Career Services Center on SMC's main campus.

SMC has articulation agreements in place with several 4-year institutions. Students planning to transfer should complete the lower-division major requirements and the general education pattern for the institution to which they intend to transfer. High school students in the 11th and 12th grades may begin this program concurrently with their high school program if approved by the high school principal.

Information regarding the Photography program is available in the Photography Department, (310) 434-3547, and through the Photography Department's website: www2.smc.edu/photo.

Program Learning Outcomes:

- Analyze and assess photographic situations, solve technical problems, and overcome creative challenges as they arise in a photographic production.
 - PHOTO 1: Demonstrate proficiency in basic camera controls, including the f-stop and shutter speed system
 - 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: 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: 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: 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: 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 13: 1. Demonstrate basic camera skills and storytelling techniques
 - PHOTO 13: 2. Demonstrate knowledge of photo composition and picture layout strategies
 - PHOTO 14: Demonstrate skills in pre-press procedures to prepare digital images for publication in print and online editions of the Corsair newspaper.
 - PHOTO 14: Demonstrate an advanced knowledge of photojournalistic storytelling through creation of photo stories, photo essays and news and feature photos for the weekly print and online editions of the Corsair newspaper.
 - PHOTO 2: Demonstrate the skills necessary to expose film accurately using in-camera metering.
 - PHOTO 2: Demonstrate understanding of how B&W film is processed.
 - PHOTO 2: Demonstrate understanding of how prints are made in an analog darkroom
 - PHOTO 2: Demonstrate knowledge of darkroom procedures and safety issues
 - PHOTO 21: Accurately explain procedure for making prints from antiquated chemical processes.
 - PHOTO 21: Articulate the different characteristics of each alternative print making processes covered in class.
 - PHOTO 21: Demonstrate skills in making prints with acceptable quality from various alternative processes.
 - PHOTO 29: Demonstrate the ability to accurately set-up and use a DSLR camera to capture high definition video.
 - PHOTO 29: Demonstrate the ability to utilize camera hardware, software, and basic lighting concepts in order to communicate a clear idea, concept, or story.
 - PHOTO 29: Demonstrate the ability to problem solve common video production issues that arise while working with limited support and budget.
 - PHOTO 29: Demonstrate the ability to properly edit video and sound assets, render video to meet industry standards, and upload content to common web distribution sites.

- 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.
- 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 37: Demonstrate advanced film exposure and development control and understanding.
- PHOTO 37: Demonstrate advanced print exposure and contrast control.
- PHOTO 37: Demonstrate skill in controlling print tonalities in postproduction.
- PHOTO 37: Produce a portfolio of images using the zone system of exposure and development.
- PHOTO 37: Handle photographic chemicals safely.
- PHOTO 37: Explain the principles of the zone system.
- PHOTO 37: Present the black and white image, using current methods.
- PHOTO 37: Explain the basis of digital imaging.
- 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.
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- PHOTO 43: Communicate professionally using visual and verbal presentation skills.
- PHOTO 5: Demonstrate skills in using image management software for exporting, cataloging and image processing.
- PHOTO 5: Demonstrate skills in metering and properly exposing a digital file.
- PHOTO 5: Demonstrate basic skills in calibration of digital cameras, printers and computer monitors.
- PHOTO 5: Demonstrate ability to recognize and accurately produce high quality color corrected inkjet images.
- PHOTO 50: Demonstrate skill in exposing, developing, processing and printing color film.
- PHOTO 50: Demonstrate knowledge of color theory and color correction for printed images.
- PHOTO 50: Demonstrate knowledge of darkroom procedures, equipment usage and safety issues.
- PHOTO 52: Identify and discuss the historical significance of various genres and photographic styles such as advertising, fashion, fine art, portraiture, photojournalism and more.

- PHOTO 52: Recognize the influence of major cultural and aesthetic trends both historical and contemporary on photography.
- PHOTO 52: Demonstrate the ability to discuss the works of trend setting photographers of the past 100 years.
- PHOTO 60: Demonstrate knowledge to start and maintain a legal and profitable business that includes: knowledge of estimating and bidding, including taxation, usage and copyright laws.
- PHOTO 60: Demonstrate knowledge of brand identity, business trends, use of social media marketing.
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- PHOTO 60: Create a business and strategic marketing plan for 2, 5 and 10 years.
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- PHOTO 64: Demonstrate the skills to utilize a large format camera.
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- PHOTO 7: Demonstrate the ability to interpret, evaluate and criticize photography being produced in class.
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- PHOTO 72: Use industry-standard digital asset management and editing software and methods for photos and videos.
- PHOTO 72: Match photos & videos using contemporary lighting and color grading techniques.
- PHOTO 72: Demonstrate an understanding of contemporary trends and best practices incorporating video within the commercial photography field.
- Design and construct photographic images that can communicate ideas or narratives effectively for commercial, editorial or fine art purposes.
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- PHOTO 43: Communicate professionally using visual and verbal presentation skills.
- PHOTO 5: Demonstrate skills in using image management software for exporting, cataloging and image processing.
- PHOTO 5: Demonstrate skills in metering and properly exposing a digital file.
- PHOTO 5: Demonstrate basic skills in calibration of digital cameras, printers and computer monitors.
- PHOTO 5: Demonstrate ability to recognize and accurately produce high quality color corrected inkjet images.
- PHOTO 50: Demonstrate skill in exposing, developing, processing and printing color film.
- PHOTO 50: Demonstrate knowledge of color theory and color correction for printed images.
- PHOTO 50: Demonstrate knowledge of darkroom procedures, equipment usage and safety issues.
- PHOTO 52: Identify and discuss the historical significance of various genres and photographic styles such as advertising, fashion, fine art, portraiture, photojournalism and more.
- PHOTO 52: Recognize the influence of major cultural and aesthetic trends both historical and contemporary on photography.
- PHOTO 52: Demonstrate the ability to discuss the works of trend setting photographers of the past 100 years.
- PHOTO 60: Demonstrate knowledge to start and maintain a legal and profitable business that includes: knowledge of estimating and bidding, including taxation, usage and copyright laws.
- PHOTO 60: Demonstrate knowledge of brand identity, business trends, use of social media marketing.
- PHOTO 60: Demonstrate professional business practices in electronic, written and verbal communications.
- PHOTO 60: Create a business and strategic marketing plan for 2, 5 and 10 years.
- PHOTO 60: Create a targeted client list and professional invoicing and business templates.
- PHOTO 64: Demonstrate the skills to utilize a large format camera.
- PHOTO 64: Be capable of subjective story telling, using basic photographic technique.
- PHOTO 64: Students will demonstrate the skills in processing large format, B&W negative film
- PHOTO 64: Demonstrate the skills to print large format, B&W negatives in the traditional darkroom.
- PHOTO 7: Demonstrate analytical skills in characterizing personal photographic style.
- PHOTO 7: Demonstrate the ability to interpret, evaluate and criticize photography being produced in class.
- PHOTO 7: Demonstrate the ability to research potential clients that complement the portfolio created in class.
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- PHOTO 72: Use natural lighting, exposure, and capture techniques for digital photographs and videos that can work cohesively together in commercial applications.
- PHOTO 72: Use industry-standard digital asset management and editing software and methods for photos and videos.
- PHOTO 72: Match photos & videos using contemporary lighting and color grading techniques.
- PHOTO 72: Demonstrate an understanding of contemporary trends and best practices incorporating video within the commercial photography field.
- Demonstrate knowledge and skills pertinent to the operation of a freelance photography business and sound business practices in the trade.
 - PHOTO 1: Demonstrate an understanding of a digital asset management system and photography editing software.
 - PHOTO 32: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.
 - PHOTO 33: Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.

- PHOTO 43: Produce and present a professional portfolio that meets department expectations and industry standards.
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- PHOTO 7: Demonstrate the ability to research potential clients that complement the portfolio created in class.

Required Courses: (30 units)

Units: 30.0

PHOTO 1 ^{DE} Introduction to Photography	3.0
PHOTO 2 Basic Black and White Darkroom Techniques	2.0
PHOTO 30 ^{DE} Techniques of Artificial Lighting	4.0
PHOTO 32 ^{DE} Lighting for People 2	4.0
PHOTO 33 ^{DE} Lighting for Products	4.0
PHOTO 34 ^{DE} Capture to Composite	4.0
PHOTO 39 ^{DE} Beginning Photoshop	3.0
PHOTO 43 ^{DE} Portfolio Development	3.0
PHOTO 60 ^{DE} Business Practices in Photography	3.0

Restricted Electives: Choose 5 units from the following courses

Units: 5.0

PHOTO 7 Advanced Portfolio Development	3.0
PHOTO 13 ^{DE} News Photography (<i>same as: JOURN 21</i>)	3.0
PHOTO 14 ^{DE} Photography for Publication (<i>same as: JOURN 22</i>)	3.0
PHOTO 21 Alternative Photographic Processes	4.0
PHOTO 29 Video Production for Still Photographers	3.0
PHOTO 37 Advanced Black and White Printing Techniques	4.0
PHOTO 42 ^{DE} Advanced Photoshop	3.0
PHOTO 50 Basic Color Printing	4.0
PHOTO 52 ^{DE} History of Photography (<i>same as: AHIS 52</i>)	3.0
PHOTO 64 Community Documentary Photography	4.0
PHOTO 70 Intro to Video for Photographers	3.0
PHOTO 71 Intro to Video Editing for Photographers	3.0
PHOTO 72 Video for Commercial Photographers	3.0
PHOTO 88A Independent Studies in Photography	1.0
PHOTO 88B Independent Studies in Photography	2.0
PHOTO 88C Independent Studies in Photography	3.0
PHOTO 90A Photography Internship	1.0
PHOTO 90B Photography Internship	2.0
PHOTO 90C Photography Internship	3.0
PHOTO 90D Photography Internship	4.0

Total: 36.0