



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, October 1, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

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

Meeting ID: 880 0868 5421

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

Members:

Redelia Shaw, <i>Chair</i>	Evelyn Chantani	Justice Isaacs	Bobby Simmons
Dione Hodges, <i>Vice Chair</i>	Rachel Demski	Sharlene Joachim	Briana Simmons
Lourdes Arévalo	Susan Fila	Jesus Lopez	Lydia Strong
Jason Beardsley	Walker Griffy	Walt Louie	Olivia Vallejo
Fariba Bolandhemat	Catherine Haradon	Jacqueline Monge	Audra Wells
Walter Butler	Bryan Hartanto (A.S.)	Kevin Roberts	Associated Students Rep
Susan Caggiano	Aileen Huang	Scott Silverman	

Interested Parties:

Stephanie Amerian	Sheila Cordova	Matt Larcin	Patricia Ramos
Clare Battista	Nathaniel Donahue	Jamar London	Jessica Rodriguez
Maria Bonin	Kiersten Elliott	Maria Munoz	Steven Sedky
Department Chairs	Tracie Hunter	Stacy Neal	Esau Tovar
Nick Chambers	Maral Hyeler	Ailsa Ortiz (A.S.)	Tammara Whitaker

Ex-Officio Members:

Vicenta Arrizon

(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 (September 17, 2025).....4

V. Chair's Report

VI. Information Items

1. Curriculum Highlight: META
2. Common Course Numbering (CCN) Updates
3. Board Policy (BP) and Administrative Regulations (AR)
4. Course Deactivations

VII. Action Items

(Courses: New)

- a. ESL 921 Pronunciation: Rhythm and Intonation..... 33

(Courses: Substantial Changes)

- b. ESL 14A Pronunciation and Spelling: Vowel and Consonant Sounds 36
- Changed: course description, SLOs, methods of evaluation, textbooks, sample assignments
 - Added Prerequisite: ESL 10G and ESL 10W or placement in ESL 11A
 - Removed Advisory: ESL 10W It is highly recommended that students in ESL 14A have already completed ESL 10W or have tested into the ESL 11A level. ESL 10G It is highly recommended that students in ESL 14A have already completed ESL 10G or have tested into the ESL 11A level.
- c. ESL 14B Pronunciation: Rhythm and Intonation 44
- Changed: SLOs, course content, methods of evaluation, textbooks, sample assignments
- d. ESL 15 Conversation and Culture in the U.S. 46
- Changed: course description, SLOs, course content, methods of evaluation, textbooks, sample assignments
- e. ESL 16A The Noun System and Articles 48
- Changed: course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, sample assignments
 - Changed Advisory: Concurrent enrollment in ESL 11A or ESL 19A (was "Concurrent enrollment in ESL 11A or ESL 11B")
- f. ESL 16B Verb Tenses: Forms and Use..... 51
- Changed: course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, sample assignments
- g. ESL 16C Sentence Structure and Punctuation..... 53
- Changed: course description, SLOs, course objectives, course content, lab content, methods of presentation, methods of evaluation, textbooks, sample assignments
 - Changed Advisory: ESL 11A or concurrent enrollment in ESL 19A or ESL 19B (was "Concurrent enrollment in ESL 11A or ESL 11B is advised")
- h. ESL 17 Intermediate Reading Skills 59
- Changed: course description, SLOs, course objectives, , course content, methods of presentation, methods of evaluation, textbooks, sample assignments
 - Added Advisory: Concurrent enrollment in ESL 11A is advised.
- i. ESL 20A Advanced Grammar Workshop 62
- Changed: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments
- j. ESL 20B Advanced Grammar and Editing 64
- Changed: course description, SLOs, course objectives, course content, methods of evaluation,

textbooks, sample assignments

k. ESL 28 Academic Vocabulary Skills.....	66
• Changed: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments	
l. ESL 922 Conversation and Culture in the U.S.	68
• Changed: course description, SLOs, course content, methods of evaluation, textbooks	
m. ESL 926 Advanced Grammar Workshop.....	70
• Changed: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments	
n. ESL 976 Academic Vocabulary Skills.....	72
• Changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments	

(Courses: Distance Education)

o. ESL 976 Academic Vocabulary Skills.....	73
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(Programs: New)

p. Affordable Property Management Certificate of Achievement.....	76
q. Property Management Certificate of Achievement	79

(Programs: Revisions)

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

VIII. New Business

IX. Old Business

X. Adjournment

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

The next Curriculum Committee meeting is October 15, 2025.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, September 17, 2025, 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>	Evelyn Chantani	Bryan Hartanto (AS)	Scott Silverman
Dione Hodges, <i>Vice Chair</i>	Rachel Demski	Aileen Huang	Bobby Simmons
Lourdes Arévalo	Susan Fila	Sharlene Joachim	Briana Simmons
Fariba Bolandhemat	Walker Griffy	Walt Louie	Olivia Vallejo
Walter Butler	Catherine Haradon	Kevin Roberts	Audra Wells
Susan Caggiano			

Members Absent:

Jason Beardsley*	Jacqueline Monge*	Jesus Lopez*	Lydia Strong
Justice Isaacs			

**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:

Kristin Lui-Martinez	Jessica Rodriguez	Steven Sedky	Howard Stahl
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(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 no revisions.

Motion made by: Scott Silverman; **Seconded by:** Kevin Roberts

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of September 3, 2025 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons

The motion passed unanimously.

V. Chair's Report

Welcome to our new member – Bryan Hartanto, the A.S. Director of Instructional Support who will be serving as a student representative on the Curriculum Committee. Welcome Bryan!

VI. Information Items

1. Common Course Numbering (CCN) Updates

A survey link from ASCCC for Phase III has been posted to the Canvas shell. The Chancellor's Office and ASCCC co-hosted a webinar last week – a major update is UC plans to allow submission to Cal-GETC first. Usually, UC requires review/approval prior to Cal-GETC submission, however, Phase I allowed Cal-GETC approval first, and the plan is to also allow it for Phases II and III. All impacted departments (Phase IIB and III) are highly encouraged to submit templates as soon as possible.

2. Board Policy and Administrative Regulations

We'll need to work on updating the board policies (BP) and administrative regulations (AR) that govern curriculum, including needed updates to the BP 4020 and AR 5360 covering hours and units.

3. Course Deactivations

There was a question regarding the reasoning for course deactivations – part of the PCAH states courses we list in our catalog are offered at least once every two years. Additionally, we want to ensure the courses (and programs) we advertise to students are actually available to them for enrollment.

We've pulled a list of courses that haven't been scheduled (not necessarily low/non-enrolled) in the last 3-5 years (approximately 400+ courses.) These lists will be shared by Academic Affairs with the department chairs. This will be an ongoing discussion between Academic Affairs, the Curriculum Committee, and department chairs.

Course deactivation is not permanent – if a course is deactivated and later would like to be offered again, it can be submitted for reactivation.

4. Curriculum Highlight: Hours and Units

This year we'll be doing a series of in-depth trainings/discussions/Q&A on the various sections of the course online of record. The first topic is hours and units. Please see the [Zoom recording of the presentation](#), as well as the PowerPoint (pages 4-29)

VII. Action Items

(Consent Agenda: Program Maps)

- a. Introduction to Engineering Certificate of Achievement Program Map
- b. Engineering Electrical UC Transfer Program Map
- c. Engineering Mech/Civil/Aero UC Transfer Program Map

Motion to approve the consent agenda of program maps with no revisions.

Motion made by: Walker Griffy; **Seconded by:** Susan Caggiano

The motion passed unanimously.

(Courses: New)

- d. FILM 4 History of World Cinema

Motion to approve FILM 4 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Aileen Huang

The motion passed unanimously.

(Courses: Global Citizenship)

- e. FILM 4 History of World Cinema

Motion to approve Global Citizenship for FILM 4 with no revisions.

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

The motion passed unanimously.

(Courses: Distance Education)

- f. FILM 4 History of World Cinema

Motion to approve distance education for FILM 4 with revision to 5. Student Support Services to add language "...and a variety of other student support services."

Motion made by: Scott Silverman; **Seconded by:** Kevin Roberts

The motion passed unanimously.

(Courses: Substantial Changes)

g. CS 3 Introduction to Computer Systems

- Changed: course content, methods of presentation, methods of evaluation, textbooks, sample assignments

Motion to approve changes to CS 3 with no additional revisions.

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

The motion passed unanimously.

h. MEDIA 11 Introduction to Electronic Media

- Changed: course name (was “Introduction to Broadcasting”), course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

MEDIA 11 tabled for additional revisions to further include information about AI, deep-fakes, misinformation, and incorporation of IDEAA in the course objectives and course content.

(Programs: Revisions)

i. 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

- FILM 4 will be added as an “or” option to FILM 2 for the Film Studies AA and Film Production AS/Certificate of Achievement

Motion made by: Sharlene Joachim; **Seconded by:** Scott Silverman

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:01 pm.

Motion made by: Scott Silverman; **Seconded by:** Aileen Huang

The motion passed unanimously.

Curriculum Highlight: Units & Hours



Santa Monica College

Course Outline for MATHEMATICS 7, Calculus 1

Course Title: Calculus 1

Total Instructional Hours (usually 18 per unit):

90.00

Total Student Learning Hours:

270.00

Hours per week (full semester equivalent) in Lecture:

5.00

In-Class Lab:

0.00

Arranged:

0.00

Outside-of-Class Hours

180.00

Units: 5.00

Date Submitted: November 2021

Date Updated: May 2022

C-ID: MATH 211

Transferability: Transfers to CSU

Transfers to UC

Cal-GETC Area: NONE

Why does this matter?

- Units of credit are the basis for courses, programs, and degrees
- Understanding hours and units makes course design more transparent
- 10+1!
- Current issues related to hours and units

Whence hours and units?

- Code of Federal Regulations “CFR” Title 34 600.2
- California Code of Regulations “Title 5”
§§55002-55002.5
 - Chancellor’s Program and Course Approval Handbook (PCAH)
 - Local Board Policies and Administrative Regulations

Cal. Code Regs. tit. 5 § 55002

“Title 5”

(a)(2)(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

“Instructional categories”

Santa Monica College

Course Outline for MATHEMATICS 7, Calculus 1

Course Title: Calculus 1

Units: 5.00

Total Instructional Hours (usually 18 per unit). 90.00

→ Total Student Learning Hours: 270.00

→ Hours per week (full semester equivalent) in Lecture: 5.00

→ In-Class Lab: 0.00

→ Arranged: 0.00

→ Outside-of-Class Hours 180.00

Date Submitted: November 2021

Date Updated: May 2022

C-ID: MATH 211

Transferability: Transfers to CSU

Transfers to UC

Cal-GETC Area: NONE

“Instructional categories

Santa Monica College

Course Outline for MATHEMATICS 7, Calculus 1

Course Title: Calculus 1

Units: 5.00

Total Instructional Hours (usually 18 per unit). 90.00

Total Student Learning Hours: 270.00

→ Hours per week (full semester equivalent) in Lecture: 5.00

→ In-Class Lab: 0.00

→ Arranged: 0.00

→ Outside-of-Class Hours 180.00

Date Submitted: November 2021

Date Updated: May 2022

C-ID: MATH 211

Transferability: Transfers to CSU

Transfers to UC

Cal-GETC Area: NONE

Cal. Code Regs. tit. 5 § 55002.5

- (a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include hours inside or outside-of-class.

Cal. Code Regs. tit. 5 § 55002.5

(g) District governing boards shall establish a policy defining the standards for credit hour calculations.



Board Policy 4020: Program, Curriculum, and Course Development

Units of Credit

The Board of Trustees authorizes the use of the Carnegie Unit Formula as the relationship between hours of student work and units earned. The normal expectation for a semester-length course is that for each week, a minimum of:

One hour of lecture = one unit of credit

Three hours of lab/studio/activity = one unit of credit



Administrative Regulation 5360: Carnegie Unit

One credit hour of community college work is approximately three hours of recitation, study, or laboratory per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour is allowed in the same ratio that the length of the term is to 16 weeks. For work experience courses, the relationship is one unit of credit is earned for each 75 hours (paid) or 60 hours (unpaid) of work experience activity within a semester.

Standard Hours/Units Ratios

Instructional Category	Weekly Contact Hours (w/instructor)	Weekly Outside-of-class Hours	Units
Lecture	1	2	1
Activity	2	1	1
Laboratory	3	0	1

Standard Hours/Units Ratios

Using 18-week semester:

Instructional Category	Weekly Contact Hours (w/instructor)	Weekly Outside-of-class Hours	Total Hours
Lecture	18	36	54
Activity	36	18	54
Laboratory	54	0	54

Standard Hours/Units Ratios

MATH 7 Example:

Instructional Category	Weekly Contact Hours (w/instructor)	Weekly Outside-of-class Hours	Total Hours
Lecture	$5 * 18 = 90$	$5 * 2 * 18 = 180$	270
Activity	0	0	0
Laboratory	0	0	0

Standard Hours/Units Formula

Units of Credit =

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}}$$

Round the result down to the nearest increment of credit awarded by the college. As this calculation can produce results below smallest unit threshold, college's must award lowest unit increment at a minimum. No zero-unit courses are permitted.

Standard Hours/Units Formula

MATH 7 Example

Units of Credit =

$$\frac{90 + 180}{\text{Hours-per-unit Divisor} = 5 \text{ units}}$$

Round the result down to the nearest increment of credit awarded by the college. As this calculation can produce results below smallest unit threshold, college's must award lowest unit increment at a minimum. No zero-unit courses are permitted.

Standard Hours/Units Formula

**What is our Hours-per-unit
Divisor?**

54

Standard Hours/Units Ratios

ANIM 3
Example:

Instructional Category	Weekly Contact Hours (w/instructor)	Weekly Outside-of-class Hours	Total Hours
Lecture	2	4	6
Activity	0	0	0
Laboratory	2	0	2
Arranged	1	0	1
Total	5	4	9

Standard Hours/Units Ratios

ANIM 3
Example:

Instructional Category	Weekly Contact Hours (w/instructor)	Weekly Outside-of-class Hours	Total Hours
Lecture	36	72	108
Activity	0	0	0
Laboratory	36	0	36
Arranged	18	0	18
Total	90	72	162

Standard Hours/Units Formula

ANIM 3 Example

Units of Credit =

$$\frac{90 + 72}{54} = \frac{162}{54} = 3 \text{ units}$$

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}}$$

Why does this matter?

- Units are the basis for courses, programs, and degrees
- Understanding hours and units makes course design more transparent
- 10+1!
- Current issues related to hours and units

Why does this matter?

- Current issues related to hours and units
 1. Need to update our Board Policy and Administrative Regulation
 2. New Student Attendance Accounting formula and “Dangling Lab Hours”

Cal. Code Regs. tit. 5 § 55002.5

(g) District governing boards shall establish a policy defining the standards for credit hour calculations.

District policies shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of-class hours for each type of academic activity, standards for incremental award of credit, standard term length, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.



Board Policy 4020: Program, Curriculum, and Course Development

Units of Credit

The Board of Trustees authorizes the use of the Carnegie Unit Formula as the relationship between hours of student work and units earned. The normal expectation for a semester-length course is that for each week, a minimum of:

One hour of lecture = one unit of credit

Three hours of lab/studio/activity = one unit of credit



Administrative Regulation 5360: Carnegie Unit

One credit hour of community college work is approximately three hours of recitation, study, or laboratory per week throughout a term of 16 weeks. Where a term is more or less than 16 weeks, more or less than one credit hour is allowed in the same ratio that the length of the term is to 16 weeks. For work experience courses, the relationship is one unit of credit is earned for each 75 hours (paid) or 60 hours (unpaid) of work experience activity within a semester.

“Dangling Lab Hours”

How many units of credit in this example?

Instructional Category	Weekly Contact Hours (w/instructor)	Weekly Outside-of-class Hours	Total Hours
Lecture	54	108	162
Activity	0	0	0
Laboratory	18	0	18
Arranged	0	0	0

New Course: ESL - NONCREDIT 921, PRONUNCIATION: RHYTHM AND INTONATION

Units:	0.00
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:	N/A
Degree Applicability:	Noncredit
Proposed Start:	Fall 2026
TOP/SAM Code:	493086 - English as a Second Language - Speaking/Listening / E - Non-Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	ESL
Program Impact:	Advanced English as a Second Language Noncredit Certificate of Competency

Rationale

This noncredit ESL course is mirrored to the credit course ESL 14B. The noncredit course serves as a bridge for noncredit students to transition to credit while allowing them the opportunity to explore the rigor and expectations of credit courses without the pressures of credit coursework, such as tuition fees, unit concerns, and course repeatability restrictions. Additionally, students who complete this class may earn career development and college preparation certificates of competency in ESL.

I. Catalog Description

This noncredit ESL course is mirrored to the credit course ESL 14B-Pronunciation, Rhythm, and Intonation and is designed for noncredit students who wish to transition to credit coursework. This course is designed to help ESL students communicate more effectively by learning the rhythm and intonation patterns of standard North American English. The course includes a brief review of all vowel sounds and specific consonants.

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. Mastering the American Accent, 2, Mojsin, L, Barton's © 2016, ISBN: 9781438008109
Rationale: Content and pedagogy for this discipline have not significantly changed. Book is still relevant.
2. Well Said, 4, Grant, L., Heinle © 2017, ISBN: 9781305641365
Rationale: Content and pedagogy for this discipline have not significantly changed. Book is still relevant.

III. Course Objectives

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

1. Use a phonetic alphabet system to identify and produce the correct pronunciation of words.
2. Distinguish between voiced and voiceless consonants in order to apply the rules of vowel lengthening.
3. Apply the rules for correctly pronouncing -s and -ed endings.
4. Use the rules for word stress to accurately produce multi-syllabic words.
5. Identify the elements of sentence rhythm, including content and function words, in written and listening passages and then use the guidelines to produce sentences with correct rhythm.
6. Identify stressed words in written and listening passages and then orally produce sentences that demonstrate accurate placement of stress in sentences.
7. Identify examples of linking in fast speech (in listening passages) in order to understand their slow speech counterparts (and meanings).
8. Identify examples of reductions of vowels and consonants in fast speech (in listening passages) in order to understand their slow speech counterparts.
9. Use a variety of intonation patterns to convey different meanings.

IV. Methods of Presentation:

Lecture and Discussion, Other: Audio/visual listening exercises Pair and small group activities Internet-based activities

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Linking and vowel reduction in fast speech
10.000%	Pitch and intonation patterns
15.000%	Basic intonation patterns in statements and questions
20.000%	Sentence stress, including content and function words, and the principles of rhythm, including contrastive stress patterns and breaking the rules of normal sentence stress to achieve emphasis
15.000%	Syllable stress in multi-syllabic words
10.000%	Word endings (-s and -ed)
10.000%	Voiced and voiceless consonants and their relevance to the rules of vowel lengthening
5.000%	A review of all vowel sounds and specific consonant sounds/clusters
5.000%	The phonetic alphabet and how to use it to correctly pronounce words
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
15%	Final exam
45%	Class Work: In-class work, homework, and presentations (total of 10 assignments)
40%	Quizzes: Quizzes (total of 5)
100%	Total

VII. Sample Assignments:

Movie Clip Presentation: Step 1: Listen as the teacher introduces the context of a short, 3-minute movie clip. Step 2: With the sound off, you will view a short 3-minute movie clip that features two actors. The teacher will ask you to notice facial expressions and mouth movements and make predictions about the content of dialogue. Step 3: You will receive the script of the movie clip. Step 4: You and your class will read through the script and highlight stressed words in sentences and stressed syllables in multi-syllabic words. You should also mark rising and falling intonation within statements and questions. Step 5: You will view the movie clip a few times. Step 6: You will form pairs and practice reproducing the dialogue. Step 7: For homework, you will view the clip on the class Canvas page and practice the role you want to play. Step 8: In the next class session, you will present the dialogue in front of the class and the teacher will video record it. Step 9: The teacher will post the presentations on Canvas and you will view your presentation. You will mark on your script where you think you may have made any errors in pronunciation and comment on your performance. Step 10: You will turn in your script in to the teacher who will then view your presentation and evaluate your presentation.

Practicing Word Stress in 3 Syllable Words Ending in Y: Step 1: You will find a partner. You will be Partner 1. Your partner is Partner 2. You will receive a handout with six questions on the top half and a list of three-syllable words that end in -y on the bottom half. Partner 2 receives a different handout but which also contains six questions on the top half and a list of three-syllable words that end in -y on the bottom half. Step 2: You will ask Partner 2 the questions on the top portion of their handout. Partner 2 will choose words from the bottom half of their handout to answer the questions. The answers are all words that are three-syllables long and that end in -y. You will listen to make sure that Partner 2 applies the correct stress pattern to each answer. (Stress should be on the first syllable.) Step 3: Now you and your partner will reverse roles. Partner 2 now asks you their six questions and listens to your responses and provides feedback on your syllable stress.

VIII. Student Learning Outcomes:

1. Apply the rules for question and statement intonation patterns to accurately produce sentences with various intonation patterns.
2. Identify the elements of sentence rhythm, including content and function words, in written and listening passages and then use the guidelines to produce sentences with correct rhythm.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 14A, Pronunciation and Spelling: Vowel and Consonant Sounds

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:	None
Degree Applicability:	Credit – Not Degree Applicable
Prerequisite(s):	ESL 10G and ESL 10W or placement in ESL 11A
Proposed Start:	Fall 2026

Rationale

We just updated the SLOs and reviewed/updated the course objectives.

I. Catalog Description

This course helps English language learners communicate more effectively by learning the vowel and consonant sounds of standard North American English. The course emphasizes listening skills, auditory discrimination, and production of these sounds. It also introduces spelling patterns in relationship to vowel and consonant sounds.

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. English Pronunciation Made Simple, 2nd, Dale, P. and L. Poms, Prentice-Hall © 2004, ISBN: 9780131115965
2. Mastering the American Accent, Mojsin, L., Barton's © 2009, ISBN: 9781438008109
3. Focus on Pronunciation 3, 3, Lane, L, Pearson © 2012, ISBN: 9780132315005
4. The Game-Changing Guide to Mastering the General American Accent, 1st, Bower, R., PROactive Pronunciation © 2022, ISBN: 9798414491613
5. Headset and microphone.

Rationale: The information in these textbooks continues to be relevant to the pronunciation skills taught in ESL 14A. The content aligns with the contextualized approach used in ESL 14A.

III. Course Objectives

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

1. Identify and produce the individual American vowel and consonant sounds, which will improve pronunciation and comprehension of spoken English.
2. Employ a consistent visual symbol system, the International Phonetic Alphabet (IPA), for identifying and pronouncing American vowel and consonant sounds.
3. Relate spelling patterns to the pronunciation of sounds.
4. Apply spelling rules for frequently misspelled words.

IV. Methods of Presentation:

Lecture and Discussion, Other: Drill and practice Guided small group and paired conversational practice Individual exercises / presentations / demonstrations Audio tapes, song, poetry, movie clips Internet based (Voicethread) computer recordings

V. Course Content

% of Course	Topic
5.000%	Introduction to the course; the basics of North American pronunciation; the international phonetic alphabet (IPA)
35.000%	Vowels: /i/ and /I/, /eI/, /E/, /ae/, /a/, /ou/, /u/, /u/, /aI/, /au/, /I/, + vowels + /r/
35.000%	Consonants: /s/, /z/, /th/, /t/, /d/, /f/, /v/, /w/, /p/, /b/, /l/, /r/, /m/, /n/, /sh/, /ch/, /zh/, /dz/, /y/

25.000%	Spelling rules
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
40%	Class Work: In-class work, homework, and presentations (There will be a total of 10 assignments.)
20%	Final exam
40%	Quizzes: 9-10 total quizzes
100%	Total

VII. Sample Assignments:

Practicing Minimal Pairs /i/ and /I/:

Step 1: You will be given a handout. The handout contains sentences that include two words in parentheses. The words in parentheses are a minimal pair, such as: “beat” and “bit” or “eat” and “it”. Step 2: You must find a partner. You will be Partner 1. You will read 5 sentences to your partner, Partner 2, and select one of the words in parentheses in each sentence. Partner 2 must circle the word on their handout that they think you said. Afterwards, you will check to see if your partner clearly understood you and if you pronounced the words accurately. Step 3: Next, you will reverse roles. Your partner will now read five sentences to you, and you will repeat the process.

Movie Clip Presentation:

Step 1: Your teacher will introduce the context of a short, 3-minute movie clip. Step 2: With the sound off, you will view a short 3-minute movie clip that features two actors. The teacher will ask you to notice facial expressions and mouth movements and make predictions about the content of the dialogue. Step 3: Next, you will receive the script of the movie clip. Some words in the script have been underlined. Step 4: As a class, you will read through the script and identify the pronunciation of the vowels in the words that have been underlined in the script. Step 5: You will view the movie clip again (and again). Step 6: You will form pairs and practice reproducing the dialogue. Step 7: For homework, you will view the clip on the class Canvas page. You will choose a role and practice the dialog for that role. Step 8: In the next class session, you will present the dialogue in front of the class and the teacher will video record it. Step 9: The teacher will post the presentations on Canvas and you will view your presentation. You will mark on your script where you think you may have made any errors in pronunciation and comment on your performance. Step 10: You will turn in your script to the teacher who will then view and evaluate your presentation.

VIII. Student Learning Outcomes:

1. Recognize and apply spelling patterns that correspond to the vowels of North American English.
2. Identify and accurately produce vowel and consonant sounds using the International Phonetic Alphabet (IPA).

Prerequisite Checklist and Worksheet: ESL 14A
Prerequisite: ESL 10G or
Other Prerequisites: ESL 10W or Placement in ESL 11A

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	

ENTRANCE SKILLS FOR ESL 14A

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

A)	Answer questions and paraphrase main ideas and details in short listening passages
B)	Use contextual clues to identify meaning of new vocabulary
C)	Identify main ideas, supporting details, facts, and opinions in short listening passages
D)	Listen for examples, definitions, and reasons in short listening passages
E)	Identify and use the following in speaking and writing: statement and question formation; count/noncount nouns; pronouns; singulars and plurals; subject-verb agreement (including there is/are); prepositional phrases of location, direction, and time; simple modals; present, past and future time
F)	Identify parts of speech
G)	Use contextual clues and cohesive markers to determine meaning in short listening passages
H)	Ask and answer questions about everyday routines and past and future events orally and in writing
I)	Take notes on a short listening passage (using graphic organizers)
J)	Identify a speaker's purpose

EXIT SKILLS (objectives) FOR ESL 10G

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

1.	Answer questions and paraphrase main ideas and details in short listening passages
2.	Use contextual clues to identify meaning of new vocabulary
3.	Identify main ideas, supporting details, facts, and opinions in short listening passages
4.	Listen for examples, definitions, and reasons in short listening passages
5.	Identify and use the following in speaking and writing: statement and question formation; count/noncount nouns; pronouns; singulars and plurals; subject-verb agreement (including there is/are); prepositional phrases of location, direction, and time; simple modals; present, past and future time
6.	Identify parts of speech
7.	Use contextual clues and cohesive markers to determine meaning in short listening passages
8.	Ask and answer questions about everyday routines and past and future events orally and in writing
9.	Take notes on a short listening passage (using graphic organizers)
10.	Identify a speaker's purpose

EXIT SKILLS FOR (ESL 10G)		ENTRANCE SKILLS FOR (ESL 14A)									
		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7							X			
	8								X		
	9									X	
	10										X

Prerequisite Checklist and Worksheet: ESL 14A
Prerequisite: ESL 10W or
Other Prerequisites: ESL 10G or Placement in ESL 11A

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR ESL 14A

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

A)	Distinguish and use correct word order in various sentence types
B)	Construct simple, compound (and, but, so), and complex sentences using time clauses (after, before, when), reason clauses (because), and real conditionals (if)
C)	Paraphrase sentences and short reading passages to demonstrate understanding
D)	Identify sentence parts and parts of speech
E)	Apply strategies to learn and practice vocabulary

EXIT SKILLS (objectives) FOR ESL 10W

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

1.	Distinguish and use correct word order in various sentence types
2.	Construct simple, compound (and, but, so), and complex sentences using time clauses (after, before, when), reason clauses (because), and real conditionals (if)
3.	Demonstrate reading comprehension by answering questions and paraphrasing
4.	Paraphrase sentences and short reading passages to demonstrate understanding
5.	Identify main ideas, supporting details, facts, opinions and inferences in reading passages
6.	Identify contextual clues e.g. embedded definitions, transition words, pronoun reference, and word forms in reading passages and use them to determine meaning
7.	Compose, revise, and edit for: statement and question formation; count/non-count nouns; pronouns; singulars and plurals; subject-verb agreement (including there is/are); prepositional phrases of location, direction, and time; simple modals; present, past, and future time
8.	Identify sentence parts and parts of speech
9.	Produce, within time constraints, a minimum of 10 thematically-related sentences based on a reading or personal experience
10.	Format writing assignments
11.	Apply strategies to learn and practice vocabulary

EXIT SKILLS FOR (ESL 10W)		ENTRANCE SKILLS FOR (ESL 14A)										
		A	B	C	D	E	F	G	H	I	J	K
	1	X										
	2		X									
	3											
	4			X								
	5											
	6											
	7											
	8				X							
	9											
	10											
	11					X						

Prerequisite Checklist and Worksheet: ESL 14A
Prerequisite: Placement in ESL 11A
Other Prerequisites: ESL 10G or ESL 10W

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

ENTRANCE SKILLS FOR ESL 14A

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

A)	Answer listening and reading comprehension questions with complete and coherent sentences.
B)	Identify main ideas and supporting details in reading and listening passages.
C)	Examine context to determine word meanings and to categorize word forms and their function in a sentence.
D)	Use the following in speaking/writing: noun system (count/noncount); verb tenses (present, past, future, perfect and progressive); comparatives and superlatives; parallel structure; social modals; subject/verb agreement; gerunds as subjects; sentence boundaries; and mechanics (commas and capitalization).
E)	Identify and use academic vocabulary (including common collocations) and select and employ appropriate word forms in sentences and paragraphs.
F)	Use a variety of contextual clues to determine meaning in listening and reading passages

EXIT SKILLS (objectives) FOR ESL 11A

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

1.	Write effective sentences using a variety of sentence types with correct punctuation.
2.	Demonstrate use of topic sentences and supporting details.
3.	Compose paragraphs, which may include a variety of types, e.g., opinion, cause/effect, and comparison/contrast, under time constraints.
4.	Answer listening and reading comprehension questions with complete and coherent sentences.
5.	Revise sentences in paragraphs.
6.	Identify main ideas and supporting details in reading and listening passages.
7.	Examine context to determine word meanings and to categorize word forms and their function in a sentence.
8.	Identify cohesive markers and explain their purpose in readings.
9.	Use the following in speaking/writing: noun system (count/noncount); verb tenses (present, past, future, perfect and progressive); comparatives and superlatives; parallel structure; social modals; subject/verb agreement; gerunds as subjects; sentence boundaries; and mechanics (commas and capitalization).
10.	Identify and use academic vocabulary (including common collocations) and select and employ appropriate word forms in sentences and paragraphs.
11.	Participate in classroom activities by discussing readings and assignments in small groups and pairs, by asking questions for clarification, and by organizing in-class presentations.
12.	Use a variety of contextual clues to determine meaning in listening and reading passages.

13.	Use cohesive markers correctly when writing various sentence types.
14.	Identify and understand inferences when reading.

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

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 14B, Pronunciation: Rhythm and Intonation

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:	None
Degree Applicability:	Credit - Not Degree Applicable
Prerequisite(s):	ESL 10G and ESL 10W or placement in ESL 11A
Proposed Start:	Fall 2026

Rationale

We need to update our textbooks and sample assignments.

I. Catalog Description

This course is designed to help ESL students communicate more effectively by learning the rhythm and intonation patterns of standard North American English. The course includes a brief review of all vowel sounds and specific consonants.

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. Well Said, 4, Grant, L., Heinle © 2017, ISBN: 9781305641365
2. Mastering the American Accent, 2, Mojsin, L, Barton's © 2016, ISBN: 9781438008109

Rationale: The information in these textbooks continues to be relevant to the pronunciation skills taught in ESL 14B. The content aligns with the contextualized approach used in ESL 14B.

III. Course Objectives

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

1. Use a phonetic alphabet system to identify and produce the correct pronunciation of words.
2. Distinguish between voiced and voiceless consonants in order to apply the rules of vowel lengthening.
3. Apply the rules for correctly pronouncing -s and -ed endings.
4. Use the rules for word stress to accurately produce multi-syllabic words.
5. Identify the elements of sentence rhythm, including content and function words, in written and listening passages and then use the guidelines to produce sentences with correct rhythm.
6. Identify stressed words in written and listening passages and then orally produce sentences that demonstrate accurate placement of stress in sentences.
7. Identify examples of linking in fast speech (in listening passages) in order to understand their slow speech counterparts (and meanings).
8. Identify examples of reductions of vowels and consonants in fast speech (in listening passages) in order to understand their slow speech counterparts.
9. Use a variety of intonation patterns to convey different meanings.

IV. Methods of Presentation:

Lecture and Discussion, Other: Audio/visual listening exercises Pair and small group activities Internet-based activities

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	The phonetic alphabet and how to use it to correctly pronounce words
5.000%	A review of all vowel sounds and specific consonant sounds/clusters
10.000%	Voiced and voiceless consonants and their relevance to the rules of vowel lengthening

10.000%	Word endings (-s and -ed)
15.000%	Syllable stress in multi-syllabic words
20.000%	Sentence stress, including content and function words, and the principles of rhythm, including contrastive stress patterns and breaking the rules of normal sentence stress to achieve emphasis
15.000%	Basic intonation patterns in statements and questions
10.000%	Pitch and intonation patterns
10.000%	Linking and vowel reduction in fast speech
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
45%	Class Work: In-class work, homework, and presentations (9-10 assignments in total)
15%	Final exam
40%	Quizzes: 4-5 total quizzes
100%	Total

VII. Sample Assignments:

Practicing Word Stress in Three-Syllable words ending in -y: Step 1: You will find a partner. You will be Partner 1. Your partner is Partner 2. You will receive a handout with six questions on the top half and a list of three-syllable words that end in -y on the bottom half. Partner 2 receives a different handout but which also contains six questions on the top half and a list of three-syllable words that end in -y on the bottom half. Step 2: You will ask Partner 2 the questions on the top portion of their handout. Partner 2 will choose words from the bottom half of their handout to answer the questions. The answers are all words that are three-syllables long and that end in -y. You will listen to make sure that Partner 2 applies the correct stress pattern to each answer. (Stress should be on the first syllable.) Step 3: Now you and your partner will reverse roles. Partner 2 now asks you their six questions and listens to your responses and provides feedback on your syllable stress.

Movie Clip Presentation: Step 1: Listen as the teacher introduces the context of a short, 3-minute movie clip. Step 2: With the sound off, you will view a short 3-minute movie clip that features two actors. The teacher will ask you to notice facial expressions and mouth movements and make predictions about the content of dialogue. Step 3: You will receive the script of the movie clip. Step 4: You and your class will read through the script and highlight stressed words in sentences and stressed syllables in multi-syllabic words. You should also mark rising and falling intonation within statements and questions. Step 5: You will view the movie clip a few times. Step 6: You will form pairs and practice reproducing the dialogue. Step 7: For homework, you will view the clip on the class Canvas page and practice the role you want to play. Step 8: In the next class session, you will present the dialogue in front of the class and the teacher will video record it. Step 9: The teacher will post the presentations on Canvas and you will view your presentation. You will mark on your script where you think you may have made any errors in pronunciation and comment on your performance. Step 10: You will turn in your script in to the teacher who will then view your presentation and evaluate your presentation.

VIII. Student Learning Outcomes:

1. Apply the rules for question and statement intonation patterns to accurately produce sentences with various intonation patterns.
2. Identify the elements of sentence rhythm, including content and function words, in written and listening passages and then use the guidelines to produce sentences with correct rhythm.
3. Apply the guidelines for stress in multi-syllabic words to pronounce multi-syllabic words clearly and accurately.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 15, Conversation and Culture in the U.S.

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:	None
Degree Applicability:	Credit - Not Degree Applicable
Prerequisite(s):	ESL 10G Multiple Measures Placement / ESL Guided Self-Placement or ESL 10W
Proposed Start:	Fall 2026

Rationale

We made updates to the course description, examples of appropriate textbooks, and student learning outcomes.

I. Catalog Description

This speaking/listening course for English language learners examines the cross-cultural differences that affect communication. It prepares students to understand and speak English more clearly and fluently in pairs, groups, class discussions, interviews, panels, and speeches. Conversation techniques, vocabulary acquisition, reading, and critical thinking are employed.

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. Culturally Speaking, 3rd edition, Genzel, R. and Graves Cummings, M., Heinle/Cengage Learning © 2010, ISBN: 9781424004041
2. American Ways: An Introduction to American Culture, 4th edition, Datesman, M., Crandall, J., and Kearny, E., Pearson © 2014, ISBN: 9780133047028
3. Practice Makes Perfect: English Conversation, 4th edition, Yates, J., McGraw Hill Premium © 2024, ISBN: 9781266002533
4. Let's Talk: Level 3, 2nd edition, Jones, L., Cambridge University Press © 2022, ISBN: 9781009265195
5. Four Corners: Level 2, 2nd edition, Richards, J., Cambridge University Press © 2023, ISBN: 9780521692847

Rationale: The grammar focus and content of these textbooks are appropriate for ESL 15. The scope and focus match the course objectives for ESL 15.

III. Course Objectives

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

1. Recognize cross-cultural issues and express their ideas, primarily in speaking but also in written sentences, concerning these issues and share their own cultural perspectives cooperatively in pairs or small groups.
2. Demonstrate correct usage of expressions for successful communication, primarily in speaking but also in written sentences.
3. Use idiomatic expressions and collocations primarily in speaking but also in written sentences.
4. Identify key information in listening passages.
5. Identify and use discourse markers in speech.
6. Use approximately 150 new vocabulary items and/or idioms primarily in conversation but also in written sentences.
7. Identify and use correct intonation, conversation patterns, and non-verbal communication.
8. Plan, organize, and deliver oral presentations on cross-cultural experiences and issues.

IV. Methods of Presentation:

Lecture and Discussion, Other: Paired and small group discussions Individual, paired and small group presentations

V. Course Content

% of Course	Topic
15.000%	Listening Comprehension
10.000%	Conversation discourse markers
5.000%	Accent and pronunciation refinement
5.000%	Word stress and intonation patterns
20.000%	Vocabulary development
20.000%	Discussions about cultural values, culture shock, and how culture affects communication
5.000%	Non-verbal communication
20.000%	Learn to prepare and present speeches to the class
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Final exam
15%	Final Project: Final speech
18%	Oral Presentation: This includes several speaking assignments.
35%	Quizzes: 4 to 5 total quizzes
12%	Written assignments
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1:

Step 1: Find a partner. Step 2: Partner 1 must choose a conversation starter and ask Partner 2 about a cultural practice that is different between their country and the U.S. Partner 1 writes down the answer. Step 3: Partner 2 - Now you ask your partner about a cultural difference using a conversation starter. Now you write down Partner 1's response. Step 4: Add your information about similarities and differences to the list on the board. Try to use new vocabulary from the unit. Step 5: After looking at the information on the board (given by all of the pairs) use the new vocabulary to write a journal entry describing those aspects of U.S. culture that most surprised you.

Sample Assignment #2:

Step 1: You will listen and read about a featured individual in your textbook. Step 2: In a group of four, discuss new vocabulary. Step 3: Listen a second time, and this time answer comprehension questions. Step 4: Produce a unit vocabulary journal, providing the vocabulary, parts of speech, and your own unique sentences that relate to your own life.

VIII. **Student Learning Outcomes:**

1. Objectively interpret American customs, non-verbal cues, and conversational style.
2. Identify and use conversational discourse markers with appropriate pronunciation, stress, and intonation.
3. Produce an oral presentation on a student-generated topic related to cultural differences.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 16A, The Noun System and Articles

Units:	1.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	None
Degree Applicability:	Credit - Not Degree Applicable
Advisory(s):	ESL 11A Concurrent enrollment in ESL 11A. or ESL 19A Concurrent enrollment in ESL 19A
Prerequisite(s):	ESL 10G Multiple Measures Placement / ESL Guided Self-Placement or ESL 10W
Proposed Start:	Fall 2026

Rationale

Changes were made to the course description, examples of appropriate texts, course objectives, methods of evaluation, sample assignments, and student learning outcomes.

I. Catalog Description

This course helps English language learners develop confidence and clarity in spoken and written English communication through a focus on the noun system and articles. Topics covered include count and non-count nouns, singular and plural forms, and proper and common nouns. The course also covers modifiers, quantifiers (such as possessives and demonstratives: this, that, these, those), articles (a, an, the), and subject-verb agreement.

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. Understanding and Using English Grammar, 5th, Azar, Betty Schramper, Pearson Longman © 2016, ISBN: 978-0134268828
 2. Understanding and Using English Grammar: Workbook, 5th, Azar, Betty Schramper, Pearson Longman © 2016, ISBN: 978-0134275444
 3. Grammar and Beyond 2, Zwier, L. and Reppen, R, Cambridge © 2012, ISBN: 9780521142964
 4. Grammar Sense 2, Bland, S. and Pavlik, C, Oxford © 2012, ISBN: 9780294489133
 5. Grammar and Beyond 2 Workbook, Zwier, L. and Holden, L.J, Cambridge © 2012, ISBN: 9780521279918
 6. The Article Book, 1st Edition, Tom Cole, University of Michigan Press © 2000, ISBN: 9780472086399
- Rationale: The grammar focus and content of these textbooks are appropriate for ESL 16A. The scope and focus match the course objectives for ESL 16A.*

III. Course Objectives

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

1. Apply regular and irregular plural nouns accurately
2. Employ possessives and noun modifiers correctly
3. Distinguish between count and non-count nouns
4. Employ expressions of quantity and determiners with noun phrases correctly
5. Employ the definite article accurately with identifiable noun phrases and with proper nouns
6. Apply rules for articles correctly with nouns representing a group or category
7. Construct sentences with correct articles in idiomatic expressions
8. Apply correct verb agreement with count and non-count nouns and expressions of quantity

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Other Methods: Pair Work Multimedia

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Regular and Irregular Plural Nouns, Possessives, Nouns as Modifiers

15.000%	Count and Non-count Nouns
15.000%	Expressions of Quantity
15.000%	General Article Usage Overview
15.000%	Specific Article Usage (with Proper Nouns, Groups and Categories)
15.000%	Agreement (Subject-Verb, Expressions of Quantity)
5.000%	Idiomatic Expressions
10.000%	Review and Final Examination
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Final exam
20%	Homework
50%	Quizzes: 6 to 7 total quizzes and writing assignments
10%	Oral Presentation
100%	Total

VII. Sample Assignments:

Sample Assignment 1: Describing a Place:

Step 1: Choose a place that is meaningful to you (e.g. your home country, a local cafe, a beach, a park, a favorite room). Step 2: Make a list of nouns related to your place (objects, people, locations, etc). Label each noun as count or non-count, common or proper, singular or plural. Step 3: For at least 10 of your nouns, add appropriate modifiers and determiners. Step 4: Write a description of the place in 150-200 words. Be sure to use count nouns, non-count nouns, determiners, and articles correctly. Step 5: With a classmate, check your description for any errors. Step 6: Practice saying your description out loud with any necessary changes and present to the class.

Sample Assignment 2: Analyzing an Authentic Text:

Step 1: Collect an authentic text of 100-200 words about a topic you are interested in (a newspaper article, a magazine article, a blog post or online recipe). Step 2: Highlight all of the nouns and articles. Step 3: Identify the proper nouns (write "P" above each one). Step 4: Identify whether the other nouns are count or non-count (write "C" or "NC" above each one). Step 5: Circle all the articles (a, an, the). Step 6: Answer these questions: How many count nouns did you find? How many non-count nouns? How did the writer use articles with proper nouns? With common nouns? Did anything surprise you about noun or article use? Step 7: Turn in your passage and questions.

VIII. Student Learning Outcomes:

1. Identify countable and non-countable and singular and plural nouns by analyzing their use in a passage.
2. Compose a paragraph on a given topic exhibiting correct use of count/non-count nouns, proper nouns, noun phrases, singular and plural forms, subject-verb agreement, and determiner-noun agreement.
3. Deliver a brief presentation on a given topic demonstrating correct use of count/non-count nouns, proper nouns, noun phrases, singular and plural forms, subject-verb agreement, and determiner-noun agreement.

Advisory Checklist and Worksheet: ESL 16A
Proposed Advisory: ESL 19A

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 16A

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

A)	Use a variety of sentence types with correct punctuation and capitalization.
B)	Paraphrase key points from lectures and readings.
C)	Use academic vocabulary, including common collocations and related word forms, in speaking and writing.
D)	Analyze and explain main ideas and supporting details in speaking and writing.
E)	Use the following in speaking and writing: active and passive verbs (including modals); noun clauses, adjective clauses; adverb clauses; real and unreal conditionals; and gerunds and infinitives.

EXIT SKILLS (objectives) FROM: ESL 19A

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

1.	Use a variety of sentence types with correct punctuation and capitalization.
2.	Paraphrase key points from lectures and readings.
3.	Use academic vocabulary, including common collocations and related word forms, in speaking and writing.
4.	Analyze and explain main ideas and supporting details in speaking and writing.
5.	Use the following in speaking and writing: active and passive verbs (including modals); noun clauses, adjective clauses; adverb clauses; real and unreal conditionals; and gerunds and infinitives.

		ENTRANCE SKILLS FOR: ESL 16A							
EXIT SKILLS From: ESL 19A		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 16B, Verb Tenses: Forms and Use

Units:	1.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	None
Degree Applicability:	Credit - Not Degree Applicable
Advisory(s):	ESL 11A Concurrent enrollment in ESL 11A.
Prerequisite(s):	ESL 10G Multiple Measures Placement / ESL Guided Self-Placement or ESL 10W
Proposed Start:	Fall 2026

Rationale

We made updates to the course description, examples of appropriate textbooks, course objectives, sample assignments, and SLOs.

I. Catalog Description

This course helps English language learners to communicate effectively using correct verb forms including: present, past, future, perfects, passives, conditionals, and modals.

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. Understanding and Using English Grammar, 5th, Azar, Betty Schramper, Pearson Longman © 2016, ISBN: 978-0134268828
2. Understanding and Using English Grammar Workbook, 5th, Azar, Betty Schramper, Pearson Longman © 2016, ISBN: 978-0134275444
3. Understanding and Using English Grammar Chartbook, 4th, Azar, Betty Schramper, Pearson Longman © 2009, ISBN: 0132052105
4. Grammar and Beyond Essentials 2, Reppen, R., Cambridge © 2022, ISBN: 9781009212991
5. Grammar and Beyond 2 Workbook, Reppen, R., Cambridge © 2019, ISBN: 9781108697187
6. Grammar Sense 2, Bland, S. and Pavlik, C, Oxford © 2012, ISBN: 9780294489133

Rationale: The grammar focus and content of these textbooks are appropriate for ESL 16B. The scope and focus match the course objectives for ESL 16B.

III. Course Objectives

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

1. Employ present, past, and future verb tense forms of English for both regular and irregular verbs to express actions and states of being in any given time frame in speaking and writing.
2. Distinguish between simple past and present perfect and use the appropriate verb form to express the appropriate aspect in speaking and writing.
3. Construct sentences with passive verbs to express actions in past, present and future time in speaking and writing.
4. Employ present time modals to express requests, permission, suggestions, advice, opinions, necessity, lack of necessity, obligations, and degrees of certainty in speaking and writing.
5. Construct sentences with past time modals to express degrees of certainty, regret, and belated advice in speaking and writing.
6. Apply conditionals to express real and unreal situations in the past, present, and future in speaking and writing.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Other Methods: Pair Work Multimedia

V. Course Content

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

20.000%	Types of Verbs, Verb Forms, Introduction to Present and Past Time
5.000%	Adverbs of Time
10.000%	Introduction to Future Time
15.000%	Perfect Time (Present Perfect, Present Perfect Continuous)
20.000%	Present and Past Time Modals
10.000%	Passives
10.000%	Conditionals
10.000%	Review
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Final exam
20%	Homework
60%	Quizzes: 6 to 7 total quizzes and writing assignments
100%	Total

VII. **Sample Assignments:**

Sample Assignment 1:

Step 1: Review your handout on modals for giving advice. Step 2: Write a paragraph of advice to a first time SMC student. Step 3: Review your paragraph with your group and check each other's paragraph for accurate use of modals. Step 4: Present your advice in a short speech to the class. Step 5: Answer questions from classmates about your advice.

Sample Assignment 2:

Step 1: Read a short reading passage and identify present perfect and present perfect continuous verbs, and locate the adverbs of time that signal the use of present perfect and present perfect continuous. Step 2: With the class, review your results. Step 3: Write 4-5 sentences using present perfect and present perfect continuous with appropriate adverbs of time on a similar topic.

VIII. **Student Learning Outcomes:**

1. Compose sentences and paragraphs using correct verb forms that agree with the subjects and denote the appropriate time frame and aspect.
2. Compose sentences using conditional forms to correctly express real and unreal conditions in the past and present.
3. Deliver brief speeches and produce short speaking tasks using grammatically correct sentences with correct verb tenses on assigned topics.
4. Respond to topics and other students' submissions with spoken questions and comments demonstrating correct use of verb forms and tenses.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 16C, Sentence Structure and Punctuation

Units:	1.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	None
Degree Applicability:	Credit - Not Degree Applicable
Advisory(s):	ESL 11A or concurrent enrollment in ESL 19A or ESL 19B.
Prerequisite(s):	ESL 10G Multiple Measures Placement / ESL Guided Self-Placement or ESL 10W
Proposed Start:	Fall 2026

Rationale

Changes have been made to the catalog description, student learning outcomes, course objectives, course content, methods of evaluation, appropriate texts and sample assignments.

I. Catalog Description

This course helps English language learners to construct grammatically correct sentences using appropriate punctuation. Students will learn to combine sentence elements (clauses and phrases) to produce effective sentences.

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. Great Writing 1, 5th, Folse, Keith S., April Muchmore-Vokoun, and Elena Vestri Solomon, Cengage National Geographic Learning © 2020, ISBN: 978-0357020821
2. Understanding and Using English Grammar, 5th Ed., Azar, B. and Stacy Hagen, Pearson © 2016, ISBN: 978-0134275253
3. Grammar in Context 3, 7th Ed., Elbaum, S., Cengage National Geographic Learning © 2021, ISBN: 978-0357140512

Rationale: The grammar content covered in Understanding and Using English Grammar is appropriate for ESL 16C.

III. Course Objectives

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

1. Compose and edit simple, compound, and complex sentences including negatives and questions.
2. Use prepositional phrases.
3. Identify and produce basic adjective, adverbial, and noun clauses.
4. Apply appropriate punctuation and capitalization rules.
5. Use appropriate word order.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Other: Pair Work Individual exercises Online discussion activities

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Grammar basics: parts of speech, sentence parts, and word order
40.000%	Sentence types and sentence combining
15.000%	Punctuation and Capitalization
10.000%	Prepositional Phrases

20.000%	Editing for grammar and mechanics
5.000%	Word forms and usage
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
15%	Homework
5%	Class Work
20%	Final exam
30%	Quizzes
30%	Written assignments
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1:

Step 1: Read the following paragraph. Please note that this paragraph consists of simple sentences only. Step 2: Combine the sentences into compound and/or complex sentences using appropriate cohesive markers. Step 3: Compare your sentences with a partner. Identify at least 2 compound sentences and 2 complex sentences in your partner's paragraphs.

Sample Assignment #2 - Adjective Clause Analysis:

Step 1: Read the following ten sentences. Each sentence contains an adjective clause. Step 2: For each sentence, underline the adjective clause and circle the noun it modifies. Step 3: Compare your answers with your group members. Step 4: Working with your group members, discuss if each adjective clause needs commas around it (non-restrictive) or no commas (restrictive). Step 5: Write two of your sentences on the board based on the teacher's instructions.

VIII. **Student Learning Outcomes:**

1. Combine simple sentences to create compound and complex sentences using appropriate cohesive markers.
2. Compose a paragraph that demonstrates control over targeted sentence structure, punctuation, and capitalization.
3. Produce sentences using appropriate word order and incorporating prepositional phrases.

Advisory Checklist and Worksheet: ESL 16C
Proposed Advisory: ESL 19A

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 16C

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

A)	Use a variety of sentence types with correct punctuation and capitalization.
B)	Paraphrase key points from lectures and readings.
C)	Use academic vocabulary, including common collocations and related word forms, in speaking and writing.
D)	Analyze and explain main ideas and supporting details in speaking and writing.
E)	Use the following in speaking and writing: active and passive verbs (including modals); noun clauses, adjective clauses; adverb clauses; real and unreal conditionals; and gerunds and infinitives.

EXIT SKILLS (objectives) FROM: ESL 19A

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

1.	Use a variety of sentence types with correct punctuation and capitalization.
2.	Plan, compose, and revise multi-paragraph essays with an introduction and a thesis statement, body paragraphs, transitional sentences, and a conclusion
3.	Produce on-topic responses to prompts.
4.	Paraphrase key points from lectures and readings.
5.	Use academic vocabulary, including common collocations and related word forms, in speaking and writing.
6.	Analyze and explain main ideas and supporting details in speaking and writing.
7.	Identify main ideas, supporting details, and the writer/speaker's purpose in a variety of sources.
8.	Use reading and note-taking strategies.
9.	Use the following in speaking and writing: active and passive verbs (including modals); noun clauses, adjective clauses; adverb clauses; real and unreal conditionals; and gerunds and infinitives.
10.	Integrate information from assigned sources and class discussions to support ideas in writing and speaking assignments.
11.	Explain opinions on assigned sources in speaking and writing, and share this information with the class.
12.	Format assignments and cite sources.

EXIT SKILLS From: ESL 19A		ENTRANCE SKILLS FOR: ESL 16C											
		A	B	C	D	E	F	G	H	I	J	K	L
	1	X											
	2												
	3												
	4		X										
	5			X									
	6				X								
	7												
	8												
	9					X							
	10												
	11												
	12												

Advisory Checklist and Worksheet: ESL 16C
Proposed Advisory: ESL 19B

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 16C

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

A)	Use academic vocabulary that is appropriate, varied, and clear.
B)	Identify common collocations and understand how word choice affects meaning.
C)	Organize and give presentations individually and in groups.
D)	Use the following correctly in speaking/writing: Content-appropriate verb tense and form, including passive voice Parallel structure Reduced adjective and adverb clauses Reported speech Unreal conditionals (past and present) Sentences free from sentence-level errors such as fragments, run-ons, and comma splices
E)	Edit writing to improve grammar, vocabulary, and sentence variety.

EXIT SKILLS (objectives) FROM: ESL 19B

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

1.	Paraphrase, summarize, and synthesize key points from readings and other media sources without plagiarizing.
2.	Plan, compose, and revise multi-paragraph essays that integrate information from readings and other sources.
3.	Use evidence from source materials to support claims using correct MLA format.
4.	Use academic vocabulary that is appropriate, varied, and clear.
5.	Identify and distinguish the differences between connotative and denotative meanings of academic vocabulary.
6.	Identify common collocations and understand how word choice affects meaning.
7.	Organize and give presentations individually and in groups.
8.	Differentiate main ideas and details in college-level texts.
9.	Identify how writers use organizational patterns to support ideas and connect them to a thesis.
10.	Analyze a variety of source texts for evidence of the writer's audience, purpose, bias, tone and register.
11.	Identify cohesive strategies used in readings and apply them throughout a multi-paragraph essay.
12.	Annotate texts for specific citation purposes.
13.	Interpret information from readings and other media to select and evaluate ideas for writing.
14.	Use the following correctly in speaking/writing: Content-appropriate verb tense and form, including passive voice Parallel structure Reduced adjective and adverb clauses Reported speech Unreal conditionals (past and present) Sentences free from sentence-level errors such as fragments, run-ons, and comma splices
15.	Edit writing to improve grammar, vocabulary, and sentence variety.

		ENTRANCE SKILLS FOR: ESL 16C														
EXIT SKILLS From: ESL 19B		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	1															
	2															
	3															
	4	X														
	5															
	6		X													
	7			X												
	8															
	9															
	10															
	11															
	12															
	13															
	14				X											
	15					X										

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 17, Intermediate Reading Skills

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	None
Degree Applicability:	Credit - Not Degree Applicable
Advisory(s):	ESL 11A Concurrent enrollment in ESL 11A is advised.
Prerequisite(s):	ESL 10G Multiple Measures Placement / ESL Guided Self-Placement or ESL 10W
Proposed Start:	Fall 2026

Rationale

We have updated the course description, examples of appropriate texts, course objectives, methods of presentation, methods of evaluation, and SLOs.

I. Catalog Description

This course is designed for intermediate English language learners who want to improve their reading skills. Students will improve their reading comprehension and critical thinking skills by utilizing strategies such as previewing, skimming, scanning, and making inferences. They will learn how to identify main ideas and details and an author's purpose and tone. They will analyze passages from fiction and non-fiction.

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. Making Connections 2: Skills and Strategies for Academic Reading, 2nd, McEntire, J. and J. Williams, Cambridge © 2017, ISBN: 9781108657822
2. Discovering Fiction Student's Book 1, 2nd, Kay, J. and R. Gelshenen, Cambridge © 2012, ISBN: 9781107652224
3. Issues for Today, 5th, Smith, L.C. and N.N. Mare, Heinle Cengage © 2017, ISBN: 9781305579989
4. More Reading Power, 3, Jeffries, L. and B. Mikulekey, Pearson © 2011, ISBN: 9780132089036
5. Reading Explorer 2, 3rd Edition, MacIntyre, P. and Bohlke, D., National Geographic Learning / Cengage © 2020, ISBN: 9798214085630
6. Gantos, J. Hole in My Life

Rationale: The grammar focus and content of these textbooks are appropriate for ESL 17. The scope and focus match the course objectives for ESL 17.

III. Course Objectives

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

1. Demonstrate improved reading comprehension
2. Employ strategies such as previewing, skimming, and scanning to identify patterns of organization, topics, main ideas, and details of readings.
3. Use context to interpret meaning of unfamiliar words
4. Apply critical thinking skills to identify author's purpose and tone
5. Apply critical thinking skills to make inferences in readings
6. Actively participate in discussions about readings.
7. Use English-English dictionaries to determine the meaning of unfamiliar words

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Other: Lectures (PowerPoint, videos, podcasts, websites), Small group cooperative learning activities or paired activities (threaded discussions, Google Docs, web-based activities), Student presentations (PowerPoint, discussions, and videos)

V. Course Content

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

40.000%	Reading comprehension
35.000%	Strategies: previewing, skimming, and scanning for patterns of organization, topics, main ideas, and details of readings
10.000%	Using context to interpret the meaning of unfamiliar words and author's purpose and tone
10.000%	Learn to prepare and conduct oral presentations
5.000%	Using English-English dictionaries to determine the meaning of unfamiliar words
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Final exam
15%	Homework
10%	Class Work
10%	Oral Presentation
10%	Other: Vocabulary/Reading journals
35%	Quizzes: 5 to 6 total quizzes
100%	Total

VII. Sample Assignments:

Sample Assignment 1: Literature Circles:

Background: Each student has read a fictional reading passage at home as a preparation activity. Step 1: Get into a group of six students. Step 2: You will choose a role to play in your group. Here are the roles and the duties that go with each role. Summarizer: This student writes a summary of the reading passage assigned. Discussion Director: This student creates discussion questions for the group. Connector: This student connects the reading with something in his/her own life. Illuminator: This student selects important quotes to discuss. Illustrator: This student draws a picture, creates a mind/concept map, or makes a collage of images and explains an important scene in the story. Step 3: After you choose your role, do the job that matches the role. Step 4: Now, come together to share and discuss your work with your classmates.

Sample Assignment 2: Vocabulary Guessing from Contextual Clues:

Step 1: In your group or as a class, review the many ways to infer the meaning of words from context. Step 2: Look at the reading passage you have been given. New vocabulary has been highlighted for you. Step 3: Together with your groupmates, use the contextual clues and strategies that you just reviewed to guess the meaning of the new vocabulary. Step 4: You will now compare your answers with the answers from other groups.

VIII. Student Learning Outcomes:

1. Demonstrate improved reading comprehension over the course of the semester.
2. Interpret a reading passage and identify topic, purpose, and tone, and compose sentences that restate the main ideas.
3. Apply context clues to understand new vocabulary words.

Advisory Checklist and Worksheet: ESL 17
Proposed Advisory: ESL 11A

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 17

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

A)	Write effective sentences using a variety of sentence types with correct punctuation.
B)	Compose paragraphs, which may include a variety of types, e.g., opinion, cause/effect, and comparison/contrast, under time constraints
C)	Answer listening and reading comprehension questions with complete and coherent sentences.
D)	Revise sentences in paragraphs.
E)	Identify main ideas and supporting details in reading and listening passages.
F)	Examine context to determine word meanings and to categorize word forms and their function in a sentence.
G)	Identify cohesive markers and explain their purpose in readings.
H)	Identify and use academic vocabulary (including common collocations) and select and employ appropriate word forms in sentences and paragraphs.
I)	Use a variety of contextual clues to determine meaning in listening and reading passages.

EXIT SKILLS (objectives) FROM: ESL 11A

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

1.	Write effective sentences using a variety of sentence types with correct punctuation.
2.	Compose paragraphs, which may include a variety of types, e.g., opinion, cause/effect, and comparison/contrast, under time constraints
3.	Answer listening and reading comprehension questions with complete and coherent sentences.
4.	Revise sentences in paragraphs.
5.	Identify main ideas and supporting details in reading and listening passages.
6.	Examine context to determine word meanings and to categorize word forms and their function in a sentence.
7.	Identify cohesive markers and explain their purpose in readings.
8.	Identify and use academic vocabulary (including common collocations) and select and employ appropriate word forms in sentences and paragraphs.
9.	Use a variety of contextual clues to determine meaning in listening and reading passages.

		ENTRANCE SKILLS FOR: ESL 17								
EXIT SKILLS From: ESL 11A		A	B	C	D	E	F	G	H	I
	1	X								
	2		X							
	3			X						
	4				X					
	5					X				
	6						X			
	7							X		
	8								X	
	9									X

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 20A, Advanced Grammar Workshop

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:	None
Degree Applicability:	Credit - Not Degree Applicable
Proposed Start:	Fall 2026

Rationale

ESL 20A is being updated for program review.

I. Catalog Description

This course helps high-intermediate English language learners improve their grammar and sentence variety in speaking and writing. It focuses on language skills needed to complete ESL 19A and ESL 19B. ESL 19A and ESL 19B students who need extra help with grammar are encouraged to enroll in this class.

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. Grammar in Context 3, 7th, Elbaum, S., Cengage National Geographic Learning © 2021, ISBN: 9780357140253
2. Grammar and Beyond 4, 2, Reppen, R., Bunting, J., and Luciana Diniz, Cambridge © 2021, ISBN: 9781108779890

III. Course Objectives

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

1. Utilize gerunds and infinitives accurately in sentences
2. Produce simple, compound, complex, and compound-complex sentences using a variety of connecting words
3. Utilize verb tenses, subject-verb agreement, and passive voice
4. Write sentences with adverb clauses, adjective clauses, noun clauses, and conditionals
5. Find and correct errors in verbs, phrases, clauses, and sentence structure including run-ons, comma splices, and fragments.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.000%	Verb tenses including passive voice
10.000%	Word form and function, gerunds and infinitives
10.000%	Conditionals
30.000%	Sentence development including the use of adverb, adjective, and noun clauses
20.000%	Editing
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Written assignments: Sentence-level and paragraph writing and editing.
20%	Homework: Textbook problems, discussion posts and responses, listening exercises, speaking exercises.
30%	Exams/Tests: Weekly quizzes focused on grammatical structures covered throughout the course.
20%	Final exam
100%	Total

VII. Sample Assignments:

Verb Form Identification and Editing:

Instructions: 1) Look at the handout that you have been given. 2) Identify the verbs in the paragraph by underlining them. 3) Circle any verbs that need to be changed to passive voice. 4) Work in a small group to determine the correct and incorrect use of active and passive verb forms.

Writing Adjective Clauses:

Instructions: 1) Read each of the eight sentences carefully. 2) Identify pairs of sentences that have shared words or phrases. 3) Combine the sentences using an adjective clause. 4) Underline the adjective clauses and circle the word that the adjective clause is describing. 5) Add punctuation as necessary.

VIII. Student Learning Outcomes:

1. Utilize verbs in active and passive voice in speaking and writing.
2. Construct a variety of sentences using noun, adjective, and adverb clauses including conditionals.
3. Identify errors in student writing and make corrections.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 20B, Advanced Grammar and Editing

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:	None
Degree Applicability:	Credit - Not Degree Applicable
Proposed Start:	Fall 2026

Rationale

This course was approved for DE in 2004. This is an update of the DE addendum for this course.

I. Catalog Description

This course helps advanced English language learners refine their writing and editing skills. Concurrent enrollment in this course is highly recommended for success in ESL 19A and ESL 19B.

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. Elements of Success 4, Ediger, A.M., Santamaria, J.C., Falk, R., Oxford © 2016, ISBN: 9780194028295
2. Grammar in Context 3, Elbaum, S, Heinle-Cengage © 2010, ISBN: 978-1424079025
3. Advanced Grammar, Schmidt, H.H., Pearson © 2015, ISBN: 013304180-8
4. Writing Clearly: Grammar for Editing, 3rd, Lane, Janet and Lange, Ellen, Cengage Learning © 2011, ISBN: 978-1111351977

Rationale: The information in these textbooks continues to be relevant to the pronunciation skills taught in ESL 20B. The content aligns with the contextualized approach used in ESL 20B.

III. Course Objectives

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

1. Apply appropriate verb tenses and forms, including passive voice
2. Accurately employ nouns, pronouns, noun phrases, gerunds, and infinitives and edit for article errors
3. Accurately construct adjective clauses and adjectival phrases
4. Edit for sentence-level errors such as fragments, run-ons, and comma splices and apply rules for using commas, semi-colons, and periods
5. Edit for parallelism at the word, phrase, and clause level
6. Apply modals accurately to convey real and unreal conditionals
7. Accurately and effectively produce paraphrases that included reported speech and noun clauses.
8. Edit for subject-verb agreement

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Editing for Subject-Verb Agreement
10.000%	Editing for Parallelism, Sentence Structure
15.000%	Nouns, Pronouns, Noun Phrases, Gerunds and Infinitives
15.000%	Adverbial Clauses and Modals for Real/Unreal Conditional Sentences
15.000%	Noun Clauses and Reported Speech

15.000%	Adjective Clauses, Reduced Adjective Clauses and Adjective Phrases
10.000%	Passive Voice
10.000%	Verb Tenses
5.000%	Articles
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Sample Assignment #1: Identifying Noun Clauses and Adjective Clauses:

Step 1: Listen as the teacher reviews the various words that introduce noun clauses. Step 2: The teacher will provide you with a news article on the subject of vaping. Step 3: You will work in a group of four students and you will be assigned to a portion of the article. With a highlighter, you must highlight in yellow any examples of noun clauses that you see in your assigned portion. Step 4: Next, you will underline the verb that precedes each noun clause. Step 5: Your group will highlight in a different color any examples of adjective clauses. Step 6: You will then circle the noun that precedes each adjective clause. Step 7: You and your partners will present your portion of the article to the class using the doc camera.

Sample Assignment #2: Reporting Speech:

Step 1: You will find three partners to form a group of four. Step 2: The teacher will provide you with a document that contains a photograph and transcribed interview of someone who has done volunteer work. Step 3: You will then be given a handout. On the handout you will be asked to complete a series of tasks, such as: "After reading the transcription of the interview, your group will write sentences to report what the volunteer said using various reporting verbs such as: say, told, a reporting verb, and explain." Step 4: For the last sentence, your group will be asked to finish the following sentence about the volunteer: "The reporter wanted to know _____." Step 5: Next, you will write your group's sentences on a white board. Step 6: Your group will present the photo and the white board with your list of reported speech sentences to the class.

VIII. Student Learning Outcomes:

1. Compose a paragraph and revise for clarity, coherence and cohesion, and sentence-level grammar.
2. Employ reported speech to paraphrase a direct quote with noun clauses and proper pronouns, time words, and verb tense changes.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 28, Academic Vocabulary Skills

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	None
Degree Applicability:	Credit - Not Degree Applicable
Proposed Start:	Fall 2026

Rationale

ESL 28 is being updated for program review.

I. Catalog Description

This course is designed for students who wish to develop their techniques for understanding academic vocabulary and using English words idiomatically. It emphasizes context and use of high-frequency academic vocabulary. Students will learn to comprehend and use approximately 200 academic words to improve their reading comprehension, speaking, listening, and writing skills for academic success. It is designed for students at the 19A or 19B level. Students are encouraged to enroll in ESL 28 concurrently with ESL 20A, 20B, ESL 19A and/or ESL 19B.

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. Focus on Vocabulary 2: Mastering the Academic Word List, Schmitt, Diane and Norbert Schmitt,, Pearson Ed © 2011, ISBN: 9780131376175
2. Academic Vocabulary: Academic Words, 6th, Olsen, Amy, Pearson © 2016, ISBN: 9780134119700
3. Reading Explorer 5, 3, Douglas, Nancy and David Bohlke, National Geographic Learning © 2020, ISBN: 9798214085647

Rationale: These are currently approved textbooks. The information in these textbooks continues to be relevant, and they are a fundamental source for high-frequency academic vocabulary.

III. Course Objectives

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

1. Analyze context to determine meaning, form, and use of words
2. Identify word families and word forms
3. Use appropriate word forms of new vocabulary
4. Employ strategies for learning academic vocabulary
5. Use approximately 200 high-frequency academic words
6. Recognize and identify the meaning of approximately 500 high-frequency academic words
7. Compose sentences and paragraphs using academic vocabulary and collocations
8. Restate, paraphrase, and explain the meaning of passages using academic vocabulary
9. Analyze roots and affixes to determine meaning of new vocabulary
10. Use a dictionary to determine appropriate meaning of a word in a given context

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Fundamental concepts: collocations, multi-word verbs, idioms, count and non-count nouns, transitive and intransitive verbs, connotations, inferences, register, ways to study vocabulary, word families, word use, and vocabulary learning strategies. Synonymy, antonymy, and degree.

25.000%	Practice of new words and fundamental concepts
5.000%	Introduction to Internet tools
20.000%	Sentence and paragraph writing using new vocabulary
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
50%	Exams/Tests: 10 to 15 tests
20%	Final exam: Comprehensive final exam
30%	Homework: 10 to 15 textbook assignments, discussions, and practice activities
100%	Total

VII. Sample Assignments:

Written Paragraph:

Write a paragraph answering the question. Use ten of the words on our vocabulary list. Be sure to use the correct form of the word. Underline the vocabulary words you have used.

Paraphrasing:

Read the model sentences. Note the target vocabulary words in bold. Paraphrase the sentences using different forms of the vocabulary words that appear in the model sentences..

VIII. Student Learning Outcomes:

1. Analyze the word form and context clues of an unknown word in order to determine meaning and usage.
2. Utilize high-frequency academic words accurately and idiomatically in speaking and writing.
3. Apply strategies for learning and retaining new academic vocabulary.

Substantial Change: ESL - NONCREDIT 922, Conversation and Culture in the U.S.

Units:	0.00
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:	N/A
Degree Applicability:	Noncredit
Advisory(s):	ESL NC 905
Proposed Start:	Fall 2026

Rationale

This noncredit ESL course is mirrored to the credit course ESL 15. The noncredit course serves as a bridge for noncredit students to transition to credit while allowing them the opportunity to explore the rigor and expectations of credit courses without the pressures of credit coursework, such as tuition fees, unit concerns, and course repeatability restrictions. Additionally, students who complete this class may earn career development and college preparation certificates of competency in ESL. We made updates to the course description, examples of appropriate textbooks, and student learning outcomes.

I. Catalog Description

This noncredit ESL course is mirrored to the credit course ESL 15 and is designed for noncredit students who wish to transition to credit coursework. This speaking/listening course for English language learners examines the cross-cultural differences that affect communication. It prepares students to understand and speak English more clearly and fluently in pairs, groups, class discussions, interviews, panels, and speeches. Conversation techniques, vocabulary acquisition, reading, and critical thinking are employed.

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. American Ways: An Introduction to American Culture, 4th edition, Datesman, M., Crandall, J., and Kearny, E., Pearson © 2014, ISBN: 9780133047028
2. Culturally Speaking, 3rd Edition, Genzel, R. and Graves Cummings, M., Heinle/Cengage Learning © 2010, ISBN: 9781424004041
3. Practice Makes Perfect: English Conversation, Yates, J., McGraw Hill Premium © 2024, ISBN: 9781266002533
4. Let's Talk: Level 3, 2nd edition, Jones, L., Cambridge University Press © 2022, ISBN: 9781009265195
5. Four Corners: Level 2, 2nd edition, Richards, J., Cambridge University Press © 2023, ISBN: 9780521692847

III. Course Objectives

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

1. Recognize cross-cultural issues and express their ideas, primarily in speaking but also in written sentences, concerning these issues and share their own cultural perspectives cooperatively in pairs or small groups.
2. Demonstrate correct usage of expressions for successful communication, primarily in speaking but also in written sentences.
3. Use idiomatic expressions and collocations primarily in speaking but also in written sentences.
4. Identify key information in listening passages.
5. Identify and use discourse markers in speech.
6. Use approximately 150 new vocabulary items and/or idioms primarily in conversation but also in written sentences.
7. Identify and use correct intonation, conversation patterns, and non-verbal communication.
8. Plan, organize, and deliver oral presentations on cross-cultural experiences and issues.

IV. Methods of Presentation:

Lecture and Discussion, Discussion, Other (Specify), Lecture and Discussion, Other (Specify), Lecture and Discussion, Other Methods: Paired and small group discussions Individual, paired and small group presentations

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Listening Comprehension
10.000%	Conversation discourse markers
5.000%	Accent and pronunciation refinement
5.000%	Word stress and intonation patterns
20.000%	Vocabulary development
20.000%	Discussions about cultural values, culture shock, and how culture affects communication
5.000%	Non-verbal communication
20.000%	Learn to prepare and present speeches to the class
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Final exam
15%	Final Project: Final speech
18%	Oral Presentation: This includes several speaking assignments.
35%	Quizzes: 4-5 quizzes
12%	Written assignments
100%	Total

VII. Sample Assignments:**Sample Assignment 1:**

Step 1: Find a partner. Step 2: Partner 1 must choose a conversation starter and ask Partner 2 about a cultural practice that is different between their country and the U.S. Partner 1 writes down the answer. Step 3: Partner 2 - Now you ask your partner about a cultural difference using a conversation starter. Now you write down Partner 1's response. Step 4: Add your information about similarities and differences to the list on the board. Try to use new vocabulary from the unit. Step 5: After looking at the information on the board (given by all of the pairs) use the new vocabulary to write a journal entry describing those aspects of U.S. culture that most surprised you.

Sample Assignment 2:

Step 1: You will listen and read about a featured individual in your textbook. Step 2: In a group of four, discuss new vocabulary. Step 3: Listen a second time, and this time answer comprehension questions. Step 4: Produce a unit vocabulary journal, providing the vocabulary, parts of speech, and your own unique sentences that relate to your own life.

VIII. Student Learning Outcomes:

1. Objectively interpret American customs, non-verbal cues, and conversational style.
2. Identify and use conversational discourse markers with appropriate pronunciation, stress, and intonation.
3. Produce an oral presentation on a student-generated topic related to cultural differences.

Substantial Change: ESL - NONCREDIT 926, Advanced Grammar Workshop

Units:	0.00
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:	N/A
Degree Applicability:	Noncredit
Advisory(s):	ESL NC 905 or ESL NC 965
Proposed Start:	Fall 2026

Rationale

Updates to catalog description, textbooks, course objectives, course content, sample assignments, student learning outcomes

I. Catalog Description

This noncredit ESL course is mirrored to the credit course ESL 20A-Advanced Grammar Workshop and is designed for noncredit students who wish to transition to credit coursework. This course helps high-intermediate English language learners improve their grammar and sentence variety in speaking and writing. It focuses on language skills needed to complete ESL 19A and ESL 19B.

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. Grammar and Beyond 4, 2nd, Reppen, R., Bunting, J., and Luciana Diniz, Cambridge © 2021
2. Grammar in Context 3, 7th, Elbaum, Sandra, Cengage © 2021

III. Course Objectives

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

1. Utilize gerunds and infinitives accurately in sentences.
2. Produce simple, compound, complex, and compound-complex sentences using a variety of connecting words.
3. Utilize verb tenses, subject-verb agreement, and passive voice.
4. Write sentences with adverb clauses, adjective clauses, noun clauses, and conditionals.
5. Find and correct errors in verbs, phrases, clauses, and sentence structure including run-ons, comma splices, and fragments.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Other, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.000%	Verb tenses including passive voice
10.000%	Gerunds and infinitives
10.000%	Conditionals
30.000%	Sentence development including the use of adverb, adjective, and noun clauses
20.000%	Editing
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Written assignments: Sentence-level and paragraph writing and editing.
20%	Homework: Textbook problems, discussion posts and responses, listening exercises, speaking exercises.
30%	Exams/Tests: Weekly quizzes focused on grammatical structures covered throughout the course.
20%	Final exam
100%	Total

VII. Sample Assignments:

Verb Form Identification and Editing:

Instructions: 1) Look at the handout that you have been given. 2) Identify the verbs in the paragraph by underlining them. 3) Circle any verbs that need to be changed to passive voice. 4) Work in a small group to determine the correct and incorrect use of active and passive verb forms.

Writing Adjective Clauses:

Instructions: 1) Read each of the eight sentences carefully. 2) Identify pairs of sentences that have shared words or phrases. 3) Combine the sentences using an adjective clause. 4) Underline the adjective clauses and circle the word that the adjective clause is describing. 5) Add punctuation as necessary.

VIII. Student Learning Outcomes:

1. Utilize verbs in active and passive voice in speaking and writing.
2. Construct a variety of sentences using noun, adjective, and adverb clauses including conditionals.
3. Identify errors in student writing and make corrections.

Substantial Change: ESL - NONCREDIT 976, Academic Vocabulary Skills

Units:	0.00
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:	N/A
Degree Applicability:	Noncredit
Advisory(s):	ESL NC 975 or ESL NC 905
Proposed Start:	Fall 2026

Rationale

Updates made to catalog description, course objectives, student learning outcomes, textbooks

I. Catalog Description

This noncredit ESL course is mirrored to the credit course ESL 28-Academic Vocabulary Skills. This course is designed for noncredit ESL students who wish to develop their techniques for understanding academic vocabulary and using English words idiomatically. It emphasizes context and use of high-frequency academic vocabulary. Students will learn to comprehend and use approximately 200 academic words to improve their reading comprehension, speaking, listening, and writing skills for academic success. It is designed for students at the 19A or 19B level.

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. Academic Vocabulary: Academic Words, 6th, Olsen, Amy, Cengage © 2016
2. Focus on Vocabulary 2: Mastering the Academic Word List, Schmitt, Diane and Norbert Schmitt,, Pearson Ed © 2011
3. Reading Explorer 5, 3rd, Douglas, Nancy and David Bohlke , National Geographic Learning © 2020

III. Course Objectives

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

1. Analyze context to determine meaning, form, and use of words
2. Identify word families and word forms
3. Use appropriate word forms of new vocabulary
4. Employ strategies for learning academic vocabulary
5. Use approximately 200 high-frequency academic words
6. Recognize and identify the meaning of approximately 500 high-frequency academic words
7. Compose sentences and paragraphs using academic vocabulary and collocations
8. Restate, paraphrase, and explain the meaning of passages using academic vocabulary
9. Analyze roots and affixes to determine meaning of new vocabulary
10. Use a dictionary to determine appropriate meaning of a word in a given context

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Fundamental concepts: collocations, multi-word verbs, idioms, count and non-count nouns, transitive and intransitive verbs, connotations, inferences, register, ways to study vocabulary, word families, word use, and vocabulary learning strategies. Synonymy, antonymy, and degree.
25.000%	Practice of new words and fundamental concepts
5.000%	Introduction to Internet tools

20.000%	Sentence and paragraph writing using new vocabulary
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
50%	Exams/Tests: 10 to 15 tests
20%	Final exam: Comprehensive final exam
30%	Homework: 10 to 15 textbook assignments, discussions, and practice activities
100%	Total

VII. **Sample Assignments:**

Written Paragraph:

Write a paragraph answering the question. Use ten of the words on our vocabulary list. Be sure to use the correct form of the word. Underline the vocabulary words you have used.

Paraphrasing:

Read the model sentences. Note the target vocabulary words in bold. Paraphrase the sentences using different forms of the vocabulary words that appear in the model sentences.

VIII. **Student Learning Outcomes:**

1. Analyze the word form and context clues of an unknown word in order to determine meaning and usage.
2. Use high-frequency academic words accurately and idiomatically in speaking and writing.
3. Apply strategies for learning and retaining new academic vocabulary.

ESL 976 Distance Education Application

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

1a. Instructor - Student Interaction:

There will be multiple, frequent, and ongoing communication exchanges between the instructor and each student. The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how students can communicate with the instructor and expectations and parameters for student-teacher communication. The instructor will also provide instructions and support as needed for course navigation and/or information in an ongoing Q and A Discussion/Virtual Office where students can ask questions and receive assistance regarding the course. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance in the LMS Speed Grader as well as comments shared publicly and privately in LMS Discussions, Quizzes, and Assignments. The instructor will send weekly reminders of upcoming due dates in LMS Announcements and via email. The instructor will be available to respond to students via email, LMS Inbox, LMS Virtual Office and/or live video-conferencing office hours.

1b. Student - Student Interaction:

Students will communicate with their classmates throughout the course regarding course content and everyday life in the Learning Management System and/or in live video conferencing sessions/breakout rooms. Students will participate in weekly asynchronous threaded discussions. Most discussions will require students to respond to their classmates. There will be small group and pair activities throughout the course. Students will be able to communicate with each other in a Student Lounge discussion board or a LMS chat room where they will have the opportunity to interact with classmates regarding non-course-related topics.

1c. Student - Content Interaction:

Students will interact with course content on a weekly basis and will have regular opportunities to assess their comprehension of course material. Course content may be presented in PowerPoint presentations, lectures, audio and video segments, weekly readings, downloadable assignments, and other handouts. Students will engage with the course content in weekly asynchronous threaded and group discussions. Students will complete weekly journal writing

assignments that focus on the unit's theme and vocabulary. Writing assignments will be completed in the LMS via quizzes, online submission (uploading documents), text submission, and collaborative documents (such as Google Docs, Padlet). Students will complete low-stakes formative assessments and summative assessments to assess their understanding of the course content in the LMS quizzes.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Online lectures recorded in the LMS and/or presented in live video-conferencing session	10.00%
Discussion Boards	Students discuss course content and interact with peers in weekly online discussion boards highlighting the target vocabulary being studied in class.	15.00%
Exams	Students complete weekly formative and summative assessments in the LMS Quizzes.	50.00%
Written assignments	Students compose written work on a variety of topics including weekly journals incorporating key vocabulary, summary writing assignments, and an essay.	15.00%
Other (describe)	Students complete weekly readings on a variety of topics and complete corresponding exercises in the LMS.	10.00%

2. Organization of Content:

The course will be divided into weekly modules based on a theme and featuring key vocabulary acquisition and writing skills. Each module includes an objectives and assignments page which identifies the weekly required activities, such as threaded discussions, online lectures and video presentations, weekly readings, practice activities and writing assignments, as well as quizzes and tests.

3. Assessments:

% of grade	Activity	Assessment Method
12.00%	Homework	Low stakes practice activities administered through LMS Quizzes with teacher feedback shared in LMS as appropriate.
12.00%	Threaded discussions	Rubric with clear expectations.
11.00%	Writing Assignments	Rubric with clear expectations. Instructor feedback provided in LMS Speedgrader.
44.00%	Quizzes	Weekly formative and summative quizzes in LMS Quizzes.
21.00%	Final Exam	Summative final exam in LMS quizzes.

4. Instructor's Technical Qualifications:

Instructors should be familiar with the LMS in place. The instructor should be knowledgeable of accessibility resources on and off campus. Instructors should be able to use videoconferencing software such as Zoom. The instructor should have a facility with Microsoft Office (PowerPoint, Word) and document sharing in Google Drive, and video editing software such as Loom, Snagit, or ScreenCast. Instructors should be familiar with some third-party websites such as Quizlet, Padlet, Kahoot, and Flipgrid. Instructors will be able to access and use the publisher's online resources and possess a willingness to stay current as technology changes.

5. Student Support Services:

Support services that should be integrated into the online classroom will include links to the SMC bookstore, the SMC Library, the ESL Department website, ESL Tutoring information, Student Support Services, International Counseling, Center for Wellness, Campus Police, DSPS, LMS support, and videoconferencing system support.

6. Accessibility Requirements:

Course Navigation: A clear homepage for the course will be established in the LMS. The homepage features HTML color-formatted banners (for page titles) and HTML color-formatted buttons to modules, information pages, etc. All unused sections of the LMS will be hidden. 2. Images and graphs: All images and graphs (not decorative) will include alternative descriptive text. 3. Content Pages will be divided into manageable sections. Each section will begin with a heading style and body text will use paragraph styles and appropriate font and color contrast when necessary. 4. Charts: Charts will include a descriptor and heading row/column titles to categorize chart information. 5. Links: Links are reformatted to have a specific name or titles (web addresses will not be used to indicate clickable links in the LMS). Web

links to external pages should be formatted to open in a new browser tab or window. 6. Videos and Recorded Meetings: These files will be properly captioned and edited for grammar and accuracy.

7. Representative Online Lesson or Activity:

Collaborative Class Dictionary

Objective: Employ strategies for learning academic vocabulary.

1. Find your name and assigned vocabulary word in the shared Google slide document.
2. Using a dictionary such as Longman, Merriam-Webster, or Oxford Learner's Dictionary enter the form, related forms, meaning and use of your assigned vocabulary word in the relevant sections of the slide.
3. Add two original sentences using the vocabulary word in two different forms. Be sure to write your own original sentences. Do not copy from any source.
4. Add a picture to the slide.
5. Use this shared document to review for our quiz.

Santa Monica College
Program of Study
Affordable Housing Property Management Certificate of Achievement

This industry-based certificate is designed for students pursuing entry-level roles in affordable housing property management. Students will explore property operations from both a management and social service lens. The certificate consists of courses in the fundamentals of property management, compliance reporting for subsidized housing programs and strategies for engaging and supporting special tenant populations.

Students who successfully complete this program will develop an understanding in leasing, rent collection, fair housing laws, budgeting, financial reporting, and record keeping. Students will develop the ability to apply core property management principles within the context of income-restricted housing, including compliance with funding regulations and reporting requirements. Additionally, students will be introduced to trauma-informed management practices, with a focus on tenant engagement tailored to properties serving special populations.

Program Learning Outcomes:

- Execute core property management principles within the context of income-restricted housing, including compliance with funding regulations and reporting requirements.
 - NPMGMT 3: Establish clear and concise documentation and data entry.
 - REALES 10: Apply strategies to enhance tenant retention and operational efficiency by leveraging effective technology tools.
 - REALES 11: Apply funding regulations, reporting requirements, and fair housing laws in affordable housing management.
 - REALES 11: Propose solutions to maintain compliance, habitability standards, and tenant retention.
- Apply leasing practices, rent collection, fair housing laws, budgeting, financial reporting, and record keeping.
 - REALES 10: Analyze financial reports, budgets, and property performance metrics to recommend operational improvements.
 - REALES 10: Evaluate tenant relations, lease agreements, and fair housing compliance in real-world property scenarios.
- Utilize trauma-informed management practices, with a focus on tenant engagement tailored to properties serving special populations.
 - NPMGMT 3: Facilitate interventions rooted in housing first and harm reduction principles.
 - REALES 11: Develop tenant management strategies to serve special populations.
 - SOCIOL 1: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that advance reasonable conclusions concerning the explanatory value of dominant sociological paradigms for a given social issue.

Required Courses	Units: 6.0
REALES 10 ^{DE} Property Management	3.0
REALES 11 ^{DE} Affordable Housing Property Management	3.0
Social Elective	Units: 3.0
NPMGMT 3 ^{DE} Implementing Effective Practices in the Homeless Response System	3.0
OR	
SOCIOL 1 ^{DE} Introduction to Sociology	3.0
	Total: 9.0

Santa Monica College
Program Narrative
Affordable Housing Property Management Certificate of Achievement

Program Goals and Objectives:

This industry-based certificate is designed for students pursuing entry-level roles in affordable housing property management. Students will explore property operations from both a management and social service lens. The certificate consists of courses in the fundamentals of property management, compliance reporting for subsidized housing programs and strategies for engaging and supporting special tenant populations.

Students who successfully complete this program will develop an understanding in leasing, rent collection, fair housing laws, budgeting, financial reporting, and record keeping. Students will develop the ability to apply core property management principles within the context of income-restricted housing, including compliance with funding regulations and reporting requirements. Additionally, students will be introduced to trauma-informed management practices, with a focus on tenant engagement tailored to properties serving special populations.

Program Learning Outcomes:

Execute core property management principles within the context of income-restricted housing, including compliance with funding regulations and reporting requirements.

Apply leasing practices, rent collection, fair housing laws, budgeting, financial reporting, and record keeping.

Utilize trauma-informed management practices, with a focus on tenant engagement tailored to properties serving special populations.

Catalog Description:

This industry-based certificate is designed for students pursuing entry-level roles in affordable housing property management. Students will explore property operations from both a management and social service lens. The certificate consists of courses in the fundamentals of property management, compliance reporting for subsidized housing programs and strategies for engaging and supporting special tenant populations.

Students who successfully complete this program will develop an understanding in leasing, rent collection, fair housing laws, budgeting, financial reporting, and record keeping. Students will develop the ability to apply core property management principles within the context of income-restricted housing, including compliance with funding regulations and reporting requirements. Additionally, students will be introduced to trauma-informed management practices, with a focus on tenant engagement tailored to properties serving special populations.

Program Learning Outcomes:

Execute core property management principles within the context of income-restricted housing, including compliance with funding regulations and reporting requirements.

Apply leasing practices, rent collection, fair housing laws, budgeting, financial reporting, and record keeping.

Utilize trauma-informed management practices, with a focus on tenant engagement tailored to properties serving special populations.

Program Requirements:

Required Courses	Units: 6.0
REALES 10 ^{DE} Property Management	3.0
REALES 11 ^{DE} Affordable Housing Property Management	3.0
Social Elective	Units: 3.0
NPMGMT 3 ^{DE} Implementing Effective Practices in the Homeless Response System	3.0
OR	
SOCIOL 1 ^{DE} Introduction to Sociology	3.0
	Total: 9.0

Master Planning:

This certificate is in line with the Chancellor's Vision, which focuses on student empowerment through robust workforce development initiatives that not only help boost students' social and economic mobility in today's ever-changing economy but also strengthens communities in which they live.

Enrollment and Completer Projections:

Projected enrollment: 30-40 students per semester. Strong interest anticipated from local property management firms and students currently enrolled in other real estate courses at SMC.

Place of Program in Curriculum/Similar Programs:

This unique program will be placed in the Business Department as it will serve as a workforce development program for students who aspire to work in the affordable housing property management sector.

Similar Programs at Other Colleges in Service Area:

Los Angeles City College: Certificate in Affordable Housing Asset Management

Pasadena City College: Real Estate/Property Management with option focus on low-income housing

Santa Monica College
Program of Study
Property Management Certificate of Achievement

This industry-based certificate is designed for students pursuing entry-level roles in property management. Students will develop practical knowledge in managing residential & commercial properties. The certificate consists of courses covering the fundamentals of property management; leasing, rent collection, fair housing, compliance, tenant relations, budgeting, record keeping, and office administration.

Students who successfully complete this program will be able to apply core property management principles in real-world settings, analyze and generate financial statements, and utilize industry-standard software. Students will gain working knowledge of California's regulatory framework as it relates to landlord-tenant relations, advertising standards, and fair housing compliance. Additionally, students will explore the best practices in marketing, maintenance coordination, risk mitigation, and tenant relations.

Program Learning Outcomes:

- Apply core property management principles in real-world settings, analyze and generate financial statements, and utilize industry-standard software.
 - ACCTG 21: Students will classify, interpret and record financial data and prepare reports for small businesses
 - ACCTG 21: Given a narrative and specific data for a typical small business, students will prepare a full set of books for a small business. This will entail analyzing and classifying business transactions, making ledger and journal entries, financial statements, worksheets and adjusting entries, bank reconciliations, payroll, specialized journals, and taxes.
 - REALES 10: Analyze financial reports, budgets, and property performance metrics to recommend operational improvements.
- Identify and comply with California's regulatory framework as it relates to landlord-tenant relations, advertising standards, and fair housing compliance.
 - REALES 3: Students will be able to identify the steps required to list a real property for sale.
 - REALES 3: Students will be able to comply with ethical standards and practices as they relate to the real estate industry.
- Create and implement best practices in marketing, maintenance coordination, risk mitigation, and tenant relations.
 - REALES 10: Evaluate tenant relations, lease agreements, and fair housing compliance in real-world property scenarios.
 - REALES 3: Students will be able to identify the steps required to list a real property for sale.

Required Courses

	Units: 9.0
ACCTG 21 ^{DE} Business Bookkeeping	3.0
REALES 3 ^{DE} Real Estate Practice	3.0
REALES 10 ^{DE} Property Management	3.0

Total: 9.0

**Santa Monica College
Program Narrative
Property Management Certificate of Achievement**

Program Goals and Objectives:

This industry-based certificate is designed for students pursuing entry-level roles in property management. Students will develop practical knowledge in managing residential & commercial properties. The certificate consists of courses covering the fundamentals of property management; leasing, rent collection, fair housing, compliance, tenant relations, budgeting, record keeping, and office administration.

Students who successfully complete this program will be able to apply core property management principles in real-world settings, analyze and generate financial statements, and utilize industry-standard software. Students will gain working knowledge of California's regulatory framework as it relates to landlord-tenant relations, advertising standards, and fair housing compliance. Additionally, students will explore the best practices in marketing, maintenance coordination, risk mitigation, and tenant relations.

Program Learning Outcomes:

Apply core property management principles in real-world settings, analyze and generate financial statements, and utilize industry-standard software.

Identify and comply with California's regulatory framework as it relates to landlord-tenant relations, advertising standards, and fair housing compliance.

Create and implement best practices in marketing, maintenance coordination, risk mitigation, and tenant relations.

Catalog Description:

This industry-based certificate is designed for students pursuing entry-level roles in property management. Students will develop practical knowledge in managing residential & commercial properties. The certificate consists of courses covering the fundamentals of property management; leasing, rent collection, fair housing, compliance, tenant relations, budgeting, record keeping, and office administration.

Students who successfully complete this program will be able to apply core property management principles in real-world settings, analyze and generate financial statements, and utilize industry-standard software. Students will gain working knowledge of California's regulatory framework as it relates to landlord-tenant relations, advertising standards, and fair housing compliance. Additionally, students will explore the best practices in marketing, maintenance coordination, risk mitigation, and tenant relations.

Program Learning Outcomes:

Apply core property management principles in real-world settings, analyze and generate financial statements, and utilize industry-standard software.

Identify and comply with California's regulatory framework as it relates to landlord-tenant relations, advertising standards, and fair housing compliance.

Create and implement best practices in marketing, maintenance coordination, risk mitigation, and tenant relations.

Program Requirements:

Required Courses	Units: 9.0
ACCTG 21 ^{DE} Business Bookkeeping	3.0
REALES 3 ^{DE} Real Estate Practice	3.0
REALES 10 ^{DE} Property Management	3.0
	Total: 9.0

Master Planning:

This certificate is in alignment with the Chancellor's Vision. The Chancellor's Vision focuses on student empowerment through robust workforce development initiatives that not only help boost students' social and economic mobility in today's ever-changing economy but also strengthen the communities in which they live. This program aims at accomplishing those goals.

Enrollment and Completer Projections:

Projected enrollment: 30-40 students per semester. Strong interest anticipated from local property management firms and students currently enrolled in other real estate courses at SMC.

Place of Program in Curriculum/Similar Programs:

This unique program will be placed in the Business Department as it will serve as a workforce development program for students who aspire to work in the property management sector.

Similar Programs at Other Colleges in Service Area:

Los Angeles City College (LACC): Real Estate Certificate of Achievement (focus on property management). Pasadena City College (PCC): Certificate of Achievement in Real Estate / Property Management.

Labor Market Analysis: 0511.00 – Real Estate

Property Management; Affordable Housing Property Management

Certificate requiring 8 to fewer than 16 semester units

Los Angeles Center of Excellence, July 2025

Program Endorsement:	Endorsed: All Criteria Met ☐	Endorsed: Some Criteria Met ☒	Not Endorsed ☐
Program Endorsement Criteria			
Supply Gap:	Yes ☒	No ☐	
Living Wage: (Entry-Level, 25 th)	Yes ☐	No ☒	
Education:	Yes ☒	No ☐	
Emerging Occupation(s)			
Yes ☐		No ☒	

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 one-third of current workers in the field have completed some college or an associate degree as their highest level of educational attainment.

Recommendation: Due to two of three program endorsement criteria being met, the Los Angeles Center of Excellence for Labor Market Research (LA COE) endorses this proposed program.

Key Findings

Supply Gap

- 2,161 annual job openings are projected in the region through 2028. This number is greater than the three-year average of 1,110 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.

- Over the past 12 months, there were **5,911 online job postings for property, real estate, and community association managers** and **825 of these postings mentioned the keyword “affordable housing”**.

Living Wage

- \$21.13 is the typical entry-level hourly wages for *property, real estate, and community association managers*, which is lower than Los Angeles County’s self-sufficiency standard hourly (\$24.03/hour).²

Educational Attainment

- A high school diploma or equivalent is the typical entry-level education for the target occupation, according to the Bureau of Labor Statistics (BLS).
- 34% of workers in the field have completed some college or an associate degree, according to national educational attainment data.

Community college supply

- 23 community colleges issued awards related to real estate in the greater LA/OC region.
- 1,107 awards (degrees and certificates) were conferred on average each year between 2022 and 2024.

Other postsecondary supply

- 1 educational institution in the LA/OC region has conferred sub-baccalaureate awards in programs related to real estate and property management over the past three years.
- 3 awards were conferred on average each year by other postsecondary institutions throughout the greater LA/OC region between 2021 and 2023.

TARGET OCCUPATION

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

- **Property, Real Estate, and Community Association Managers (11-9141)** Plan, direct, or coordinate the selling, buying, leasing, or governance activities of commercial, industrial, or residential real estate properties. Includes managers of homeowner and condominium associations, rented or leased housing units, buildings, or land (including rights-of-way).³

OCCUPATIONAL DEMAND

Exhibit 1 shows the five-year occupational demand projections for the target occupation. In the greater Los Angeles/Orange County region, the number of jobs related to this occupation is projected to decrease by 1% through 2028. However, there will be nearly 2,200 job openings per year through 2028 due to retirements and workers leaving the field. The majority of jobs in 2023 for this target occupation (68%) were located in Los Angeles County.

² Center for Women’s Welfare, University of Washington. (2024). *The self-sufficiency standard for California 2024*. <http://selfsufficiencystandard.org/California>.

³ [Property, Real Estate, and Community Association Managers \(bls.gov\)](https://www.bls.gov/occupations/property-real-estate-and-community-association-managers)

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

Geography	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	Annual Openings
Los Angeles	18,279	18,183	(95)	(1%)	1,470
Orange	8,589	8,515	(75)	(1%)	691
Total	26,868	26,698	(170)	(1%)	2,161

Detailed Occupation Data

Exhibit 2 displays the current employment and projected occupational demand for the target occupation in Los Angeles County. Positive scores for automation resilience⁵ reflect a lower-than-average threat of the occupation(s) being replaced by automation, while negative scores reflect a greater-than-average risk of automation. The average percentage of workers aged 55+ across all occupations in the Los Angeles/Orange County region is 26%; occupations with a larger share of workers aged 55 and older typically have greater replacement needs to offset the amount of impending retirements. On average, 81% of workers across all occupations in California are employed full-time.

Exhibit 2: Detailed employment and occupational demand, Los Angeles County⁶

Occupation	2023 Jobs	2028 Jobs	5-Yr % Change	Annual Openings	Automation Resilience	% Aged 55 and older	% Full Time Workers
Property, Real Estate, and Community Association Managers	18,279	18,183	(1%)	1,470	16.2	41%	89%

WAGES

The labor market endorsement in this report considers the entry-level hourly wages for this target occupation in Los Angeles County as they relate to the county's self-sufficiency standard wage. Orange County wages are included below in order to provide a complete analysis of the greater Los Angeles/Orange County region.

Los Angeles County

The typical entry-level hourly wages for the target occupation are \$21.13, which is below the self-sufficiency standard wage for one adult (\$24.03 in Los Angeles County). Experienced workers can expect to earn wages of \$44.23, which is higher than the self-sufficiency standard (Exhibit 3).

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 Automation risk is calculated based on the percentage of time spent on high-risk compared to low-risk work, the number of high-risk jobs in compatible occupations, and the overall industry automation risk.

⁶ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Exhibit 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*
Property, Real Estate, and Community Association Managers	\$21.13	\$33.86	\$44.23	\$70,400

*Rounded to the nearest \$100

Orange County

The typical entry-level hourly wages for the target occupation are \$23.20, which is below the self-sufficiency standard wage for one adult (\$27.13 in Orange County). Experienced workers can expect to earn wages of \$47.23, which is higher than the self-sufficiency standard (Exhibit 4).

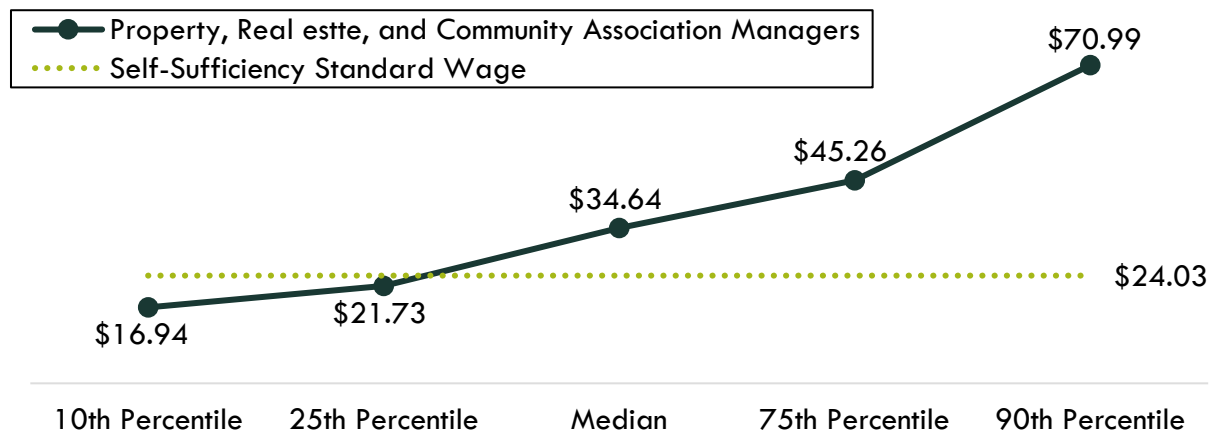
Exhibit 4: Earnings for occupation in Orange County

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)	Median Annual Earnings*
Property, Real Estate, and Community Association Managers	\$23.20	\$36.54	\$47.23	\$76,000

*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 \$21.73; this is below the living wage for one single adult in Los Angeles County (\$24.03). Exhibit 5 shows the average hourly wage for the occupation in this report, for entry-level to experienced workers.

Exhibit 5: Average hourly earnings for the target occupation, Los Angeles and Orange counties



JOB POSTINGS BY OCCUPATION

There were 5,911 online job postings for *property, real estate, and community association managers* listed in the past 12 months in Los Angeles and Orange counties. 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
- Property managers - Community managers - Assistant property managers - Assistant community managers - On-site property managers - Self-storage managers - Commercial property managers	- Property management - Marketing - Yardi (property management software) - Accounting - Financial statements - Property inspection - Invoicing	- Greystar - Allied Universal - FPI Management - U.S. Storage Centers - Beach Front Property Management - Renoir Staffing, LLC* - Cushman & Wakefield

*Staffing company

In the greater Los Angeles/Orange County region, 51% of the *property, real estate, and community association* job postings listed a minimum educational requirement. Exhibit 7 details the number and percentage of job postings by educational level.

Exhibit 7: Education levels requested in job postings for the target occupation, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor's degree	1,149	38%
Associate degree	137	5%
High school diploma or vocational training	1,744	58%

JOB POSTINGS BY KEYWORD

Of the 5,911 *property, real estate, and community association manager* job postings, **825 mentioned “affordable housing” as a keyword**. 144 of these job postings included affordable housing in the job title: affordable housing specialists (72 job postings), affordable housing coordinators (39), and affordable housing property managers (33). 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
• Property managers • Assistant property managers • Affordable housing specialists • Community managers • Resident managers • Affordable housing coordinators • Assistant community managers • Affordable housing property managers	• Property management • Yardi (property management software) • Accounting • Marketing • Low-income housing tax credit	• FPI Management • Quality Management Group • National Community Renaissance • John Stewart Company • Renoir Staffing, LLC* • Beach Front Property Management

*Staffing company

In the greater Los Angeles/Orange County region, 51% of the affordable housing property management-related job postings listed a minimum educational requirement. Exhibit 9 details the number and percentage of job postings by educational level.

Exhibit 9: Education levels requested in job postings for the target occupation, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor's degree	65	13%
Associate degree	20	4%
High school diploma or vocational training	431	84%

EDUCATIONAL ATTAINMENT

The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for the target occupation (Exhibit 10). However, the national-level data indicates 34% 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 occupation in this report:

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

Occupation	Education Level
Property, Real Estate, and Community Association Managers	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 code: Real Estate (0511.00). The colleges with the most completions in the region are Irvine, Rio Hondo, And Saddleback.

Exhibit 11: Regional community college awards (certificates and degrees), 2022-2024

TOP Code	Program	College	2021-22 Awards	2022-23 Awards	2023-24 Awards	3-Year Average
0511.00	Real Estate	Cerritos	21	38	89	49
		Citrus	61	71	78	70
		Compton	-	-	4	1
		East LA	54	50	28	44
		El Camino	24	61	33	39
		Glendale	58	79	65	67
		LA City	27	40	30	32
		LA Harbor	6	4	7	6
		LA Mission	-	-	1	0
		LA Pierce	-	-	8	3
		LA Southwest	2	9	16	9
		LA Trade-Tech	3	6	9	6
		LA Valley	36	38	52	42
		Long Beach	38	45	49	44
		Mt San Antonio	81	91	106	93
		Rio Hondo	84	199	29	104
		West LA	43	80	128	84
		LA Subtotal	538	811	732	694
		Coastline	12	14	33	20
		Fullerton	7	14	29	17
		Irvine	360	172	128	220
		Orange Coast	3	6	11	7
		Saddleback	98	103	107	103
		Santiago Canyon	27	58	57	47
		OC Subtotal	507	367	365	413
Supply Total/Average			1,045	1,178	1,097	1,107

Exhibit 12 displays the community college awards broken down by award type. In this case, the majority of awards issued by community colleges are certificates (78%).

Exhibit 12: Community college awards by award type, 2022-2024

Award Type	# of Awards	% of Awards
A.A./A.S. degrees	133	12%
Certificates/Other credit awards	859	78%
Noncredit awards	114	10%
	1,107	100%

Other Postsecondary Supply

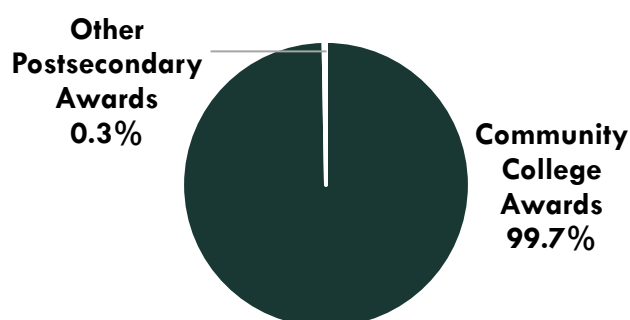
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for real estate and property management. Exhibit 13 shows the number of awards conferred by one institution in relevant programs. Due to different data collection periods, the most recent data is from 2021 to 2023. Between 2021 and 2023, other postsecondary college institutions in the region conferred an average of 3 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, 2021-2023

CIP Code	Program	Postsecondary Institution	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Average
52.1501	Real Estate	Learnet Academy	3	3	3	3
Supply Total/Average			3	3	3	3

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



Contact information:

Luke Meyer, Director

Los Angeles Center of Excellence

Lmeyer7@mtsac.edu

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

**Los Angeles Regional Consortium
Program Recommendation Minutes**

September 18, 2025
8:30 a.m. – 12:30 p.m.

Virtual

- | | |
|---|--|
| <ul style="list-style-type: none">• Dr. Nick Real, Cerritos College• Terry Adams (alternate), Citrus College• Dr. Adrian Trinidad (alternate), Compton College• Dr. Christina Tafoya, East LA College• Dr. Federico Saucedo, Glendale Community College• Gita Runkle (alternate), Long Beach City College• Vivian Alonzo, LA City College• Priscilla Lopez, LA Harbor College• Marla Uliana, LA Mission College | <ul style="list-style-type: none">• Mon Khat, LA Pierce College• Eric Brach, LA Southwest College• Dr. Marcia Wilson, LA Trade-Tech College• Dr. Laurie Nalepa, LA Valley College• Dejah Swingle, Mt. San Antonio College• Dr. Arminé Derdarian, Pasadena City College• Bridgette Hernandez, Rio Hondo College• Dr. Patricia Ramos, Santa Monica College• Tiffany Miller, West Los Angeles College |
|---|--|

I. Welcome and Call to Order

The Los Angeles Regional Consortium (LARC) Workforce Council Business Meeting was called to order at 8:33 a.m. by Dr. Narineh Makijan, Los Angeles Regional Consortium (LARC) Chair & AVP, Pasadena City College.

II. LA Workforce Council Voting Member Roll Call

The roll call was completed by Noushig Simonian, Administrative Assistant, Pasadena City College. They confirmed that a quorum of participating members was present.

III. Approval of Previous Month's MinutesDr. Narineh Makijan

- a. [Minutes from the August 21, 2025 Business Meeting](#)

Motion: Dr. Patricia Ramos, Santa Monica College

Second: Mon Khat, LA Pierce College

Approved: ☒ Yes ☐ No

IV. General Updates

- a. Chancellor's Office Update *Chancellor's Office*
- [WEDD September 2025 Program Updates](#)
- b. Fiscal & Procurement Update *PCC Fiscal & Procurement Teams*
Pasadena City College

V. Informational Items

- a. Program Data Requests

Program Title	TOP Code	College	Contact
<i>New Certificate or Degree Development (for credit)</i>			
1. Small Business Entrepreneurship (A.S. Degree)	0599.00 Other Business and Management	East LA College	Frank Aguirre aguirrfj@elac.edu
2. Trauma Studies (A.S. Degree)	2104.00 Human Services	Long Beach City College	Gita Runkle grunkle@lbcc.edu
<i>Program Modification</i>			
3. Computer Numerical Control (CNC) Machine Tool Operator (A.S. - T Degree)	0956.30 Machining and Machine Tools	Pasadena City College	Jacob Tucker jtucker7@pasadena.edu
4. Industrial Fabricator (Occupational Skills Certificate)	0956.30 Machining and Machine Tools	Pasadena City College	Jacob Tucker jtucker7@pasadena.edu
5. Machine Shop Technology (A.S.-T Degree)	0956.30 Machining and Machine Tools	Pasadena City College	Jacob Tucker jtucker7@pasadena.edu

VI. Action Items.....Dr. Narineh Makijan

- a. [New Program Recommendation](#)

Motion: Dejah Swingle, Mt. San Antonio College

Second: Dr. Marcia Wilson, LA Trade-Tech College

Recommended: ☒ Yes ☐ No

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emerging*
					Supply Gap	Living Wage	Ed Atmnt	
1. Certificate of Achievement: Environmental Monitoring in Biomanufacturing	0430.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	Y	N	Y	Y
2. Certificate of Achievement: CAM & CNC 3 Axis Mill	0956.00	Glendale Community College	Dr. Freddy Saucedo fsaucedo@glendale.edu	ES	Y	N	Y	N
3. Certificate of Achievement: CAM & CNC Lathe Y-Axis	0956.00	Glendale Community College	Dr. Freddy Saucedo fsaucedo@glendale.edu	ES	Y	N	Y	N
4. Certificate of Achievement: CNC & CAM Mill Advanced	0956.00	Glendale Community College	Dr. Freddy Saucedo fsaucedo@glendale.edu	ES	Y	N	Y	N
5. Certificate of Achievement: EnTech Audio	1006.00	Glendale Community College	Dr. Freddy Saucedo fsaucedo@glendale.edu	ES	Y	N	Y	N
6. Certificate of Achievement: EnTech General	1006.00	Glendale Community College	Dr. Freddy Saucedo fsaucedo@glendale.edu	ES	Y	N	Y	N
7. Certificate of Achievement: EnTech Lighting	1006.00	Glendale Community College	Dr. Freddy Saucedo fsaucedo@glendale.edu	ES	Y	N	Y	N
8. Certificate of Achievement: Cybersecurity Analyst	0708.10	LA Harbor College	Priscilla Lopez lopezpa@lahc.edu	ES	N	Y	Y	N
9. Certificate of Achievement: Data Analytics	0799.00	Rio Hondo College	Bridgette Hernandez BMHernandez@riohondo.edu	ES	N	Y	N	Y
10. Certificate of Achievement: Affordable Housing Property Management	0511.00	Santa Monica College	Dr. Patricia Ramos ramos_patricia@smc.edu	ES	Y	N	Y	N
11. Certificate of Achievement: Property Management	0511.00	Santa Monica College	Dr. Patricia Ramos ramos_patricia@smc.edu	ES	Y	N	Y	N

Key	
EA = Endorsed: All Criteria Met	Y = Yes
ES = Endorsed: Some Criteria Met	N = No
NE = Not endorsed	* Emerging denotes there are gaps in the
PA = Pre-approved	traditional labor market information.

b. [Baccalaureate Degrees](#)

Motion: Marla Uliana, LA Mission College

Second: Dejah Swingle, Mt. San Antonio College

Recommended: ☒ Yes ☐ No

1. [B.S. Degree: Electronic Digital Instrument](#), Rio Hondo College

Contact: Bridgette Hernandez, BMHernandez@riohondo.edu

VII.

Additional Action Items

a. Approval of Minutes Reflecting Today's Program Recommendation Vote.....*Dr. Narineh Makijan*

Motion:

Second:

Recommended: ☐ Yes ☐ No

Santa Monica College Property Management Advisory Board Meeting

Meeting Minutes

Friday, August 22, 2025, 12:00 PM, Meeting called to order 12:02

Zoom Link: <https://smc-edu.zoom.us/j/82808754407>

SMC Leadership Present: Jonathan Macias, Aileen Huang, Dr. Steven Sedky & Dr. Nancy Greenstein

Advisory Board Members Present: Erica Duran, Affordable Housing Property Management Faculty, MiraCosta College; Gina Nakamura, Affordable Housing Technical Trainer CONAM Management Corporation; Sarah Letts, Executive Director, Hollywood Community Housing Corporation; Tara Barauskas, Executive Director, Community Corporation of Santa Monica; Celina Pacana, Project Manager, Merritt Community Capital Corporation; Marques Brooks, Permanent Housing Department Manager, HOPICS

Advisory Board Members Absent: Allison Riley, Venice Community Housing

I. Information Items

a. Introductions

Aileen Huang and Steven Sedky thanked everyone for their time in joining the meeting today. As this was the first advisory board meeting, each person went around and introduced themselves, their roles and their organizations.

b. Advisory Board Purpose and How to Get Involved

Aileen Huang and Steven Sedky explained the primary role of advisory board members is to ensure curriculum is aligned with industry needs and to approve new curriculum. Ways of supporting the program and students were discussed including guest lectures, tours, hiring students for jobs and internships, student scholarships, etc.

c. Hiring an Adjunct Faculty Member to Teach the Affordable Housing Property Management Class and Support the Program

Steven Sedky mentioned the Business Department Chair, Dana Nasser, will be hiring an adjunct faculty member to teach the Affordable Housing Property Management class. She is working with HR to create a job posting for this position and a link to it will be emailed out to all advisory board committee members soon.

d. Introduction of Certificates

The course outlines of record, certificate narratives and labor market report were sent to members before the meeting. Jonathan Macias provided an overview of the curriculum and shared screens to review the course outlines.

e.

Curriculum Overview

Property Management Certificate (3 classes, 9 units)

REALES 10 - Property Management

REAL ES 3 - Real Estate Practice

ACCTG 21 - Business Bookkeeping

Affordable Housing Property Management Certificate (3 classes, 9 units)

REALES 10 - Property Management

REALES 11 - Affordable Housing Property Management

II. Discussion

a. Industry trends and hiring

Aileen Huang facilitated a brief discussion on industry trends. A discussion amongst several members ensued on federal actions and implications to the sector. Gina also mentioned that there could be more than one affordable housing grant in a development and there are new ones entering the sector.. It was agreed upon given time limitations this conversation would continue into the future.

III. Vote

Aileen Huang mentioned she would like to take a vote for both these items as a block. Sarah Letts made a motion to approve. Tara Barauskas seconded the motion. All 6 advisory board members voted to approve both certificates unanimously. The 4 ex-officio SMC representatives did the same.

a. Vote for proposed **Property Management Certificate of Achievement**

b. Vote for proposed **Affordable Housing Property Management Certificate of Achievement**

IV. Adjournment 12:49PM



Addendum: Certificate Catalog Descriptions:

Property Management

This industry-based certificate is designed for students pursuing entry-level roles in property management.

Students will develop practical knowledge in managing residential & commercial properties. The certificate consists of courses covering the fundamentals of property management; leasing, rent collection, fair housing, compliance, tenant relations, budgeting, record keeping, and office administration. Students who successfully complete this program will be able to apply core property management principles in real-world settings, analyze and generate financial statements, and utilize industry-standard software. Students will gain working knowledge of California's regulatory framework as it relates to landlord-tenant relations, advertising standards, and fair housing compliance. Additionally, students will explore the best practices in marketing, maintenance coordination, risk mitigation, and tenant relations.

Affordable Housing Property Management

This industry-based certificate is designed for students pursuing entry-level roles in affordable housing property management. Students will explore property operations from both a management and social service lens. The certificate consists of courses in the fundamentals of property management, compliance reporting for subsidized housing programs and strategies for engaging and supporting special tenant populations.

Students who successfully complete this program will develop an understanding in leasing, rent collection, fair housing laws, budgeting, financial reporting, and record keeping. Students will develop the ability to apply core property management principles within the context of income-restricted housing, including compliance with funding regulations and reporting requirements. Additionally, students will be introduced to trauma-informed management practices, with a focus on tenant engagement tailored to properties serving special populations.