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

Curriculum Committee Agenda

Wednesday, November 18, 2026, 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/u/kog4GeKXL

Members:

Redelia Shaw, *Chair*	Rachel Demski	Walt Louie	Scott Silverman
Dione Hodges, *Vice Chair*	Catherine Haradon	Karol Lu	Bobby Simmons
Lourdes Arévalo	Aileen Huang	Jiale Ma (A.S.)	Briana Simmons
Jason Beardsley	Justice Isaacs	Emin Menachekanian	Lydia Strong
Walter Butler	Sharlene Joachim	Asunta Moisan	Olivia Vallejo
Susan Caggiano	Koda Kol	Jessica Rodriguez	Audra Wells
Evelyn Chantani	Jesus Lopez	Gabriel Sanchez (A.S.)	

Interested Parties:

Stephanie Amerian	Jessie Garcia	Liz Koenig	Steven Sedky
Maria Bonin	Jose Hernandez	Kristin Lui-Martinez	Esau Tovar
Department Chairs	Tracie Hunter	Maria Munoz	Paula Cortes (A.S.)
Nick Chambers	Maral Hyeler	Stacy Neal	Tammara Whitaker
Kiersten Elliott	Luis Jauregui	Tamika Phillips	

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 (November 4, 2026) 5

V. Chair's Report

VI. Information Items

1. ASCCC Curriculum Committee Training and IDEAA Modules
2. Universal Design for Learning (UDL)
3. UC/Cal-GETC Updates
4. Common Course Numbering (CCN) Updates

VII. Action Items

Consent Agenda: Deactivations

a. ESL 900 English as a Second Language Level 0 13

Consent Agenda: SLO/PLO Mapping

b. Clerical/Data Entry Department Certificate 15
c. Economics AA-T 16
d. Electronic Medical Records Clerk Department Certificate 19
e. Hospital Inpatient Coder Department Certificate 20
f. Legal Administrative Assistant AS/Certificate of Achievement 21
g. Legal Office Clerk Certificate of Achievement 23
h. Medical Administrative Assistant AS/Certificate of Achievement 24
i. Medical Billing/Coding Department Certificate 26
j. Medical Office Clerk Certificate of Achievement 27
k. Medical Records Clerk/Receptionist Department Certificate 28
l. Medical Transcription Department Certificate 29
m. Social Justice Studies, Gender Studies AA-T 30

Courses

n. COSM 21A Hair Cutting 2
- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments . 32

o. COSM 21B Hair Styling 2
- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments . 34

p. COSM 21C Hair Coloring 2
- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments . 36

q. COSM 21E Curly Hair Techniques 2
- Changes: hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, assignments 39

r. COSM 26 Nail Care 2
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of evaluation, textbooks, assignments 41
- Adding Prerequisite: COSM 16 43

s. COSM 28A Skin Care 2A

- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 46

t. COSM 28B Skin Care 2B
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 49

u. COSM 30 Related Science 3
- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 51

v. COSM 31A Hair Cutting 3
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 53
- Remove Advisory: COSM 21A

w. COSM 31C Hair Coloring 3
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 55

x. COSM 31E Multi Texture Styling
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 57
- Remove Advisory: COSM 21E

y. COSM 36 Nail Care 3
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 59
- Remove Advisory: COSM 26

z. COSM 38 Skin Care 3
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 61

aa. COSM 38B Mechanical Exfoliation
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of evaluation, textbooks, assignments 63

bb. COSM 38C Chemical Exfoliation
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of evaluation, textbooks, assignments 65

cc. COSM 42 Short Hair Cutting
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 67

dd. COSM 46 Nail Care 4
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 69
- Remove Advisory: COSM 36

ee. COSM 48 Skin Care 4
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments. 71

ff. COSM 48B Make-Up
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), description, SLOs, objectives, content, methods of evaluation, textbooks, assignments 74

gg. COSM 77 Barbering
- Changes: hours/units (1 lecture/3 lab/2 units to 3 lecture/1 lab/3 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments, minimum qualifications 77

hh. COSM 78 Barbering 2
- Changes: hours/units (1 lecture/3 lab/2 units to 3 lecture/1 lab/3 units), description, SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments, minimum qualifications 79

ii. ECE 75/DANCE 75 Dance for Children: Creative Dance in the Pre-K and Elementary Classroom
- Distance Education (Fully Online/Hybrid) 82

jj. ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies
- Changes: description, SLOs, objectives, content, textbooks, assignments 85

kk. ETH ST 8 Introduction to Asian American Studies
- Changes: description, SLOs, objectives, content, textbooks, assignments 90

ll. ETH ST 9 Introduction to Native American Studies
- Changes: description, SLOs, objectives, content, textbooks, assignments 94

mm. HIST C1001 United States History to 1877
- Changes: content 100

nn. HIST C1002 United States History since 1865
- Changes: content 105

oo. PHILOS 7 Logic and Critical Thinking
- Changes: SLOSs, objectives, content, methods of presentation, methods of evaluation, assignments 110

pp. SWHS 10 Social Work and Human Services Seminar
- Distance Education (Fully Online) 114

Programs

qq. English for US Citizenship Interview Preparation Noncredit Certificate of Completion
- New degree/certificate 117

rr. 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 December 2, 2026.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, November 4, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, *Chair*	Rachel Demski	Walt Louie	Scott Silverman
Dione Hodges, *Vice Chair*	Catherine Haradon	Karol Lu	Bobby Simmons
Lourdes Arévalo	Aileen Huang	Emin Menachekanian	Briana Simmons
Walter Butler	Sharlene Joachim	Asunta Moisan	Olivia Vallejo
Susan Caggiano	Koda Kol	Jessica Rodriguez	Audra Wells
Evelyn Chantani	Jesus Lopez		

Members Absent:

Jason Beardsley	Jiale Ma (A.S.)*	Gabriel Sanchez (A.S.)	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:

Garen Baghdasarian	Keith Graziadei	Jing Liu	Samantha Manuel
Mary Bober	Liz Koenig	Kristin Lui-Martinez	Alex Tower
Jessie Garcia			

(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 3:05 pm. Motion to approve the agenda with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons
The motion passed unanimously.

II. Public Comments
None

III. Announcements
Our 3rd Annual Toy Drive benefiting the children and families served by the Malibu Community Labor Exchange (MCLE) is happening from November 4-December 3. New, unwrapped toys, sports equipment, or school supplies can be dropped off at the Malibu campus, Emeritus campus, Bundy campus, or SMC Library on the main campus.

IV. Approval of Minutes
Motion to approve the minutes of October 21, 2026 with no revisions.
Motion made by: Walter Butler; **Seconded by:** Scott Silverman
The motion passed unanimously.

V. Chair's Report
Additional information on course content and course objectives is available in the Curriculum Canvas shell.

VI. Information Items

1. ASCCC Curriculum Committee Training and IDEAA Modules
   If you've completed the training, send Redelia an email with your completed module badges.

2. Universal Design for Learning (UDL)
   No updates

3. UC/Cal-GETC Updates
   No updates

4. Common Course Numbering (CCN) Updates
   No updates

VII. Action Items

Consent Agenda: SLO/PLO Mapping

a. Advanced English as a Second Language Noncredit Certificate of Competency
b. Beginning English as a Second Language Noncredit Certificate of Competency
c. Geospatial Technology Certificate of Achievement
d. Intermediate English as a Second Language Noncredit Certificate of Competency
e. Low Advanced English as a Second Language Noncredit Certificate of Competency
f. Low Intermediate English as a Second Language Noncredit Certificate of Competency
g. Transition to College and Career Noncredit Certificate of Completion

Motion to approve the Consent Agenda: SLO/PLO mapping with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons
The motion passed unanimously.

Courses

h. BIOL 1A Cells, Molecular Biology and Genetics

- New Course
- Distance Education (Hybrid Only)
- Prerequisite: CHEM 11
- Advisory: ENGL C1000

Motion to approve BIOL 1A with revisions to course description to change the first sentence from "This lab course is one of three in the Biology Majors series. The course provides…" to "This lecture and lab course is one of three in the Biology Majors series that provides…", and the last sentence from "This course is meant to partially fulfill…" to "This course partially fulfills…"
Motion made by: Karol Lu; **Seconded by:** Dione Hodges
The motion passed unanimously.

Motion to approve distance education for BIOL 1A with revision to the Instructor's Technical Qualifications to: "Instructor is expected to be familiar with SMC existing online technology, including online learning platforms (e.g. Canvas), SMC IT support, etc." and the Student Support Services to: "Students will have direct access to links and information for Santa Monica College support resources, including academic counseling, tutoring and learning support, disability accommodations through the Center for Students with Disabilities, the campus library and research databases, the SMC Bookstore for required course materials, and financial aid services. Additional links to technology support, online learning resources, career services, and mental health counseling will also be provided."
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.

Motion to approve prerequisite of CHEM 11 for BIOL 1A with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons

The motion passed unanimously.

Motion to approve advisory of ENGL C1000 for BIOL 1A with no revisions.
Motion made by: Audra Wells; **Seconded by:** Scott Silverman
The motion passed unanimously.

i. BIOL 1B Introduction to Biological Diversity, Ecology and Evolution

- New Course
- Global Citizenship
- Distance Education (Hybrid Only)
- Advisory: ENGL C1000

Motion to approve BIOL 1B with revisions to course description to change the first sentence from "This lab course is one of three in the Biology Majors series. The course provides…" to "This lecture and lab course is one of three in the Biology Majors series that provides…", and the last sentence from "This course is meant to partially fulfill…" to "This course partially fulfills…"; change the Methods of Evaluation "Class Work" to "Other Assessments: Multiple, low-stakes assignments including brief oral presentations to the class, writing assignments, and group discussions."
Motion made by: Scott Silverman; **Seconded by:** Karol Lu
The motion passed unanimously.

Motion to approve global citizenship for BIOL 1B with revision from "analysis" to "analyzes"
Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons
The motion passed unanimously.

Motion to approve distance education for BIOL 1B with revision to the Instructor's Technical Qualifications to: "Instructor is expected to be familiar with SMC existing online technology, including online learning platforms (e.g. Canvas), SMC IT support, etc." and the Student Support Services to: "Students will have direct access to links and information for Santa Monica College support resources, including academic counseling, tutoring and learning support, disability accommodations through the Center for Students with Disabilities, the campus library and research databases, the SMC Bookstore for required course materials, and financial aid services. Additional links to technology support, online learning resources, career services, and mental health counseling will also be provided."
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Motion to approve advisory of ENGL C1000 for BIOL 1A with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

j. BIOL 1L Research Methodology in Biological Sciences

- New Course
- Distance Education (Hybrid Only)
- Prerequisite: CHEM 11
- Pre/corequisite: BIOL 1A or BIOL 1B
- Advisory: ENGL C1000

Motion to approve BIOL 1L with revision to Cal-GETC of only Area 5C (not 5B), and change course description to: "This lab-focused course is one of three in the Biology Majors series that provides an opportunity to study scientific methodology and theory with in-depth hands-on experiences in either the laboratory or the field, or both, depending on the instructor(s) of record. Theoretical work will include topics such as the steps of the scientific process and the various ways that scientific information is gathered, analyzed and communicated. This course partially fulfills the requirements of the Biology Major, along with Biology 1A and 1B. *Students may take Biology 1A or Biology 1B as a prerequisite for Biology 1L. *Students may take Biology 1A or 1B in either order. Note that Biology 1A has a prerequisite. *Upon successful completion of the prerequisites, Biology 1L may be taken on its own or concurrently with the remaining course in the majors series (Biology 1A or 1B)."

Motion made by: Walter Butler; **Seconded by:** Dione Hodges
The motion passed unanimously.

Motion to approve distance education for BIOL 1L with revision to the Instructor's Technical Qualifications to: "Instructor is expected to be familiar with SMC existing online technology, including online learning platforms (e.g. Canvas), SMC IT support, etc." and the Student Support Services to: "Students will have direct access to links and information for Santa Monica College support resources, including academic counseling, tutoring and learning support, disability accommodations through the Center for Students with Disabilities, the campus library and research databases, the SMC Bookstore for required course materials, and financial aid services. Additional links to technology support, online learning resources, career services, and mental health counseling will also be provided."
Motion made by: Dione Hodges; **Seconded by:** Karol Lu
The motion passed unanimously.

Motion to approve prerequisite of CHEM 11 for BIOL 1L with no revisions.
Motion made by: Audra Wells; **Seconded by:** Scott Silverman
The motion passed unanimously.

Motion to approve pre/corequisite of BIOL 1A or BIOL 1B for BIOL 1L with no revisions.
Motion made by: Audra Wells; **Seconded by:** Bobby Simmons
The motion passed unanimously.

Motion to approve advisory of ENGL C1000 for BIOL 1L with no revisions.
Motion made by: Audra Wells; **Seconded by:** Scott Silverman
The motion passed unanimously.

k. GIS 29 Introduction to Uncrewed Vehicles and Geospatial Applications

- New Course
- Distance Education (Fully Online/Hybrid)
- Advisory: GIS 20/GEOG 20

Motion to approve GIS 29 with revision to course name to add "of Drones". (Introduction to Uncrewed Vehicles and Geospatial Applications)
Motion made by: Bobby Simmons; **Seconded by:** Dione Hodges
The motion passed unanimously.

Motion to approve distance education for GIS 29 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Motion to approve advisory of GIS 20/GEOG 20 for GIS 29 with no revisions.
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.

l. COSM 10A Related Science 1A

- Changes: description, hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 10A with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Koda Kol
The motion passed unanimously.

m. COSM 10B Related Science 1B

- Changes: description, hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 10B with no additional revisions.
Motion made by: Aileen Huang; **Seconded by:** Bobby Simmons

The motion passed unanimously.

n. COSM 11A Hair Cutting 1

- Changes: description, hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 11A with no additional revisions.
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.

o. COSM 11B Hair Styling 1

- Changes: description, hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 11B with no additional revisions.
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.

p. COSM 11C Hair Coloring 1

- Changes: description, hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 11C with no additional revisions.
Motion made by: Sharlene Joachim; **Seconded by:** Bobby Simmons
The motion passed unanimously.

q. COSM 11D Permanent Waving

- Changes: hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 11D with additional revision to course description to change “enable” to “prepare” and remove “to pass”
Motion made by: Bobby Simmons; **Seconded by:** Dione Hodges
The motion passed unanimously.

r. COSM 11E Curly Hair Techniques 1

- Changes: description, hours/units (2 lab/0.5 units to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 11E with additional revision to the course description to change” excessively” to “various textures of curly hair”
Motion made by: Bobby Simmons; **Seconded by:** Jessica Rodriguez
The motion passed unanimously.

s. COSM 16 Nail Care 1

- Changes: hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 16 with no additional revisions.
Motion made by: Jessica Rodriguez; **Seconded by:** Scott Silverman
The motion passed unanimously.

t. COSM 18 Skin Care 1

- Changes: description, hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, assignments

Motion to approve the changes to COSM 18 with correction to the course description to copy/paste in “active” course description, and remove additional note on Methods of Evaluation Quizzes to remove additional language (“5 chapter quizzes measured..”)
Motion made by: Walter Butler; **Seconded by:** Bobby Simmons
The motion passed unanimously.

u. COSM 20 Related Science 2

- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

Motion to approve the changes to COSM 20 with no additional revisions.
Motion made by: Catherine Haradon; **Seconded by:** Jesus Lopez
The motion passed unanimously.

Motion to approve additional changes to COSM 10A, 10B, 11A, 11B, 11C, 11D, 11E, 16, 18, 20 to change the course description use of "wish" to "intend" and move the sentences describing the content of the course before the sentences addressing state licensure.
Motion made by: Susan Caggiano; **Seconded by:** Jesus Lopez
The motion passed unanimously.

v. COSM 21A Hair Cutting 2
- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 21A changes tabled for the next Curriculum Committee meeting for time.

w. COSM 21B Hair Styling 2
- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 21B changes tabled for the next Curriculum Committee meeting for time.

x. COSM 21C Hair Coloring 2
- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 21C changes tabled for the next Curriculum Committee meeting for time.

y. COSM 21E Curly Hair Techniques 2
- Changes: hours/units (1 lecture/1 lab/1 unit to 2 lecture/0 lab/2 units), SLOs, objectives, content, methods of presentation, methods of evaluation, assignments

COSM 21E changes tabled for the next Curriculum Committee meeting for time.

z. COSM 26 Nail Care 2
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of evaluation, textbooks, assignments
- Adding Prerequisite: COSM 16

COSM 26 changes and prerequisite tabled for the next Curriculum Committee meeting for time.

aa. COSM 28A Skin Care 2A
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 28A changes tabled for the next Curriculum Committee meeting for time.

bb. COSM 28B Skin Care 2B
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 28B changes tabled for the next Curriculum Committee meeting for time.

cc. COSM 30 Related Science 3
- Changes: hours/units (1 lecture/0.5 lab/1 unit to 1.5 lecture/0 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 30 changes tabled for the next Curriculum Committee meeting for time.

dd. COSM 31A Hair Cutting 3
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 31A changes tabled for the next Curriculum Committee meeting for time.

ee. COSM 31C Hair Coloring 3
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 31C changes tabled for the next Curriculum Committee meeting for time.

ff. COSM 31E Multi Texture Styling
- Changes: description, hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 31E changes tabled for the next Curriculum Committee meeting for time.

gg. COSM 36 Nail Care 3
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 36 changes tabled for the next Curriculum Committee meeting for time.

hh. COSM 38 Skin Care 3
- Changes: description, hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 38 changes tabled for the next Curriculum Committee meeting for time.

ii. COSM 38B Mechanical Exfoliation
- Changes: description, hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of evaluation, textbooks, assignments

COSM 38B changes tabled for the next Curriculum Committee meeting for time.

jj. COSM 38C Chemical Exfoliation
- Changes: description, hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of evaluation, textbooks, assignments

COSM 38C changes tabled for the next Curriculum Committee meeting for time.

kk. COSM 42 Short Hair Cutting
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 42 changes tabled for the next Curriculum Committee meeting for time.

ll. COSM 46 Nail Care 4
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 46 changes tabled for the next Curriculum Committee meeting for time.

mm. COSM 48 Skin Care 4
- Changes: hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments

COSM 48 changes tabled for the next Curriculum Committee meeting for time.

nn. COSM 48B Make-Up
- Changes: description, hours/units (1 lecture/1 lab/1 unit to 1.5 lecture/0.5 lab/1.5 units), SLOs, objectives, content, methods of evaluation, textbooks, assignments

COSM 48B changes tabled for the next Curriculum Committee meeting for time.

oo. COSM 77 Barbering
- Changes: hours/units (1 lecture/3 lab/2 units to 3 lecture/1 lab/3 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments, minimum qualifications

COSM 77 changes tabled for the next Curriculum Committee meeting for time.

pp. COSM 78 Barbering 2

- Changes: hours/units (1 lecture/3 lab/2 units to 3 lecture/1 lab/3 units), SLOs, objectives, content, methods of presentation, methods of evaluation, textbooks, assignments, minimum qualifications

COSM 78 changes tabled for the next Curriculum Committee meeting for time.

Programs

qq. Biology 2.0 AS-T

- New degree
- Program Map

Motion to approve Biology 2.0 AS-T with no revisions.
Motion made by: Karol Lu; **Seconded by:** Bobby Simmons
The motion passed unanimously.

Motion to approve the program map for Biology 2.0 AS-T with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons
The motion passed unanimously.

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

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:00 pm.
Motion made by: Jessica Rodriguez; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Deactivate Course: ESL - NONCREDIT 900, English as a Second Language Level 0

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
Degree Applicability:	Noncredit

Rationale
Course is being submitted for deactivation

I. **Catalog Description**
This beginning course is designed for the student who speaks limited or no English. The student may or may not have achieved literacy in his/her first language. The course provides an introduction to the basic structures of the English language (such as the alphabet), and focuses on core survival vocabulary and questions, rudiments of English dialog, and simple commands. Students learn to pronounce core vocabulary and sounds associated with the alphabet, and to comprehend core commands and words used in everyday life.

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. Ventures Basic Literacy Workbook with Audio CD 2nd Edition, 2nd, Bitterlin,G., D. Johnson, D.Price,S. Ramirez,K.L. Savage , Cambridge University Press © 2013, ISBN: 9781107668591
2. Longman ESL Literacy, Nishio, Yvonne Wong, Pearson Education © 2007
3. Ventures Basic Student Book With Audio CD, 2nd, Bitterlin,G., D. Johnson, D.Price,S. Ramirez,K.L. Savage , Cambridge University Press © 2014, ISBN: 9781107641020

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Recite the English alphabet.
2. Pronounce the sounds of letters in the English alphabet.
3. Legibly write the letters in the English alphabet.
4. Distinguish between upper- and lower-case letters.
5. Recognize and use core English vocabulary (including subject pronouns, colors, numbers, everyday objects, addresses, and telephone numbers).
6. Discriminate aurally between English statements and questions by intonation and stress patterns.
7. Compose and respond to simple commands in English.
8. Compose and respond to yes/no questions in English.
9. Engage in basic dialogs using new vocabulary.
10. Complete simple sentences in English.
11. Write dictated words, phrases, and short sentences.
12. Use college-lined paper correctly.
13. Demonstrate understanding of everyday signs.
14. Fill out a basic form asking for personal information.
15. Follow simple directions given in English.
16. Use appropriate conversation etiquette.

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

V. **Course Content**

% of Course	Topic
25.000%	Listening skills, including basic English vocabulary (including letters and sounds of the American English alphabet, numbers, colors, and everyday objects); basic grammatical structures (such as simple sentences, the present tense, and imperatives); statements and questions; simple

	commands; phrases necessary for real-life survival; following directions; conversational etiquette.
25.000%	Speaking and pronunciation skills, including placement of tongue, teeth, and lips; basic English vocabulary (including letters and sounds of the American English alphabet, numbers, colors, and everyday objects); basic grammatical structures (such as simple sentences, the present tense, and imperatives); responding to yes/no questions and simple commands; phrases necessary for real-life survival; American pronunciation, intonation, and stress patterns; conversation etiquette; presentation skills.
25.000%	Reading skills, including basic English vocabulary (including letters and sounds of the American English alphabet, numbers, colors, and everyday objects); basic grammatical structures (such as simple sentences, the present tense, and imperatives); upper- and lower-case letters; phrases necessary for real-life survival; short sentences; everyday signs.
25.000%	Writing skills, including basic English vocabulary (including letters and sounds of the American English alphabet, numbers, colors, and everyday objects); basic grammatical structures (such as simple sentences, the present tense, and imperatives); filling out personal information forms; dictation; short sentences; using college-lined paper.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
50%	Class Participation: Participation in classroom discussions and activities (including reading exercises, oral recitations, small group work, and pair work)
10%	Homework
10%	Oral Presentation
20%	Quizzes: Quizzes and exams
10%	Written assignments
100%	Total

VII. **Sample Assignments:**
Students will label five pictures with the correct English word and read the words out loud.
Label: Students will label 5 classroom items.

VIII. **Student Learning Outcomes:**

1. Given pictures of everyday places (such as a classroom, city, supermarket, etc), students will accurately identify (in writing) the names of all of the objects shown.
2. Given pictures of everyday signs (such as stop signs, pedestrian walk signs, green lights, traffic merge, caution, etc), students will describe their meaning and identify the appropriate response or action.

Santa Monica College
Program of Study
Clerical/Data Entry Department Certificate

Organizations need to process a rapidly growing amount of information. Data entry workers help ensure the efficient handling of information processing. Duties include inputting data into computers and performing editing, proofreading, and clerical tasks. This certificate program provides training in the essential skills to carry out these tasks. Job opportunities exist in part-time, full-time, and work-at-home positions. Data entry workers are known by various job titles, such as data entry clerk, data entry operator, data entry specialist, and clerk. Data entry jobs frequently serve as stepping stones to higher paying positions with increased responsibilities.

Program Learning Outcomes:
Use Office software to input data and documents

- CIS 37: Create business correspondence using advanced word-processing techniques to produce clear, accurate, and professionally formatted documents.
- CIS 37: Integrate automation tools such as mail merge, form fields, tables, and macros to streamline document workflows and enhance productivity in a professional setting.
- CIS 4: Demonstrate an understanding of the most significant, essential, and current concepts of information technology, as well as how these concepts are successfully applied within an organization.
- CIS 4: Analyze different types of business information using office software applications to enhance professional decision-making.

Proofread, edit and revise data and documents

- OFTECH 1: Create and proofread business letters, reports, memos, tables, and employment documents.
- OFTECH 1: Improve touch-typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 10: Improve touch-typing speed at a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed.
- OFTECH 10: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.
- OFTECH 1A: Demonstrate beginning-level touch-typing skills.
- OFTECH 1A: Improve typing skills to achieve a minimum rate of 25 words a minute for two minutes with a maximum of 5 errors.
- OFTECH 1B: Create and proofread business letters, reports, and tables.
- OFTECH 1B: Build proficiency in typing skills to achieve a minimum rate of 30 words a minute for three minutes with a maximum of 5 errors.
- OFTECH 1C: Create and proofread business letters, reports, memos, and employment documents.
- OFTECH 1C: Build proficiency in typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 5: Define and use frequently misspelled words in written communications correctly.
- OFTECH 5: Proofread errors in business documents.
- OFTECH 9: Demonstrate touch-typing of 5 words a minute, 3-5-minutes, with a maximum of 5 errors, over course entry-level speed.
- OFTECH 9: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.

Required Courses: (9 units)	**Units: 9.0**
CIS 4[DE] Business Information Systems with Applications	3.0
CIS 37[DE] Microsoft Word	3.0
OFTECH 5[DE] English Skills for the Office	3.0

Select 3 units from the following:	**Units: 3.0**
OFTECH 1[DE] Keyboarding I	3.0
OFTECH 1A[DE] Keyboarding 1A	1.0
OFTECH 1B[DE] Keyboarding 1B	1.0
OFTECH 1C[DE] Keyboarding 1C	1.0
OFTECH 9[DE] Keyboarding Improvement	1.0
OFTECH 10[DE] Skill Building on the Keyboard	3.0

Total: 12.0

Santa Monica College
Program of Study
Economics AA-T

The Associate in Arts in Economics for Transfer (AA-T) involves the study of how society can best use scarce resources such as land, raw materials, capital, and labor. The course of study analyzes the relationships between the supply of goods and services and the demand for them, as well as how these goods and services are produced, distributed, and consumed. Some economists work on public issues such as the control of inflation, business cycles, unemployment, wage, tax, and tariff policies. Economics is widely recognized as a solid background for a career in business, government, law, teaching and research. Upon completion of the Associate in Arts in Economics for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into economics or similar majors for many campuses in the California State University system.

Program Learning Outcomes:
Demonstrate, through a variety of formative and summative assessments, knowledge of the development and operation of a market economy.

- ECON 1: Demonstrate academic responsibility and integrity.
- ECON 1: Demonstrate through oral and/or written work knowledge of the course content: Supply and Demand Model, the concept of elasticity, productivity, cost structures, and the implications of alternative market structures including Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly, for prices, efficiency, and the role of government.
- ECON 15: Demonstrate academic responsibility and integrity.
- ECON 15: Demonstrate through oral and/or written work knowledge of the course content: American economic history by major areas, including agriculture, industrial development, money, banking and transportation and the role of business, labor and government in economic development.
- ECON 2: Demonstrate academic responsibility and integrity.
- ECON 2: Demonstrate through oral and/or written work knowledge of the course content: measures of economic aggregates including GDP, the unemployment rate, the GDP Deflator and the Consumer Price Index, the tools of fiscal and monetary policy and their impact on aggregate demand, prices, income and interest rates, and the Classical, Keynesian, Monetarist and Supply Side models with their corresponding policy implications and recommendations.
- ECON 5: Demonstrate academic responsibility and integrity.
- ECON 5: Demonstrate through oral and/or written work knowledge of the course content: the recent history of domestic U.S. and international economic relations, and contending theoretical perspectives on the politics of economics, substantive issue areas and public policy concerns.
- ECON 6: Demonstrate academic responsibility and integrity.
- ECON 6: Demonstrate through oral and/or written work knowledge of the course content: applications of economic theory, to significant world economic problems such as international monetary reform, balance between food supply and population pressure, capital formation in the underdeveloped economies, and economic planning.

Demonstrate acquired quantitative reasoning and critical analytic/graphing skills necessary to explain, evaluate and apply basic microeconomic and macroeconomic concepts, ideas, and relationships. These include but are not limited to supply & demand, pricing, production, and profit maximization decisions under various market structures, contending perspectives in economic thought, and the impacts of government policies (fiscal and monetary policies) on output, employment/unemployment, inflation, budget deficits, and international trade and finance.

- ECON 1: Demonstrate academic responsibility and integrity.
- ECON 1: Demonstrate through oral and/or written work knowledge of the course content: Supply and Demand Model, the concept of elasticity, productivity, cost structures, and the implications of alternative market structures including Perfect Competition, Monopoly, Monopolistic Competition and Oligopoly, for prices, efficiency, and the role of government.
- ECON 1: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to how various government policies affect economic actors in a market economy.
- ECON 15: Demonstrate academic responsibility and integrity.
- ECON 15: Demonstrate through oral and/or written work knowledge of the course content: American economic history by major areas, including agriculture, industrial development, money, banking and transportation and the role of business, labor and government in economic development.
- ECON 2: Demonstrate academic responsibility and integrity.

- ECON 2: Demonstrate through oral and/or written work knowledge of the course content: measures of economic aggregates including GDP, the unemployment rate, the GDP Deflator and the Consumer Price Index, the tools of fiscal and monetary policy and their impact on aggregate demand, prices, income and interest rates, and the Classical, Keynesian, Monetarist and Supply Side models with their corresponding policy implications and recommendations.
- ECON 2: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions concerning the different expectations of two or more economic theories and the varying consequences and opportunity costs of each on the macroeconomy in terms of level of employment, output and prices, inflation, and economic growth.
- ECON 5: Demonstrate academic responsibility and integrity.
- ECON 5: Demonstrate through oral and/or written work knowledge of the course content: the recent history of domestic U.S. and international economic relations, and contending theoretical perspectives on the politics of economics, substantive issue areas and public policy concerns.
- ECON 5: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that recognize and compare and contrast the key economic and political aims, effectiveness, and consequences of contending theoretical perspectives within an historical and institutional context.
- ECON 6: Demonstrate academic responsibility and integrity.
- ECON 6: Demonstrate through oral and/or written work knowledge of the course content: applications of economic theory, to significant world economic problems such as international monetary reform, balance between food supply and population pressure, capital formation in the underdeveloped economies, and economic planning.
- ECON 6: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that apply theoretical applications of economic theory to contemporary economic problems, identify and analyze a range of economic causes and consequences of selected problems, and consider a range of possible solutions, including interventions by government policy, institutional organizations, or community.

Demonstrate, through a variety of formative and summative assessments, proficiency in the analytical and logical reasoning skills that are central to economic modeling, economic thinking, and the application of economic theory and policy to real world economic behavior and events.

- ECON 1: Demonstrate academic responsibility and integrity.
- ECON 1: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to how various government policies affect economic actors in a market economy.
- ECON 15: Demonstrate academic responsibility and integrity.
- ECON 15: Demonstrate through oral and/or written work knowledge of the course content: American economic history by major areas, including agriculture, industrial development, money, banking and transportation and the role of business, labor and government in economic development.
- ECON 15: Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.
- ECON 2: Demonstrate academic responsibility and integrity.
- ECON 2: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions concerning the different expectations of two or more economic theories and the varying consequences and opportunity costs of each on the macroeconomy in terms of level of employment, output and prices, inflation, and economic growth.
- ECON 5: Demonstrate academic responsibility and integrity.
- ECON 5: Demonstrate proficiency in the research, analytical, and communication skills necessary to present, orally and/or in writing, compelling and original arguments that recognize and compare and contrast the key economic and political aims, effectiveness, and consequences of contending theoretical perspectives within an historical and institutional context.
- ECON 5: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.
- ECON 6: Demonstrate academic responsibility and integrity.
- ECON 6: Demonstrate through oral and/or written work knowledge of the course content: applications of economic theory, to significant world economic problems such as international monetary reform, balance between food supply and population pressure, capital formation in the underdeveloped economies, and economic planning.
- ECON 6: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that apply theoretical applications of economic theory to contemporary economic problems, identify and analyze a range of economic causes and consequences of

selected problems, and consider a range of possible solutions, including interventions by government policy, institutional organizations, or community.

Required Core Courses (9 units minimum):	**Units: 9.0**
Students may satisfy the requirements of this degree with approved courses (which may be fewer units) taken at other California community colleges. The courses listed below are SMC courses. If completed entirely at SMC, the Area of Emphasis requires 21 units.	
ECON C2001[DE] Principles of Microeconomics (formerly ECON 1)	3.0
ECON C2002[DE] Principles of Macroeconomics (formerly ECON 2)	3.0
STAT C1000[DE] Introduction to Statistics (formerly MATH 54)	4.0

Required Calculus Course (3 units minimum)	**3.0**
MATH 7[DE] Calculus 1	5.0
OR	
MATH 28[DE] Calculus 1 for Business and Social Science	5.0

List A: Select 1 course from the following (3 units minimum)	**Units: 3.0**
ACCTG 1[DE] Introduction to Financial Accounting	5.0
ACCTG 2[DE] Corporate Financial and Managerial Accounting	5.0
BUS 5[DE] Business Law and the Legal Environment	3.0
BUS 6[DE] Advanced Business Law	3.0
BUS 32[DE] Business Communications	3.0
ENGL C1001[DE] Critical Thinking and Writing (formerly ENGL 2)	3.0
ENGL 70 Technical Communication	3.0
HIST 47 The Practice of History	3.0
MATH 2[DE] Precalculus	5.0
MATH 8[DE] Calculus 2	5.0
MATH 29[DE] Calculus 2 for Business and Social Science	3.0
ARABIC 1 Elementary Arabic 1	5.0
CHNESE 1 Elementary Chinese 1	5.0
CHNESE 2 Elementary Chinese 2	5.0
SPAN 1[DE] Elementary Spanish I	5.0
SPAN 2[DE] Elementary Spanish II	5.0
SPAN 3 Intermediate Spanish I	5.0
SPAN 4 Intermediate Spanish II	5.0
SPAN 11 Spanish for Heritage Speakers I	5.0
SPAN 12 Spanish for Native Speakers 2	5.0
Other SMC Modern Language courses may be substituted.	

List B: Select 1 course from the following (3 units minimum)	**Units: 3.0**
Any course not used in List A	
ECON 5[DE] International Political Economy: Introduction To Global Studies *Same as: GLOBAL 5 , POL SC 5*	3.0
ECON 6[DE] Contemporary Economic Problems	3.0
ECON 15[DE] Economic History of the U.S. *Same as: HIST 15*	3.0
GLOBAL 5[DE] International Political Economy: Introduction To Global Studies *Same as: ECON 5 , POL SC 5*	3.0
HIST 15[DE] Economic History of the U.S. *Same as: ECON 15*	3.0
MATH 11[DE] Multivariable Calculus	5.0
MATH 13[DE] Linear Algebra	3.0
POL SC 5[DE] International Political Economy: Introduction To Global Studies *Same as: ECON 5 , GLOBAL 5*	3.0
	Total: 18.0

Santa Monica College
Program of Study
Electronic Medical Records Clerk Department Certificate

This program prepares students for entry-level clerical positions involving Electronic Health Records. Training is provided in computer basics, medical terminology, and electronic records technology. EHR clerks work in hospitals, physicians' offices, and nursing homes—typically under the direction of a manager or supervisor.

Program Learning Outcomes:

Use an Electronic Health Records system to capture and store patient data

- OFTECH 28: Document physician orders using medical records and medical billing software.
- OFTECH 28: Record patient data and document encounters using medical records and billing software.

Document patient encounters and process physician orders in an Electronic Health Records system

- OFTECH 20: Identify common diagnoses, laboratory tests, clinical procedures, and major pathological conditions.
- OFTECH 20: Define various medical terms and correctly use them in a medical office setting.
- OFTECH 28: Document physician orders using medical records and medical billing software.
- OFTECH 28: Record patient data and document encounters using medical records and billing software.

Required Courses:	**Units: 9.0**
CIS 4[DE] Business Information Systems with Applications	3.0
OFTECH 20[DE] Medical Vocabulary	3.0
OFTECH 28[DE] Electronic Health Records	3.0
	Total: 9.0

Santa Monica College
Program of Study
Hospital Inpatient Coder Department Certificate

Coding is the transformation of healthcare diagnoses, procedures, medical services, and equipment into universal medical alphanumeric codes for statistical reporting and reimbursement purposes. A Hospital Inpatient Coder reviews and codes information for patients who stay at least overnight in a hospital facility. This certificate program provides training in medical terminology, inpatient coding, and billing, reimbursement, and collection procedures.

Program Learning Outcomes:
Code and store inpatient facility services and diagnoses

- OFTECH 25: Identify various orthopedics, radiology, pathology, and laboratory procedures and the diagnostic and procedural billing codes that apply to them.
- OFTECH 25: Assign appropriate codes for reimbursement and billing purposes with an Electronic Health Record (EHR) system.
- OFTECH 26: Assess the adequacy of patient record documentation to ensure that it supports ICD-9-CM code(s) and CPT code(s).

Use appropriate billing, reimbursement and collections procedures as required in hospital setting

- OFTECH 20: Identify common diagnoses, laboratory tests, clinical procedures, and major pathological conditions.
- OFTECH 20: Define various medical terms and correctly use them in a medical office setting.
- OFTECH 25: Identify various orthopedics, radiology, pathology, and laboratory procedures and the diagnostic and procedural billing codes that apply to them.
- OFTECH 25: Assign appropriate codes for reimbursement and billing purposes with an Electronic Health Record (EHR) system.

Required Courses: (9 units)	**Units: 9.0**
OFTECH 20[DE] Medical Vocabulary	3.0
OFTECH 25[DE] Medical Coding/Billing 2	3.0
OFTECH 26[DE] Medical Coding/Billing 3	3.0
	Total: 9.0

Santa Monica College
Program of Study
Legal Administrative Assistant AS/Certificate of Achievement

Legal administrative assistants perform the administrative tasks in a law office, such as answering the telephone, managing files, preparing law office correspondence and legal documents, and maintaining the calendar. Legal administrative assistants are in great demand. Qualified legal administrative assistants who have strong skills can find lucrative opportunities with law firms and corporate legal departments, government agencies, and a variety of business and industries -- such as banks, insurance companies, investment firms, and real estate companies. This certificate program prepares students to pursue employment as a legal administrative assistant. Training is provided in legal terminology, law office procedures, legal research, computer technology, machine transcription document preparation, keyboarding, and written and verbal communications.

Program Learning Outcomes:
Draft legal documents with correct format, spelling, punctuation and capitalization

- OFTECH 1: Create and proofread business letters, reports, memos, tables, and employment documents.
- OFTECH 1: Improve touch-typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 10: Improve touch-typing speed at a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed.
- OFTECH 10: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.
- OFTECH 1A: Demonstrate beginning-level touch-typing skills.
- OFTECH 1A: Improve typing skills to achieve a minimum rate of 25 words a minute for two minutes with a maximum of 5 errors.
- OFTECH 1B: Create and proofread business letters, reports, and tables.
- OFTECH 1B: Build proficiency in typing skills to achieve a minimum rate of 30 words a minute for three minutes with a maximum of 5 errors.
- OFTECH 1C: Create and proofread business letters, reports, memos, and employment documents.
- OFTECH 1C: Build proficiency in typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 5: Define and use frequently misspelled words in written communications correctly.
- OFTECH 5: Proofread errors in business documents.
- OFTECH 9: Demonstrate touch-typing of 5 words a minute, 3-5-minutes, with a maximum of 5 errors, over course entry-level speed.
- OFTECH 9: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.

Use appropriate workplace telecommunications tools as well as office and court calendaring systems as required in a legal office setting

- CIS 30: Create, sort, and query a worksheet database for a variety of data analysis projects.
- CIS 30: Create professional workbooks for financial analysis, including formulas and function, charts, and macros.
- CIS 37: Create business correspondence using advanced word-processing techniques to produce clear, accurate, and professionally formatted documents.
- CIS 37: Integrate automation tools such as mail merge, form fields, tables, and macros to streamline document workflows and enhance productivity in a professional setting.
- CIS 39: Integrate advanced features such as mail merge, rules, and automation tools to improve efficiency and optimize communication workflows across multiple applications.
- CIS 39: Create and manage email, contacts, and folders using electronic communication and organizational tools for effective workplace communication.
- CIS 39: Use calendar, task, and automation features to schedule, coordinate, and manage appointments, meetings, and projects efficiently.
- CIS 4: Demonstrate an understanding of the most significant, essential, and current concepts of information technology, as well as how these concepts are successfully applied within an organization.
- CIS 4: Analyze different types of business information using office software applications to enhance professional decision-making.

Required Courses: (24 units)	**Units: 24.0**
BUS 5[DE] Business Law and the Legal Environment	3.0
CIS 4[DE] Business Information Systems with Applications	3.0
CIS 30[DE] Microsoft Excel	3.0
CIS 37[DE] Microsoft Word	3.0

CIS 39[DE] MS Outlook - Comprehensive Course	3.0
OFTECH 5[DE] English Skills for the Office	3.0
OFTECH 30[DE] Legal Office Procedures	3.0
OFTECH 31[DE] Legal Terms and Transcription	3.0

Select 3 units from the following:	**Units: 3.0**
OFTECH 1[DE] Keyboarding I	3.0
OFTECH 1A[DE] Keyboarding 1A	1.0
OFTECH 1B[DE] Keyboarding 1B	1.0
OFTECH 1C[DE] Keyboarding 1C	1.0
OFTECH 9[DE] Keyboarding Improvement	1.0
OFTECH 10[DE] Skill Building on the Keyboard	3.0

Total: 27.0

Santa Monica College
Program of Study
Legal Office Clerk Certificate of Achievement

Legal office clerks performs basic support tasks in a law office. This entry level position includes responsibilities such as producing correspondence, performing receptionist duties, answering telephones, filing, and managing calendars. The Legal Office Clerk Certificate provides training in computer technology, legal office procedures, legal terminology, machine transcription, English skills, and keyboarding. With experience, legal office clerks may advance to administrative assistants and office managers.

Program Learning Outcomes:
Draft legal documents with correct format, spelling, punctuation and capitalization

- CIS 4: Demonstrate an understanding of the most significant, essential, and current concepts of information technology, as well as how these concepts are successfully applied within an organization.
- CIS 4: Analyze different types of business information using office software applications to enhance professional decision-making.
- OFTECH 5: Define and use frequently misspelled words in written communications correctly.
- OFTECH 5: Proofread errors in business documents.

Use appropriate workplace telecommunications tools as well as office and court calendaring systems as required in a legal office setting

- OFTECH 30: Applying knowledge of word processing software, formatting guidelines, legal terminology, and proofreading skills, students will produce a variety of usable legal documents.
- OFTECH 30: Applying knowledge of legal terminology, document preparation, and litigation and discovery procedures, students will demonstrate evidence of trial preparation skills.
- OFTECH 31: Using the ability to operate transcribing machines and knowledge of word processing software, students will produce legal documents from dictated materials.
- OFTECH 31: Applying knowledge of legal terminology, document formatting, punctuation, spelling, capitalization, and number formatting rules, students will proofread and edit transcribed legal materials with the goal of producing usable copy.

Required Courses:	**Units: 12.0**
CIS 4[DE] Business Information Systems with Applications	3.0
OFTECH 5[DE] English Skills for the Office	3.0
OFTECH 30[DE] Legal Office Procedures	3.0
OFTECH 31[DE] Legal Terms and Transcription	3.0
	Total: 12.0

Santa Monica College
Program of Study
Medical Administrative Assistant AS/Certificate of Achievement

This program prepares students for employment in a medical environment. Students develop skills and knowledge to perform a variety of duties to aid in the efficient workflow and operations of a medical related facility. Coursework indicates medical terminology, computer technology, medical law and ethics, and “front office” tasks — such as patient scheduling, reception, coding and billing, transcription, and records management.

Program Learning Outcomes:

Apply and follow appropriate front-office operation procedures as required in a medical office setting

- CIS 37: Create business correspondence using advanced word-processing techniques to produce clear, accurate, and professionally formatted documents.
- CIS 37: Integrate automation tools such as mail merge, form fields, tables, and macros to streamline document workflows and enhance productivity in a professional setting.
- CIS 39: Integrate advanced features such as mail merge, rules, and automation tools to improve efficiency and optimize communication workflows across multiple applications.
- CIS 39: Create and manage email, contacts, and folders using electronic communication and organizational tools for effective workplace communication.
- CIS 39: Use calendar, task, and automation features to schedule, coordinate, and manage appointments, meetings, and projects efficiently.
- CIS 4: Demonstrate an understanding of the most significant, essential, and current concepts of information technology, as well as how these concepts are successfully applied within an organization.
- CIS 4: Analyze different types of business information using office software applications to enhance professional decision-making.

Prepare medical correspondence with correct format, spelling, punctuation and capitalization

- OFTECH 1: Create and proofread business letters, reports, memos, tables, and employment documents.
- OFTECH 1: Improve touch-typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 10: Improve touch-typing speed at a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed.
- OFTECH 10: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.
- OFTECH 1A: Demonstrate beginning-level touch-typing skills.
- OFTECH 1A: Improve typing skills to achieve a minimum rate of 25 words a minute for two minutes with a maximum of 5 errors.
- OFTECH 1B: Create and proofread business letters, reports, and tables.
- OFTECH 1B: Build proficiency in typing skills to achieve a minimum rate of 30 words a minute for three minutes with a maximum of 5 errors.
- OFTECH 1C: Create and proofread business letters, reports, memos, and employment documents.
- OFTECH 1C: Build proficiency in typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 23: Record and manipulate patient appointments with an Electronic Health Record (EHR) system.
- OFTECH 23: Produce patient reports, statements and process claims with an Electronic Health Record (EHR) system.
- OFTECH 27: Organize, retrieve, and analyze medical documents.
- OFTECH 27: Record patient appointments using manual and electronic systems as appropriate in a medical office setting.
- OFTECH 28: Document physician orders using medical records and medical billing software.
- OFTECH 28: Record patient data and document encounters using medical records and billing software.
- OFTECH 5: Define and use frequently misspelled words in written communications correctly.
- OFTECH 5: Proofread errors in business documents.
- OFTECH 9: Demonstrate touch-typing of 5 words a minute, 3-5-minutes, with a maximum of 5 errors, over course entry-level speed.
- OFTECH 9: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.

Required Courses: (30 units)	**Units: 30.0**
CIS 4[DE] Business Information Systems with Applications	3.0
CIS 37[DE] Microsoft Word	3.0
CIS 39[DE] MS Outlook - Comprehensive Course	3.0

OFTECH 5[DE] English Skills for the Office	3.0
OFTECH 20[DE] Medical Vocabulary	3.0
OFTECH 21[DE] Medical Terms and Transcription 1	3.0
OFTECH 23[DE] Medical Billing	3.0
OFTECH 24[DE] Medical Coding/Billing 1	3.0
OFTECH 27[DE] Medical Office Procedures	3.0
OFTECH 28[DE] Electronic Health Records	3.0

Select 3 units from the following:	**Units: 3.0**
OFTECH 1[DE] Keyboarding I	3.0
OFTECH 1A[DE] Keyboarding 1A	1.0
OFTECH 1B[DE] Keyboarding 1B	1.0
OFTECH 1C[DE] Keyboarding 1C	1.0
OFTECH 9[DE] Keyboarding Improvement	1.0
OFTECH 10[DE] Skill Building on the Keyboard	3.0

Total: 33.0

Santa Monica College
Program of Study
Medical Billing/Coding Department Certificate

Medical Billing/Coding workers are primarily responsible for submitting documentation of patient medical care to insurance companies. Duties include billing insurance companies and patients; collecting payment for services; and documenting tests, treatments and procedures, using correct medical terminology - referred to as "coding". The Medical Billing/Coding Certificate program provides the training that is required to perform these duties.

Program Learning Outcomes:
Record and manipulate medical records and patients' medical records by assigning appropriate codes for reimbursement and billing purposes using an Electronic Health Record (EHR) system.

- OFTECH 23: Record and manipulate patient appointments with an Electronic Health Record (EHR) system.
- OFTECH 23: Produce patient reports, statements and process claims with an Electronic Health Record (EHR) system.
- OFTECH 24: Assign appropriate codes for reimbursement and billing purposes with an Electronic Health Record (EHR) system.
- OFTECH 24: Identify, describe, interpret, and apply knowledge of ICD-9-CM, CPT, and HCPCS coding procedures.

Use computer technology and typing skills in a hospital-patient setting.

- OFTECH 1: Create and proofread business letters, reports, memos, tables, and employment documents.
- OFTECH 1: Improve touch-typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 10: Improve touch-typing speed at a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed.
- OFTECH 10: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.
- OFTECH 1A: Demonstrate beginning-level touch-typing skills.
- OFTECH 1A: Improve typing skills to achieve a minimum rate of 25 words a minute for two minutes with a maximum of 5 errors.
- OFTECH 1B: Create and proofread business letters, reports, and tables.
- OFTECH 1B: Build proficiency in typing skills to achieve a minimum rate of 30 words a minute for three minutes with a maximum of 5 errors.
- OFTECH 1C: Create and proofread business letters, reports, memos, and employment documents.
- OFTECH 1C: Build proficiency in typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 9: Demonstrate touch-typing of 5 words a minute, 3-5-minutes, with a maximum of 5 errors, over course entry-level speed.
- OFTECH 9: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.

Required Courses: (12 units)	**Units: 12.0**
CIS 30[DE] Microsoft Excel	3.0
OFTECH 20[DE] Medical Vocabulary	3.0
OFTECH 23[DE] Medical Billing	3.0
OFTECH 24[DE] Medical Coding/Billing 1	3.0

Select 3 units from the following:	**Units: 3.0**
OFTECH 1[DE] Keyboarding I	3.0
OFTECH 1A[DE] Keyboarding 1A	1.0
OFTECH 1B[DE] Keyboarding 1B	1.0
OFTECH 1C[DE] Keyboarding 1C	1.0
OFTECH 9[DE] Keyboarding Improvement	1.0
OFTECH 10[DE] Skill Building on the Keyboard	3.0

Total: 15.0

Santa Monica College
Program of Study
Medical Office Clerk Certificate of Achievement

The Medical Office Clerk Certificate prepares students to perform common tasks in a medical workplace. Students develop skills in medical terminology, medical office procedures, and basic medical coding and billing principles.

Program Learning Outcomes:
Apply and follow appropriate front-office operation procedures as required in a medical office setting

- CIS 4: Demonstrate an understanding of the most significant, essential, and current concepts of information technology, as well as how these concepts are successfully applied within an organization.
- CIS 4: Analyze different types of business information using office software applications to enhance professional decision-making.

Store and retrieve medical records from record keeping systems

- OFTECH 20: Identify common diagnoses, laboratory tests, clinical procedures, and major pathological conditions.
- OFTECH 20: Define various medical terms and correctly use them in a medical office setting.
- OFTECH 24: Assign appropriate codes for reimbursement and billing purposes with an Electronic Health Record (EHR) system.
- OFTECH 24: Identify, describe, interpret, and apply knowledge of ICD-9-CM, CPT, and HCPCS coding procedures.
- OFTECH 27: Organize, retrieve, and analyze medical documents.
- OFTECH 27: Record patient appointments using manual and electronic systems as appropriate in a medical office setting.

Required Courses:	**Units: 12.0**
CIS 4[DE] Business Information Systems with Applications	3.0
OFTECH 20[DE] Medical Vocabulary	3.0
OFTECH 24[DE] Medical Coding/Billing 1	3.0
OFTECH 27[DE] Medical Office Procedures	3.0
	Total: 12.0

Santa Monica College
Program of Study
Medical Records Clerk/Receptionist Department Certificate

This program is ideal for students who want to learn the basic skills needed to become employed in a healthcare setting. This certificate prepares students for entry-level records management/receptionist positions in hospitals, nursing homes, physician offices, and service agencies. Coursework includes training in storing, retrieving, and maintaining medical records; front desk procedures; medical vocabulary; computer technology; keyboarding; and written and verbal communications. With experience and additional education, medical records clerk/receptionists may advance to senior clerks, registered health information technicians (RHIT's) registered health information administrators (RHIA's), consultants, and educators.

Program Learning Outcomes:

Apply and follow appropriate front-office operation procedures as required in a medical office setting

- CIS 4: Demonstrate an understanding of the most significant, essential, and current concepts of information technology, as well as how these concepts are successfully applied within an organization.
- CIS 4: Analyze different types of business information using office software applications to enhance professional decision-making.
- OFTECH 20: Identify common diagnoses, laboratory tests, clinical procedures, and major pathological conditions.
- OFTECH 20: Define various medical terms and correctly use them in a medical office setting.

Store and retrieve medical records from record keeping systems

- OFTECH 20: Identify common diagnoses, laboratory tests, clinical procedures, and major pathological conditions.
- OFTECH 20: Define various medical terms and correctly use them in a medical office setting.
- OFTECH 27: Organize, retrieve, and analyze medical documents.
- OFTECH 27: Record patient appointments using manual and electronic systems as appropriate in a medical office setting.

Required Courses: (12 units)	**Units: 12.0**
CIS 4[DE] Business Information Systems with Applications	3.0
OFTECH 5[DE] English Skills for the Office	3.0
OFTECH 20[DE] Medical Vocabulary	3.0
OFTECH 27[DE] Medical Office Procedures	3.0

Select 3 units from the following:	**Units: 3.0**
OFTECH 1[DE] Keyboarding I	3.0
OFTECH 1A[DE] Keyboarding 1A	1.0
OFTECH 1B[DE] Keyboarding 1B	1.0
OFTECH 1C[DE] Keyboarding 1C	1.0
OFTECH 9[DE] Keyboarding Improvement	1.0
OFTECH 10[DE] Skill Building on the Keyboard	3.0

Total: 15.0

Santa Monica College
Program of Study
Medical Transcription Department Certificate

This program prepares students to listen to dictated recordings made by physicians and other healthcare professionals and transcribe them into medical reports, correspondences, and other administrative material. Medical transcription is a particularly flexible career that easily lends itself to many different work styles. Medical transcriptionists work in hospitals, physicians' offices, transcription service offices, clinics, laboratories, and at home. With experience, medical transcriptionists can advance to supervisory positions, home-based work, editing, or consulting.

Program Learning Outcomes:
Assemble and construct medical reports, correspondences, and other administrative material from dictated recordings made by physicians and other healthcare professionals

- OFTECH 21: Students will use transcription machines or transcription software to prepare medical documents.
- OFTECH 21: Students will apply knowledge of medical terms in the transcription of medical documents.
- OFTECH 22: Students will use transcription machines or transcription software to prepare complex medical documents.
- OFTECH 22: Students will apply knowledge of advanced medical terms in the transcription of medical documents.

Organize and construct appropriate record keeping systems as required in a medical setting

- OFTECH 1: Create and proofread business letters, reports, memos, tables, and employment documents.
- OFTECH 1: Improve touch-typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 10: Improve touch-typing speed at a minimum of 5 words a minute, with a maximum of 5 errors, over the course-entry speed.
- OFTECH 10: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.
- OFTECH 1A: Demonstrate beginning-level touch-typing skills.
- OFTECH 1A: Improve typing skills to achieve a minimum rate of 25 words a minute for two minutes with a maximum of 5 errors.
- OFTECH 1B: Create and proofread business letters, reports, and tables.
- OFTECH 1B: Build proficiency in typing skills to achieve a minimum rate of 30 words a minute for three minutes with a maximum of 5 errors.
- OFTECH 1C: Create and proofread business letters, reports, memos, and employment documents.
- OFTECH 1C: Build proficiency in typing skills to achieve a minimum rate of 35 words a minute for five minutes with a maximum of 5 errors.
- OFTECH 20: Identify common diagnoses, laboratory tests, clinical procedures, and major pathological conditions.
- OFTECH 20: Define various medical terms and correctly use them in a medical office setting.
- OFTECH 5: Define and use frequently misspelled words in written communications correctly.
- OFTECH 5: Proofread errors in business documents.
- OFTECH 9: Demonstrate touch-typing of 5 words a minute, 3-5-minutes, with a maximum of 5 errors, over course entry-level speed.
- OFTECH 9: Demonstrate touch-typing of alphabetic characters, numbers, symbols, and punctuation marks.

Required Courses: (12 units)	**Units: 12.0**
OFTECH 5[DE] English Skills for the Office	3.0
OFTECH 20[DE] Medical Vocabulary	3.0
OFTECH 21[DE] Medical Terms and Transcription 1	3.0
OFTECH 22[DE] Medical Terms and Transcription 2	3.0

Select 3 units of the following:	**Units: 3.0**
OFTECH 1[DE] Keyboarding I	3.0
OFTECH 1A[DE] Keyboarding 1A	1.0
OFTECH 1B[DE] Keyboarding 1B	1.0
OFTECH 1C[DE] Keyboarding 1C	1.0
OFTECH 9[DE] Keyboarding Improvement	1.0
OFTECH 10[DE] Skill Building on the Keyboard	3.0

Total: 15.0

Santa Monica College
Program Of Study
Social Justice Studies, Gender Studies AA-T

The Associate in Arts for Transfer (AA-T) in Social Justice Studies, Gender Studies involves the understanding of the history, sociology and politics of women, gender, and sexuality in society. The program examines gender and sexuality based oppression throughout history, and also the ways in which women have taken power over their lives. Students will better understand the impact of women, gender and sexuality on various cultures at various times and evaluate changing social patterns and the effects of institutions and cultural assumptions. The program can lead to a variety of careers including a community organizer, political lobbyist and political strategist. This degree may also prepare the student for further study at the baccalaureate level. The Associate in Arts for Transfer is designed to prepare students for transfer into the CSU system to complete a baccalaureate degree in Gender Studies or a similar major. Upon completion of this degree, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Students who have completed the Associate in Arts for Transfer will have satisfied the lower division requirements for transfer into Gender Studies or similar major for many campuses in the California State University system. This degree complies with the Student Transfer Achievement Reform Act (California Education Code 66746).

Program Learning Outcomes:
Demonstrate through oral and written work a familiarity with the basic principles from the field of women's, gender and sexuality studies and feminist theories and be prepared to pursue further study at the baccalaureate level.

- WGS 10: Demonstrate academic responsibility and integrity.
- WGS 10: Demonstrate through oral and written work knowledge of the course content: comparative issues of social, political, and economic position in the workplace, family, cultural institutions, the historical basis of gender based subordination, the female experience, the male experience, the LGBTQ experience, relations between women, men, and gender non-binary people, intersections of ethnicity/race, class and gender, violence against women, cultural images of women and men, social roles of women and men, and movements for social change.
- WGS 10: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and written arguments that advance a critical analysis of the power relations experienced personally as well as those that exist more generally in society based on the understanding of the intersectionality of gender/sex, race/ethnicity, class, sexual orientation, age, physical ability and how these constructs are socially constructed through the economic, political, and cultural structures of society in the United States as well as globally.
- WGS 10: Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.
- WGS 20: Demonstrate through oral and written work knowledge of the course content: feminist theories, historical and contemporary women's activism around the globe, including feminist movements that focus on political, economic, cultural, and environmental change, and the impact of globalization on women's lives particularly Third World women, poor women, women of color, immigrant women, incarcerated women, women and war, women with disabilities, and queer people.
- WGS 20: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and/or written arguments that apply a feminist perspective to the understanding of the salient issues women confront around the world and the social movements created by those issues.
- WGS 20: Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.

In addition, students will be proficient in the research, analytical, and communication skills necessary to present an analysis of gender based challenges in the world today and the proposed solutions to these challenges.

- WGS 20: Demonstrate through oral and written work knowledge of the course content: feminist theories, historical and contemporary women's activism around the globe, including feminist movements that focus on political, economic, cultural, and environmental change, and the impact of globalization on women's lives particularly Third World women, poor women, women of color, immigrant women, incarcerated women, women and war, women with disabilities, and queer people.
- WGS 20: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and/or written arguments that apply a feminist perspective to the understanding of the salient issues women confront around the world and the social movements created by those issues.
- WGS 40: Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
- WGS 40: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and written arguments that advance a critical analysis of the power relations experienced personally as well as those that exist more generally in society based on the understanding of the intersectionality of sexual orientation, gender/sex, race/ethnicity, class, age, physical ability and how these

constructs are socially constructed through the economic, political, and cultural structures of society in the United States as well as globally.
- WGS 40: Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.

Required Women's, Gender, and Sexuality Studies Core: Select 2 of the following courses:	**Units: 6.0**
SOCIOL 33[DE] Sociology of Sex and Gender	3.0
WGS 10[DE] Introduction to Women's, Gender, and Sexuality Studies	3.0
WGS 40[DE] Introduction to LGBTQ Studies	3.0

Required Social Justice Studies Core:	**Units: 3.0**
SOCIOL 34[DE] Racial and Ethnic Relations in American Society	3.0

Restricted Electives: Select 3 courses from at least 2 of the following areas: (Note: only one course from Area 4 may be used)	**Units: 9.0**
Area 1: History or Government	
HIST 52[DE] The History of Women in American Culture	3.0
Area 2: Arts and Humanities	
ENGL 59[DE] Lesbian and Gay Literature	3.0
FILM 6[DE] Gender and Sexuality in Cinema	3.0
Area 3: Social Sciences	
ANTHRO 2[DE] Cultural Anthropology	3.0
ANTHRO 14[DE] Sex, Gender, and Culture	3.0
COM ST 36[DE] Gender and Communication	3.0
COM ST 37[DE] Intercultural Communication	3.0
ECON 8[DE] Women in the Economy *Same as: WGS 8*	3.0
MEDIA 10[DE] Media, Gender, and Race	3.0
PSYCH 6[DE] Marriage, Family, and Human Intimacy	3.0
PSYCH 25[DE] Human Sexuality	3.0
SOCIOL 1[DE] Introduction to Sociology	3.0
SOCIOL 12 Sociology of the Family	3.0
WGS 8[DE] Women in the Economy *Same as: ECON 8*	3.0
WGS 20[DE] Gender, Feminisms, and Social Movements: A Global Approach	3.0
WGS 30[DE] Women, Gender, and Sexuality in Popular Culture	3.0
Area 4: Quantitative Reasoning and Research Methods	
STAT C1000[DE] Introduction to Statistics (formerly MATH 54)	4.0
OR	
PSYCH 7[DE] Research Methods in Psychology	3.0
OR	
SOCIOL 4[DE] Sociological Analysis	3.0
	Total: 18.0

Substantial Change: COSMETOLOGY 21A, Hair Cutting 2

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 11A

I. **Catalog Description**

The students will learn advanced techniques of haircutting with the use of different types of cutting tools. This is the second hair cutting class required for all entering students who intend to be licensed for Cosmetology, Barbering or Hairstylist by the State of California. This course is the continuation of Cosmetology 11A.

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

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

1. Milady's Standard Cosmetology Theory Workbook, 14, .Milady, Milady Publishing Company © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, .Milady, Milady Publishing Company © 2023, ISBN: 9780357922170
3. Milady Standard Barbering and Milady Foundations workbooks , 7th, Milady, Cengage © 2025, ISBN: 9798214499222
4. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214080444
5. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4

III. **Course Objectives**

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

1. Analyze head anatomy reference points, elevation angles (0, 45, 90, 180 degrees), and line direction dynamics in structural haircutting design.
2. Differentiate stationary and traveling guideline mechanics, distribution patterns, and natural inversion sectioning geometry for layered haircutting techniques.
3. Evaluate notch shear tooth spacing, point-cutting angles, slithering mechanics, and weight-removal ratios across varying hair density levels.
4. Compare texturizing shear applications, razor carving dynamics, and channel cutting techniques to select weight-reduction methods based on hair texture and growth patterns.
5. Apply State Board decontamination regulations, EPA-registered hospital-grade disinfectant contact times, multi-use tool sanitation, and single-use item disposal standards.
6. Evaluate haircutting tool ergonomics, posture alignment, body positioning mechanics, and client barrier draping standards for service preparation.

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Lab, Discussion, Critique, Projects, Visiting Lecturers, Other, Group Work, Other Methods: Lecture/Discussion, Demonstration, Hands on application, Video/DVD

V. **Course Content**

% of Course	Topic
35.000%	Texturizing Shear Physics, Weight Removal, & Hair Density Dynamics: • Texturizing shear tooth geometry: notch spacing, tooth count ratios, and volume reduction percentages. • Weight-removal mechanics: point-cutting depth angles, slithering slide cutting, back-combing texturizing, and channel cutting physics. • Hair density and texture analysis: evaluating fine, medium, coarse textures, hair elasticity, and natural growth whorls/cowlicks.

	• Razor carving dynamics: razor blade angle, wet hair tension requirements, feathering mechanics, and soft edge perimeter creation.
30.000%	State Board Infection Control Regulations, Tool Sanitation, & Haircutting Ergonomics: • State Board infection control mandates: cleaning, EPA-registered hospital-grade disinfectant contact times, and multi-use tool sterilization protocols. • Shear and razor maintenance: tension adjustment, blade lubrication, disinfectant immersion, and single-use razor blade disposal standards. • Ergonomic body mechanics: posture alignment, wrist positioning, palm-to-palm shear control, and tripod thumb grip techniques. • Client protection and service setup: barrier draping protocols, neck strip application, scalp health screening, and workstation decontamination.
35.000%	Structural Haircutting Geometry, Elevation Angles, & Guideline Mechanics: • Head anatomy reference points: parietal ridge, occipital bone, apex, four corners, and crown sectioning boundaries. • Geometric line direction dynamics: horizontal weight line creation, vertical weight removal, and diagonal line movement. • Elevation angle mechanics: 0-degree solid form, 45-degree graduation, 90-degree uniform layering, and 180-degree increased layering. • Guideline mechanics and sectioning geometry: stationary guideline weight placement, traveling guideline distribution, and natural inversion sectioning patterns for layered haircutting designs.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Workbook: Complete all questions from the hair cutting chapter of your workbook.
Project: Design a style book with the various haircuts that you have completed in the classroom.

VIII. **Student Learning Outcomes:**
1. Analyze the structural principles, elevation angles, distribution patterns, and guideline mechanics required for 90-degree round, layered, and natural inversion haircuts.
2. Evaluate texturizing shear applications, weight-removal mechanics, and hair density dynamics to select texturizing techniques based on hair texture, density, and desired movement.
3. Apply State Board infection control regulations, client-protection protocols, and ergonomic tool-handling principles during haircutting service preparation.

Substantial Change: COSMETOLOGY 21B, Hair Styling 2

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 11B

I. **Catalog Description**

This course is a continuation of Cosmetology 11B. Students will learn advanced hairstyling theoretical and practical techniques, including the proper use of the blow drier and electric curling iron. This is the second hair styling class required for all entering students who intend to be licensed for Barbering, Cosmetology and/or Hairstylist by the State board of California.

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

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

1. Milady Standard Cosmetology & Foundations Workbook , 14th, Milady, Cengage Learning Inc © 2023, ISBN: 9780357922170
2. Milady Standard Barbering, 7th, Milady, Cengage © 2025, ISBN: 9798214080444
3. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
4. Milady Standard Barbering Workbook, 7th, Milady, Cengage © 2025, ISBN: 9798214499222
5. Milady Standard Cosmetology & Foundations Textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492

III. **Course Objectives**

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

1. Analyze facial bone structure, head shape, and hair growth patterns to determine balanced visual proportions for natural and special-occasion hairstyle designs.
2. Evaluate hair shaft elasticity, density, porosity, and natural wave pattern variations to select suitable styling products, tension levels, and tool configurations during client consultation.
3. Compare physical hair alteration mechanics and hydrogen bond re-formation across wet styling, pin curling, finger waving, and roller placement techniques.
4. Differentiate press-and-curl thermal mechanics, stove/comb temperature control variables, and protective oil applications required for highly textured, curly, and coarse hair shafts.
5. Detail safety protocols and technique adaptations for thermal marcel iron, flat iron, and press-comb operations across fine, medium, and chemically treated hair.
6. Analyze air-flow direction, concentrator nozzle mechanics, brush diameter choices, and tension dynamics required to achieve cuticle alignment and volume control during blow-drying.
7. Calculate safe thermal iron temperature ranges and exposure times based on chemical processing history, artificial color tone, and hair shaft porosity.
8. Construct technical sectioning patterns and base positioning plans (on-base, half-off base, off-base) to execute controlled curl formation and directional movement.

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Discussion, Field Trips, Projects, Visiting Lecturers, Group Work, Lab, Critique, Online instructor-provided resources, Other Methods: Power Point, Video/DVD, Guest Artists, Information Sheets

V. **Course Content**

% of Course	Topic
30.000%	Consultation Frameworks, Facial Geometry, & Design Principles: • Facial bone structure, head shape analysis, and visual proportion balancing for natural and special-occasion hairstyles. • Hair shaft elasticity, density, porosity, and natural wave pattern diagnostic evaluation.

	• Client consultation frameworks, lifestyle considerations, and customized hairstyle plan formulation. • Product selection criteria, hold factors, and tension dynamics based on hair physical characteristics.
35.000%	Wet Styling, Press-and-Curl Mechanics, & Thermal Processing: • Hydrogen bond alteration mechanics and physical hair re-formation in wet styling, pin curling, finger waving, and roller sets. • Stove/comb temperature control, thermal transfer mechanics, and press-and-curl execution on highly textured and coarse hair. • Protective oil application, heat barrier selection, and thermal damage prevention. • Safety protocols and technique adaptations for thermal marcel irons, flat irons, and pressing combs across varied hair textures.
35.000%	Blow-Drying Dynamics, Heat Control, & Sectioning Geometry: • Air-flow direction, concentrator nozzle placement, brush diameter selection, and cuticle alignment during blow-drying. • Thermal iron temperature calculations based on artificial color tone, porosity, and prior chemical processing. • Sectioning panel geometry and base placement mechanics (on-base, half-off base, off-base) for curl control and movement. • Procedural execution of directional blow-drying, root volume creation, and thermal styling finishing techniques.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Workbook: Students will complete questions in the Principles of hair Design chapter.
Project: Students will create a style book in categories of short, medium and long hairstyles.

VIII. **Student Learning Outcomes:**
1. Explain hairstyling consultation and design principles for natural and special-occasion hairstyles based on hair characteristics, facial features, and desired results.
2. Describe wet, press-and-curl, and thermal hairstyling methods and their uses for different hair types and textures.
3. Analyze blow-drying and thermal iron procedural mechanics, heat control variables, and sectioning patterns based on hair characteristics and desired styling results.

Substantial Change: COSMETOLOGY 21C, Hair Coloring 2

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 11C

I. **Catalog Description**

The student will learn how color affects our lives. Students will expand their knowledge of hair colors, including henna, tints, and bleaches. The class provides hair color theory and hands-on workshops in hair color applications, including highlighting with foils. This class offers a complete foundation for color and bleaching procedures. This is the second hair coloring class required for students who intend to be licensed for Barbering or Cosmetology in the State of California.

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

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

1. Milady's Standard Cosmetology and Foundations textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady's Standard Cosmetology and Foundation Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357922170
3. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214080444
4. Milady Standard Barbering Workbook, 7th, Milady, Cengage © 2025, ISBN: 9798214499222

III. **Course Objectives**

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

1. Analyze primary, secondary, and tertiary color principles, opposing undertones, and the Law of Color to determine neutralizing or enhancing color formulations.
2. Evaluate hair porosity, natural level, percentage of unpigmented (gray) hair, and underlying pigment during hair analysis to guide target shade selection.
3. Calculate developer volume strength and formulation ratios using manufacturer color charts and level system calculations.
4. Explain client consultation protocols, health history screening, and preliminary strand test and predisposition (patch) test procedures per State Board safety rules.
5. Compare chemical compositions, alkalizing agents, developer requirements, and cuticle penetration mechanics across temporary, semi-permanent, demi-permanent, and permanent hair color products.
6. Differentiate lightener chemistry (oil, cream, powder), alkalizing boosters, and high-lift color mechanisms regarding melanin decolorization stages.
7. Select customized hair color and lightener formulations based on initial hair shaft condition, scalp sensitivity, and target tonal results.
8. Construct sectioning patterns, foil weaving/slicing placement plans, and application method strategies (virgin, retouch, color melt) tailored to client desired results.

IV. **Methods of Presentation:**

Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Visiting Lecturers, Online instructor-provided resources, Other Methods: Powerpoint presentation, Video/DVD, and Guest Artists

V. **Course Content**

% of Course	Topic
30.000%	Color Theory, Hair Shaft Diagnostics, & Formulation Math:

	• The Law of Color: primary, secondary, and tertiary color wheel principles, tonal values, and opposing undertones. • Hair shaft diagnostics: porosity, elasticity, natural level determination, underlying warm pigment, and percentage of unpigmented (gray) hair. • Developer volume selection (10, 20, 30, 40 volume), lift versus deposit capabilities, and oxidation mechanics. • Formulation calculations, mixing ratios, and target shade selection using manufacturer color charts.
35.000%	Consultation Protocols, Safety Testing, & Color Chemistry Categories: • Client consultation frameworks, chemical service history evaluation, and scalp diagnostic screening. • State Board safety mandates: predisposition (patch) test procedures, FDA regulations, and strand test evaluation. • Chemical compositions and alkalizing agents across temporary, semi-permanent, demi-permanent, and permanent hair color lines. • Cuticle penetration mechanics, cortex pigment deposition, and natural melanin alteration across product categories.
35.000%	Lighteners, Highlighting Geometry, Sectioning, & Application Methods: • Lightener chemistry (oil, cream, powder), pH levels, alkalizing boosters, and the 10 stages of natural decolorization. • Highlighting and dimensional color techniques: foil weaving, slicing, freehand balayage, and sectioning geometry. • Application procedural steps: virgin lightener, retouch application, color melt, and toner/gloss formulation. • Post-color chemical neutralization, cuticle re-sealing, and client hair care maintenance recommendations.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Workbook: Complete questions in the Hair Coloring chapter. Students will be ready to discuss their findings in class, conduct a thorough client consultation, and perform the desired color service.
Project: Analyze the hair, determine the appropriate color product to use, and complete the color service.

VIII. **Student Learning Outcomes:**

1. Explain how hair color theory, hair characteristics, and color charts guide hair color formulation and selection.
2. Describe client consultation and preliminary testing principles and compare temporary, semi-permanent, demi-permanent, and permanent hair color products and their effects.
3. Select hair color formulations, highlighting products, sectioning placement, and application techniques based on hair characteristics, service considerations, and desired results.

Substantial Change: COSMETOLOGY 21E, Curly Hair Techniques 2

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	COSM 11E

I. **Catalog Description**

This course is a class in curly hair care. Students will learn chemical and thermal hair straightening, soft perm techniques using the basic manipulative skills and proper application of thermal hair processing, curling, and chemical relaxing for various textures of curly hair. This class is required for all students who intend to be licensed for Barbering and/or Cosmetology by the State of California.

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

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

1. Milady Standard Cosmetology and Foundations Workbook, 14, Milady, Cengage © 2023, ISBN: 9781439059234
2. Milady Standard Cosmetology & Foundations Textbooks, 14, Milady, Cengage © 2023, ISBN: 9781439059227
3. Milady Standard Barbering Workbook, 6th, Milady, Cengage © 2017, ISBN: 978-1-305-10066-4
4. Milady Standard Barbering, 6th, Milady, Cengage © 2017, ISBN: 978-1-3051-0055-8
5. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671

III. **Course Objectives**

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

1. Explain and analyze soft permanent waving techniques, including procedures, tools, and expected results.
2. Explain and analyze chemical hair relaxing procedures, including product types, application processes, and expected results.
3. Explain and analyze flat ironing techniques for curly hair, including procedures, tools, and expected results.
4. Explain and analyze products used to chemically straighten and curl hair.
5. Explain and analyze the procedures involved in both soft pressing and hard pressing.

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Visiting Lecturers, Group Work, Other Methods: Demonstration Video Lecture Hand outs Guest artist

V. **Course Content**

% of Course	Topic
20.000%	Describe a soft curl permanent wave, virgin relaxer, and relaxer retouch service on curly hair.
20.000%	Recognize the different chemical formulations used in relaxing curly hair. Types of chemical relaxers: Sodium hydroxide, lithium hydroxide, potassium hydroxide, ammonium thioglycolate, sodium sulfate, and ammonium bisulfite. The difference between base and no base relaxers, no lye relaxers, relaxer strength, timing, and neutralization.
20.000%	Distinguish between: Soft press, Hard press, and hair wrapping.
20.000%	Describe the chemical process in hair relaxation and client safety as it relates to: Lye relaxers, No lye relaxers, Thio relaxers, Hydroxide relaxers, Neutralization, Smoothing treatments, Patch test, and Metallic salts test.

20.000%	Explain how to conduct a thorough client consultation and the proper sanitary maintenance area for a chemical relaxer.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Work: Small group activities.
20%	Exams/Tests: Quizzes and tests
20%	Homework: Written assignments.
20%	Final exam: Written exam
20%	Class Participation: Class discussions.
100%	Total

VII. **Sample Assignments:**
Workbook Assignment: Answer all questions pertaining to the curly hair techniques chapter.
Project: Create picture book of curly hair styles for different shaped faces, including short, medium, and long hair. Design and demonstrate hair styles for rectangular shaped face using corrective methods and creating soft waves around face to create oval shape. be prepared to discus in class.

VIII. **Student Learning Outcomes:**
1. Analyze bacteriology, sterilization, and sanitation principles as they relate to curly hairstyling services as evaluated through written and hands-on group assessments.
2. Analyze and explain soft permanent waving techniques, including procedures, tools, and expected results as evaluated through written and hands-on group assessments.
3. Analyze and explain flat ironing techniques, including soft and hard press methods as evaluated through written and hands-on group assessments.

Substantial Change: COSMETOLOGY 26, Nail Care 2

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 16

I. **Catalog Description**

The student will learn State Board Rules and regulations, safety techniques and sanitation for Nails Care as well as the application of nail tips, nail wraps, and gel polish manicures. This is the second nail care class required for all entering students who intend to be licensed for Cosmetology and/or Nail Care by the State of California.

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

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

1. Milady Standard Foundations & Nail Technology Textbook, 8th, Milady , Cengage © 2021, ISBN: 9780357446867
2. Milady Standard Cosmetology & Foundations Textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady Standard Cosmetology & Foundations Workbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357922170
4. Milady Standard Foundations & Nail Technology Workbooks, 8th, Milady, Cengage © 2021, ISBN: 9780357482865

III. **Course Objectives**

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

1. Differentiate state regulatory board rules, EPA-registered hospital-grade disinfectant protocols, and sanitation standards for nail implements, foot basins, and work surfaces.
2. Identify nail disorders, infectious diseases, and contraindications that require service refusal or medical referral.
3. Outline client-protection requirements, including health record intake review, practitioner Personal Protective Equipment (PPE), and ventilation control during nail services.
4. Compare chemical compositions, polymer curing mechanics, and removal procedures across gel polish, traditional lacquers, resins, and fabric wraps.
5. Evaluate nail tip sizing, stress-area reinforcement, and extension system selections based on natural nail plate morphology and client wear requirements.
6. Contrast dry manicure techniques (electric file e-file protocols and manual dry cuticle care) with traditional water-based manicures regarding adhesion and longevity.
7. Explain nail plate histology, growth mechanics, and surface preparation steps required to optimize product adhesion while preventing keratin damage or thinning.
8. Select customized nail service protocols, product formulations, and precautionary steps based on client nail health, chemical sensitivities, and lifestyle factors.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Group Work, Other Methods: Demonstrations Lecture/Slide Decks Guest Artists Hand outs Video/DVD

V. **Course Content**

% of Course	Topic
30.000%	Sanitation, Infection Control, Contraindications, & State Regulations: • State Board regulations, OSHA standards, Safety Data Sheets (SDS), and salon ventilation mandates. • EPA-registered hospital-grade disinfectant chemistry, immersion protocols, and implement

	sanitation. • Pathogenic bacteriology, viral pathogens, fungal infections, and nail diseases. • Nail plate disorders, structural deformities, contraindications, and medical referral protocols. • Client health history intake, pre-service diagnostic screening, and practitioner PPE requirements.
40.000%	Nail Product Systems, Polymer Chemistry, & Comparative Mechanics: • Chemical composition and polymerization curing mechanics of UV/LED gel polishes, resins, and wraps. • Comparative breakdown of traditional lacquers, gel systems, fabric wraps, and dip powders. • Nail tip morphology, sizing mechanics, adhesive chemistry, and stress-area reinforcement. • Dry manicure mechanics (e-file cuticle care and manual dry care) versus traditional water-based manicures. • Chemical removal procedures, solvent safety, and prevention of natural nail plate damage.
30.000%	Nail Histology, Plate Preparation, & Service Protocols: • Histology of the nail unit: matrix, nail bed, eponychium, hyponychium, free edge, and cuticle tissue. • Nail growth mechanics, keratin structure, and natural nail plate integrity preservation. • Dehydration, etching, primer chemistry, and adhesion optimization. • Customized service protocol selection based on client nail health, lifestyle, and chemical sensitivities.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Workbook: Complete questions in the chapter Nail Tips and Forms in the workbook.
Workbook: Complete questions in the Nail Extensions and Resin Systems chapter in the workbook.

VIII. **Student Learning Outcomes:**
1. Apply state board sanitation, disinfection, contraindication, and client-protection regulations to evaluate nail service safety scenarios.
2. Compare nail tip and extension systems, gel polish, dry manicures, resins, and wraps, including their uses and desired results.
3. Explain nail service protocols and safety precautions based on client nail conditions, product characteristics, and nail plate preparation requirements.

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology 26
Prerequisite: Cosmetology 16

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

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

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

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

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

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

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

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

__ **Complete the Prerequisite Worksheet**

Complete Data Analysis

__ Type 4: Program prerequisites

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

__ Type 5: Health and Safety

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

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

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

Complete the Prerequisite Worksheet

Prerequisites using Content Review

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

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

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

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

Completing the prerequisite worksheet:

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

For example:

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

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

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Cosmetology 26**

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

A)	Identify the four natural nail shapes
B)	Demonstrate the proper use of implements, cosmetics, and materials used in manicuring.
C)	List the various disorders and irregularities of nails.
D)	List the safety precautions for manicuring.
E)	
F)	
G)	
H)	

EXIT SKILLS (objectives) FOR **Cosmetology 16**

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

1.	Identify the four natural nail shapes
2.	Demonstrate the proper use of implements, cosmetics, and materials used in manicuring.
3.	List the various disorders and irregularities of nails.
4.	List the safety precautions for manicuring.
5.	
6.	
7.	
8.	

	ENTRANCE SKILLS FOR **Cosmetology 26**								
EXIT SKILLS FOR Cosmetology Cosmetology 16		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Substantial Change: COSMETOLOGY 28A, Skin Care 2A

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Pre/Corequisite(s):	COSM 18

I. **Catalog Description**

The students will demonstrate the application of both individual and strip eyelashes, and the proper method of hair removal, waxing, eyebrow mapping, tinting eyebrows, and lashes, as required by the state of California. This course focuses on the physiology and histology of the skin, including skin disorders and diseases. This is the second course required for Cosmetology and/or Esthetics licensing.

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

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

1. Milady Standard Esthetics Fundamentals & Foundations Textbooks, 12th, Milady, Cengage © 2019, ISBN: 9780357263792
2. Milady Standard Cosmetology, 14th , Milady, Milady Publishing Company © 2023, ISBN: 9780357999721
3. Milady Cosmetology Standard & Foundations Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357922170
4. Milady Standard Esthetics Fundamentals & Foundations Workbooks, 12th, ., Cengage © 2019, ISBN: 9780357482841
5. Milady Cosmetology Standard & Foundations Textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492

III. **Course Objectives**

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

1. Apply State Board decontamination protocols, EPA-registered hospital-grade disinfectant chemistry, immersion contact times, and multi-use implement sanitation procedures during lash, brow, and hair-removal services.
2. Analyze client consultation records, skin health indicators, sensitivity factors, and contraindication warnings to determine service precautions.
3. Select soft wax, hard wax, tweezing, and chemical epilation methods based on skin sensitivity, hair texture, and hair-growth directional grain.
4. Analyze facial bone architecture, brow symmetry, eye geometry, and client feature proportions to determine customized eyebrow-shaping guidelines.
5. Evaluate skin lesions, inflammatory disorders, topical medication usages, and skin barrier disruptions to identify service contraindications.
6. Differentiate between skin conditions requiring service modifications and medical dermatological conditions requiring client referral.
7. Analyze oxidative color chemistry, patch-testing protocols, processing times, and developer strengths for lash and brow tinting services.
8. Apply adhesive chemistry principles, lash isolation concepts, strip and cluster placement rules, and ocular protection protocols for artificial eyelash services.

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Lab, Critique, Discussion, Group Work, Other Methods: Power Point, Video/DVD presentation of current practices, Guest Artists, Information and procedure sheets

V. **Course Content**

% of Course	Topic

25.000%	Decontamination Science, Client Consultation Protocols, & Safety Regulations: • EPA-registered hospital-grade disinfectant chemistry, active ingredients, immersion contact times, and efficacy spectrums. • State Board sanitation and disinfection regulations, multi-use implement decontamination procedures, and single-use item disposal mandates. • Comprehensive client health history intake, skin sensitivity evaluation, patch-testing protocols, and contraindication warning identification. • Personal protective equipment (PPE) selection, cross-contamination prevention controls, and client barrier protection standards.
25.000%	Hair-Removal Methodologies, Epilation Physics, & Eyebrow-Shaping Geometry: • Soft wax, hard wax, tweezing, and chemical epilation chemistry, temperature calibration, and application mechanics. • Skin elasticity assessment, hair texture analysis, and hair-growth directional grain mapping for epilation services. • Facial bone architecture analysis, brow symmetry calculation, eye geometry evaluation, and feature proportion balancing. • Post-epilation skin barrier restoration care, soothing formulation selection, and home-care guidance.
25.000%	Dermatological Pathology, Skin Condition Diagnostics, & Medical Referral Guidelines: • Analysis of skin lesions, inflammatory disorders, vascular conditions, and skin barrier disruptions. • Topical and systemic medication interactions (retinoids, blood thinners, Accutane) and thermal/chemical service restrictions. • Protocol differentiation between service modifications, temporary service postponements, and mandatory medical dermatological referrals. • Client consultation documentation, informed consent records, and liability release procedures for specialized skin services.
25.000%	Lash & Brow Color Chemistry, Artificial Eyelash Mechanics, & Ocular Safety: • Oxidative color chemistry, hair shaft porosity evaluation, developer strengths, and processing timing for lash and brow tinting. • Artificial eyelash mechanics: strip, cluster, and individual lash adhesive chemistry, bonding dynamics, and removal safety. • Ocular anatomy, eye sensitivity screening, patch-testing protocols, and eye-shape enhancement design. • State Board ocular protection mandates, chemical emergency flushing procedures, and client safety compliance.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.

100%	Total

VII. **Sample Assignments:**
Workbook: Complete the Hair Removal chapter in the workbook. Be ready to discuss their findings in class and plan the steps for a facial with electrical modality.
Client Consultation: Complete a client consultation by reviewing the client's history form and record card, and select the proper products before performing hair removal.

VIII. **Student Learning Outcomes:**
1. Apply client consultation, safety, sanitation, and contraindication principles to lash, brow, and hair-removal services in accordance with State Board regulations.
2. Select hair-removal methods and eyebrow-shaping techniques based on client skin sensitivity, facial anatomy, and service specifications.
3. Analyze common skin conditions and contraindications that require service modification, restriction, or client referral.
4. Apply theoretical principles and safety protocols for lash and brow services, including tinting chemistry and artificial eyelash application.

Substantial Change: COSMETOLOGY 28B, Skin Care 2B

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 18

I. **Catalog Description**

Students will learn to perform electrical and chemical facials and demonstrate the use of electrical facial machines. This course is required for Cosmetology or Esthetics licensing.

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. Standard Foundations W/Esthetics Fundamentals , 12th, Milady , Cengage © 2019, ISBN: 9780357263792
2. Milady Standard Cosmetology & Foundations Workbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady's Standard Cosmetology & Foundations Textbook , 14th, Milady, Cengage © 2023, ISBN: 9780357871492
4. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1

III. **Course Objectives**

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

1. Analyze electrotherapy physics, polarity mechanics, cellular physiological effects, and contraindications for facial device services.
2. Apply galvanic current, Tesla high-frequency, and microcurrent principles to select facial treatment parameters based on client skin conditions.
3. Compare rotary brush exfoliation, suction machine physics, magnifying lamp diopter magnification, and Woods lamp fluorescence analysis to determine equipment applications for specific skin types.
4. Differentiate between direct high-frequency, indirect high-frequency, desincrustation, and iontophoresis protocols based on skin sebum production and hydration levels.
5. Apply State Board decontamination protocols, EPA-registered hospital-grade disinfectant chemistry, equipment sterilization standards, and electrical safety measures to treatment room preparation.
6. Evaluate facial machine maintenance schedules, electrical cord safety inspection, water reservoir sanitation, and client protection protocols in accordance with State Board mandates.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Field Trips, Visiting Lecturers, Group Work, Critique, Other Methods: Slide decks, video presentation of current practices, guest artists, information and procedure sheets, hands-on applications.

V. **Course Content**

% of Course	Topic
35.000%	Electrotherapy Physics, Polarity Mechanics, & Physiological Device Principles: • Electrical current physics: Direct Current (DC), Alternating Current (AC), Hertz frequency, voltage, amperage, and wattage parameters. • Galvanic current electrotherapy physics: positive pole (anode) acid reaction versus negative pole (cathode) alkaline reaction mechanics. • Cellular physiological effects: iontophoresis chemical penetration, desincrustation sebum saponification, microcurrent ATP stimulation, and Tesla high-frequency thermal/germicidal dynamics. • Clinical indication evaluation, physiological contraindication screening (pacemakers, metal

	implants, pregnancy, epilepsy), and safety precautions for facial device applications.
35.000%	Facial Equipment Modalities, Comparative Device Physics, & Service Protocols: • Rotary brush mechanical exfoliation physics: bristle texture selection, rotation speed control (RPM), and skin friction management. • Suction machine vacuum physics, spray mist toners, magnifying lamp diopter magnification levels, and Woods lamp fluorescence analysis. • Direct versus indirect high-frequency application mechanics, ozone production, vascular stimulation, and post-extraction healing acceleration. • Comparative technology analysis: matching device parameters, electrode selection, and treatment protocols to client skin types, sebum levels, and sensitivity thresholds.
30.000%	Treatment Room Ergonomics, Decontamination Science, & Machine Maintenance Protocols: • State Board decontamination regulations, EPA-registered hospital-grade disinfectant chemistry, active ingredients, contact times, and electrical device sanitation. • Machine maintenance schedules: electrical cord inspection, glass electrode sterilization, water reservoir descaling, and suction tubing decontamination. • Treatment room setup ergonomics: equipment positioning, power surge protection, ground fault circuit interrupter (GFCI) safety, and client comfort controls. • Client consultation intake documentation, informed consent records, electrical safety disclosures, and client barrier protection standards.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Workbook: Complete the workbook chapter on facial devices and technology. Prepare to discuss your findings in class and outline the step-by-step protocol for performing a facial using an electrical modality.
Skin Analysis: Complete a skin analysis by reviewing the client's history form and record card, and select the proper skin care products before performing a facial with an electrical modality.

VIII. **Student Learning Outcomes:**
1. Apply facial device and electrotherapy principles to determine clinical indications, skin effects, safety considerations, and contraindications for facial services.
2. Interpret and compare rotary brush, high-frequency, magnifying lamp, and galvanic current technologies to select equipment and service protocols based on skin type and condition.
3. Apply treatment room organization, sanitation, equipment safety, and maintenance principles to professional facial service preparation and client protection in accordance with State Board regulations.

Substantial Change: COSMETOLOGY 30, Related Science 3

Units:	1.50
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course provides essential theory carefully formulated to prepare a student to pass the written State Board examination. Students are instructed in basic concepts of electricity (galvanic/sinusoidal), sanitation and disinfectant techniques. This is the third related science class required for all entering students who intend to be licensed for Barbering, Cosmetology, and/or Esthetics for the state of California.

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

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

1. Milady Standard Cosmetology & Foundations Textbooks, 14, Milady, Cengage © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Workbooks, 14, Milady, Cengage © 2023, ISBN: 9780357922170
3. Milady Standard Esthetics Fundamentals and Foundations Textbook, 12, Milady, Cengage © 2019, ISBN: 9780357263792
4. Milady Standard Esthetics Fundamentals and Foundations Workbooks, 12, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
5. Milady Standard Barbering, 7th, Milady, Cengage © 2025, ISBN: 9798214080444
6. Milady Barbering Standard Exam Review, 6th, Milady, Cengage © 2017, ISBN: 9781305100671
7. Milady Standard Barbering Workbook, 7th, Milady, Cengage © 2025, ISBN: 9798214499222

III. **Course Objectives**

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

1. Explain principles of electricity, electrical current measurements, electromagnetic radiation, and visible and invisible light spectrum physics.
2. Identify equipment modalities, clinical applications, and physiological benefits of electrotherapy currents and light therapy treatments in cosmetology.
3. Define levels of decontamination—sanitation, disinfection, and sterilization—and their specific regulatory applications in salon settings.
4. Describe EPA-registered hospital-grade disinfectant chemistry, contact times, Safety Data Sheet (SDS) guidelines, and decontamination protocols for salon tools, equipment, and surfaces.
5. Explain Universal Precautions, OSHA Bloodborne Pathogens Standard regulations, Exposure Incident protocols, and personal protective equipment (PPE) requirements.
6. Identify practitioner responsibilities regarding State Board safety mandates, ergonomic positioning, chemical hazard communications, and salon environmental safety.

IV. **Methods of Presentation:**

Lecture and Discussion, Distance Education, Discussion, Projects, Online instructor-provided resources, Other Methods: Slide decks, information and procedure sheets, Videos/DVDs.

V. **Course Content**

% of Course	Topic
35.000%	Electricity Principles, Electromagnetic Light Physics, & Electrotherapy Modalities: • Principles of electricity: electric current physics, circuit mechanics, voltage, amperage, wattage, and resistance measurements. • Electromagnetic radiation spectrum: visible light wavelengths, infrared light heat rays, and ultraviolet (UV) radiation characteristics. • Electrotherapy current modalities: Galvanic, Sinusoidal, Microcurrent, and High-Frequency current characteristics and safety precautions.

	• Clinical benefits, skin condition indications, contraindications, and protective eyewear requirements for light therapy treatments.
35.000%	Decontamination Levels, EPA Disinfectant Chemistry, & Tool Sanitation Standards: • Levels of decontamination: defining, differentiating, and applying sanitation, disinfection, and sterilization procedures. • EPA-registered hospital-grade disinfectant chemistry, contact/immersion times, mixing safety, and bactericidal/virucidal efficacy. • State Board sanitation mandates, multi-use tool decontamination workflows, and single-use item disposal rules. • Salon equipment, workstation, and towel/linen sanitation procedures in accordance with state health codes.
30.000%	Universal Precautions, OSHA Bloodborne Standards, & Environmental Safety Compliance: • Universal Precautions, infection control chain of transmission, and body defense mechanism fundamentals. • OSHA Bloodborne Pathogens Standard regulations, Exposure Incident protocols, and practitioner personal protective equipment (PPE). • Safety Data Sheet (SDS) interpretation, chemical hazard communication standards, and chemical storage safety. • Ergonomic positioning, physical injury prevention, and professional practitioner responsibilities for environmental safety compliance.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: Evaluated through student engagement in weekly discussion activities.
20%	Written assignments: Written Assignments: 3-4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Papers: Written Papers: 2–3 short research papers evaluating concepts of electricity (galvanic/sinusoidal), sanitation and disinfectant techniques.
10%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
10%	Final Project: Project: 1 digital case study project analyzing State Board concepts of electricity (galvanic/sinusoidal), sanitation and disinfectant techniques.
100%	Total

VII. **Sample Assignments:**
Written Assignment : Complete the workbook chapter on electricity and be prepared to discuss in class.
Study Material: Create flash cards used to study for tests pertaining to electricity.

VIII. **Student Learning Outcomes:**
1. Explain principles of electricity, electric current, electromagnetic radiation, and the visible light spectrum, and identify the uses and benefits of electrotherapy and light therapy.
2. Define sterilization, disinfection, and sanitation, and describe disinfectant chemistry and decontamination protocols for salon tools, equipment, and surfaces in accordance with State Board standards.
3. Explain Universal Precautions and identify professional responsibilities for maintaining health, safety, and regulatory compliance in the salon environment.

Substantial Change: COSMETOLOGY 31A, Hair Cutting 3

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	COSM 21A
Prerequisite(s):	COSM 11A

I. **Catalog Description**

Students will learn leading edge industry trends as well as advanced techniques for customizing a haircut. This is an advanced course for any student who intends to be licensed for Barbering, Cosmetology and Hairstylist by the state of California.

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

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

1. Milady Standard Cosmetology & Foundations Textbook for Cosmetology, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Theory Workbook, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357922170
3. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214080444
4. Milady Standard Barbering and Milady Foundations Workbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214499222

III. **Course Objectives**

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

1. Analyze natural growth patterns, hair density, texture variations, and scalp elasticity to determine sectioning configurations and weight distribution for customized haircutting.
2. Compare structural elevation angles, parting lines, and over-direction mechanics to calculate perimeter movement and interior silhouette balance.
3. Formulate technical haircutting diagrams integrating head form reference points, parietal placement, and occipital bone geometry.
4. Construct technical haircutting blueprints for layered, non-layered, A-line, and radius bob variations based on client head shape and hair texture.
5. Differentiate sectioning panel geometry, perimeter cutting lines, and interior weight-removal angles across classic, graduated, and inverted bob variations.
6. Execute precision sectioning and elevation protocols to establish crisp A-line angles and radius perimeter guidelines.
7. Compare tool mechanics, hair shaft impact, and blade angles between razor-cutting, slide-cutting, and texturizing shear applications.
8. Evaluate finishing and blow-drying techniques, tension levels, and styling products to control haircut silhouette, texture movement, and weight distribution.

IV. **Methods of Presentation:**

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

Other Methods: Lecture/Discussion, Demonstration, Hands on application, Video/DVD

V. **Course Content**

% of Course	Topic

30.000%	Hair Characteristics, Head Geometry, & Technical Diagramming: • Natural growth pattern analysis, hair density variations, texture, and scalp elasticity mapping. • Head form geometry, parietal crest placement, occipital bone reference points, and spatial mapping. • Structural elevation angles (0, 45, 90, 180 degrees), over-direction mechanics, and parting angle calculations. • Formulation of technical haircutting diagrams, blueprints, and interior versus perimeter weight placement.
40.000%	Customized Bob Design Mechanics & Sectioning Geometry: • Structural principles of classic, graduated, layered, non-layered, A-line, and radius bob variations. • Sectioning panel geometry, perimeter line establishment, and interior weight-removal angles. • Precision sectioning protocols, hand positions, elevation control, and perimeter guidelines. • Customized silhouette adjustments based on the client's head form, facial structure, and hair movement.
30.000%	Tool Mechanics, Finishing Dynamics, & Silhouette Evaluation: • Razor-cutting mechanics, stroke tension, blade angle, and hair shaft cuticle impact. • Slide-cutting, slicing, notching, and texturizing shear weight-removal dynamics. • Finishing, blow-drying mechanics, tension control, brush selection, and product application. • Haircut silhouette evaluation, interior movement balance, and structural cross-checking.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Project: Create a book of advanced custom hair styles putting them in categories of short, medium and long lengths.
Written Assignment : Create an instruction manual on how to create and customize a specific haircut for a specific client using advanced current industry trends and tools.

VIII. **Student Learning Outcomes:**
1. Analyze hair characteristics and advanced haircutting principles to formulate customized haircut designs.
2. Design customized bob haircut plans using layered, non-layered, A-line, radius, and texturizing principles.
3. Evaluate slide-cutting, razor-cutting, texturizing, finishing, and styling techniques and their effects on haircut shape, balance, and movement.

Substantial Change: COSMETOLOGY 31C, Hair Coloring 3

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 11C

I. **Catalog Description**

Based on client consultation, students will learn how to formulate colors to achieve the desired results. Students will learn about bleaching products, color applications, procedures, and advanced hair color and foil techniques. This is an advanced hair-coloring class for students who intend to be licensed in Barbering or Cosmetology by the State of California.

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

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

1. Milady's Standard Cosmetology and Foundations Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357922170
2. Milady's Standard Cosmetology and Foundations textbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214080444
4. Milady Standard Barbering and Milady Foundations Workbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214499222

III. **Course Objectives**

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

1. Formulate customized chemical hair color formulas to achieve 100% coverage on resistant gray hair and maintain tonal balance across varied percentages of unpigmented hair.
2. Analyze underlying warm contributing pigments and tonal opposing forces on the color wheel to formulate neutralization strategies for unwanted warm undertones and brassiness.
3. Differentiate fill-color protocols, re-pigmentation steps, and deposit-only dye selections required when restoring depth to over-lightened or compromised hair shafts.
4. Calculate target levels of lift and developer volume strengths (10, 20, 30, 40 volume) based on initial natural level, target level, and underlying pigment contribution.
5. Evaluate hair shaft porosity, elasticity, density, and previous chemical processing history to determine maximum safe lightener strength and processing times.
6. Select appropriate alkalizing agents, oil/powder/cream lightener formulations, and protective bond-building additives to protect hair shaft integrity during high-lift services.
7. Construct customized foil highlighting patterns using slice, fine-weave, and chunky-stitch techniques based on head form geometry and desired visual depth.
8. Apply color melting, balayage, and root-smudge application procedures to create seamless tonal transitions between multi-level color formulations.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Other (Specify), Discussion, Projects, Visiting Lecturers, Group Work, Online instructor-provided resources
Other Methods: Slide decks, Video/DVD, Guest Artist

V. **Course Content**

% of Course	Topic

30.000%	Advanced Formulations & Corrective Color Solutions: • Resistant gray hair coverage formulations and unpigmented hair percentage ratios. • Color wheel neutralization principles and opposing undertone calculations. • Re-pigmentation (fillers), color refreshing, and restoring depth to over-lightened hair. • Corrective color case analysis and multi-step chemical adjustment protocols.
35.000%	Hair Diagnostics, Lift Calculations, & Chemical Lighteners: • Natural level evaluation, target level determination, and developer volume strength selection (10, 20, 30, 40 vol). • Hair porosity, elasticity, density, and prior chemical processing assessment. • Alkalizing agents, oil/powder/cream lighteners, and high-lift formulation mechanics. • Protective bond-building additives and hair shaft integrity preservation.
35.000%	Advanced Dimensional Color Techniques & Sectioning Patterns: • Sectioning geometry, placement, spacing, and stitch patterns (slice, fine-weave, chunky). • Foil highlighting execution, folding mechanics, and visual depth creation. • Color melting, balayage, root smudging, and seamless tonal transition techniques. • Product selection and customized dimensional color design execution.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Written Assignment : Complete questions relating to advanced hair color services in the Hair coloring chapter and be ready to discuss their findings in class along with the importance of client consultation, the integrity of the hair, and color product selection to achieve desired results.
Project: Create a fashion color design utilizing the tools and products used in the class.

VIII. **Student Learning Outcomes:**
1. Formulate and execute solutions for advanced hair color challenges, including gray coverage, color refreshing, unwanted tone neutralization, over-lightened hair, and corrective color.
2. Evaluate hair condition, developer strength, lightener selection, and desired lift to determine appropriate hair color formulations.
3. Apply advanced dimensional color techniques—including color melts, foil highlighting, sectioning placement, spacing, stitch patterns, and product selection—to execute customized color designs.

Substantial Change: COSMETOLOGY 31E, Multi Texture Styling

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	COSM 21E
Prerequisite(s):	COSM 11B

I. **Catalog Description**

Students will learn wet and thermal styling, pressing and curling, sewing tracks, closures, crochet weave, and other techniques. This is an advanced curly hair styling class for all students who intend to be licensed for Barbering, Cosmetology or Hair Styling by the state of California.

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

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

1. Milady Standard Barbering and Milady Foundations Workbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214499222
2. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214080444
3. Milady Standard Cosmetology & Foundations Textbook for Cosmetology, 14, Milady, Cengage © 2023, ISBN: 9780357871492
4. Milady Standard Cosmetology & Foundations Theory Workbook, 14, Milady, Cengage © 2023, ISBN: 9780357922170

III. **Course Objectives**

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

1. Analyze hair density, scalp condition, cranial measurements, and structural hair characteristics to select wigs, hairpieces, and hair addition attachment systems.
2. Evaluate synthetic and human hair fiber chemistry, custom fitting procedures, and extension attachment methods based on client hair integrity and desired style outcomes.
3. Perform advanced hair-extension application procedures, including track sectioning, cornrow base braiding, and tension-controlled weft sewing methods.
4. Execute crochet weaving techniques, bonding applications, and strand-by-strand extension placement for varied hair densities and textures.
5. Assess scalp health, hair porosity, elasticity, and wave pattern to determine thermal press stove temperatures, heat-protectant product selection, and sectioning geometry.
6. Perform soft and hard thermal pressing techniques while maintaining State Board client-protection protocols, iron maintenance, and burn-prevention safety standards.

IV. **Methods of Presentation:**

Observation and Demonstration, Lab, Lecture and Discussion, Visiting Lecturers, Group Work, Projects, Discussion, Critique, Other Methods: Slide decks, Guest Artists, Handouts, Demonstrations.

V. **Course Content**

% of Course	Topic
35.000%	Wigs, Hairpieces, Hair Additions, & Fiber Chemistry Selection: • Cranial topography analysis, scalp elasticity assessment, head measurement procedures, and custom wig base selection. • Synthetic and human hair fiber chemistry: fiber density, heat tolerance, chemical customization, cleaning, and maintenance protocols. • Hair addition and hairpiece attachment systems: toupees, toppers, clip-in additions, and medical hair-loss prosthesis fitting.

	• Client consultation, scalp health screening, growth directional mapping, and customization for varied hair textures.
35.000%	Advanced Hair-Extension Mechanics, Weft Placement, & Weaving Protocols: • Advanced hair-extension application procedures: track sectioning geometry, base cornrow braiding mechanics, and tension control. • Weft sewing techniques: overcast stitch, lock stitch, double-lock stitch, and tension-balanced track placement. • Crochet weaving mechanics, latch-hook techniques, strand-by-strand bonding, fusion, and micro-link extension placement. • Extension maintenance schedules, track re-tightening procedures, damage-prevention protocols, and safe removal techniques.
30.000%	Hair Fiber Physiology, Thermal Pressing Mechanics, & State Board Safety: • Hair fiber elasticity, porosity, texture, and wave pattern assessment for stove thermal temperature calibration. • Thermal pressing procedural mechanics: soft press (single press), hard/double press, sectioning geometry, and heat-protectant application. • Thermal iron maintenance, stove temperature testing, scalp protection barriers, and burn-prevention safety procedures. • State Board sanitation mandates, EPA-registered disinfection for thermal irons and extension implements, and client safety compliance.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Project: Create a wig using a crochet hook technique.
Written Assignment : Describe the process of sewing, cutting, and styling a full head weave using a side part closure.

VIII. **Student Learning Outcomes:**
1. Analyze hair characteristics and structural design considerations to select wigs, hairpieces, hair additions, and extension methods suited to client specifications.
2. Apply advanced hair-extension techniques, including weft placement, braiding and sewing methods, and crochet weaving procedures.
3. Evaluate hair type, texture, and condition to perform thermal pressing procedures using State Board safety and equipment maintenance protocols.

Substantial Change: COSMETOLOGY 36, Nail Care 3

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	COSM 26
Prerequisite(s):	COSM 16

I. **Catalog Description**

Students will learn State Board Rules and regulations, safety techniques and sanitation for Nails Care as well as the application of acrylics, and the use of e-files (nail drill). This is the third nail care class required for all entering students who intend to be licensed for Cosmetology and/or Nail Care by the State of California.

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

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

1. Milady Standard Foundations & Nail Technology Workbook , 8th, ., Cengage © 2021, ISBN: 9780357482865
2. Milady Standard Cosmetology & Foundations Workbooks , 14th, Milady, Cengage © 2023, ISBN: 9781439059227
3. Milady's Standard Cosmetology & Foundations Textbook, 14th , Milady , Cengage © 2023, ISBN: 9780357999721
4. Milady Standard Foundations & Nail Technology Textbook, 8th, Milady , Cengage © 2021, ISBN: 9780357446867

III. **Course Objectives**

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

1. Apply State Board decontamination protocols, EPA-registered hospital-grade disinfectant chemistry, contact times, and multi-use manicure implement sterilization procedures.
2. Apply electric filing bit sanitation, dust control ventilation mechanics, personal protective equipment selection, and cross-contamination prevention standards.
3. Analyze liquid monomer and polymer powder chemistry, polymerization reaction dynamics, mix-ratio calculations, and apex/C-curve structural architecture.
4. Demonstrate spa manicure protocols and liquid-and-powder enhancement extension, form placement, bead application, and filing mechanics.
5. Select electric file machines, torque parameters, RPM speed settings, and carbide, diamond, and sanding band bit attachments based on nail enhancement service requirements.
6. Demonstrate electric filing angle mechanics, flush cuticle shaping, enhancement surface refining, backfill maintenance, and product removal protocols.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Group Work, Discussion, Critique, Other Methods: Demonstrations Lecture/Power Point Guest Artists Hand outs Video/DVD

V. **Course Content**

% of Course	Topic
35.000%	Spa Manicuring Protocols, Liquid-and-Powder Polymerization Chemistry, & Architectural Design: • Spa manicure procedural execution: skin exfoliation mechanics, thermal mask treatments, hand and arm massage techniques, and cuticle maintenance. • Liquid monomer and polymer powder chemistry: ethyl methacrylate (EMA) formulation, catalyst acceleration, cross-linking, and polymerization reaction kinetics. • Extension mechanics and structural design: nail form placement geometry, tip application, mix-ratio bead control, apex positioning, and stress-area reinforcement.

	• C-curve structural architecture, filing and buffing mechanics, enhancement maintenance (fills/rebalances), and product removal protocols.
35.000%	Electric Filing Equipment Physics, Bit Dynamics, & Advanced Filing Mechanics: • Electric filing machine mechanics: micro-motor torque performance, variable RPM speed controls (low, medium, high ranges), and handpiece vibration dampening. • Bit material science and geometry: carbide fluting, diamond grit density, sanding bands, bit shanks, and specific bit function selection. • Electric filing angle mechanics: parallel hold alignment, pressure application dynamics, flush cuticle shaping, and surface refining. • Specialized e-file applications: backfill trench preparation, underside cleaning, enhancement shortening, and natural nail preparation without keratin matrix damage.
30.000%	Nail Decontamination Science, Safety Regulations, & Electric File Sanitation: • State Board sanitation, disinfection, and sterilization mandates for multi-use manicure implements and electric filing equipment. • EPA-registered hospital-grade disinfectant chemical formulations, active ingredients, contact times, immersion procedures, and Safety Data Sheet (SDS) interpretation. • Dust control ventilation physics, particulate exposure mitigation, personal protective equipment (PPE) selection, and client barrier protection standards. • Client consultation intake, hand and nail health screening, contraindication identification, and cross-contamination prevention controls.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Project: Create a set of acrylic nails using color acrylics with a French tip design and either stiletto, almond, or ballerina shape.
Written assignment: Provide a written report explaining the history of manicures and how they have evolved in time. Provide a notebook showing the different nail trends throughout the ages.

VIII. **Student Learning Outcomes:**
1. Apply safety, sanitation, cleaning, and disinfection procedures during manicure, nail enhancement, and electric filing services in accordance with State Board regulations.
2. Demonstrate spa manicure and liquid-and-powder nail enhancement techniques using system-compatible products, specialized implements, and structural nail design principles.
3. Select electric filing equipment and bit attachments based on RPM specifications and demonstrate electric filing techniques following State Board safety protocols.

Substantial Change: COSMETOLOGY 38, Skin Care 3

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 18

I. **Catalog Description**
Students will learn more advanced facial techniques, product ingredients, various types of masks, and specialty facial services. This is the third skin care class required for all entering students who intend to be licensed for Cosmetology or Esthetics by the State of California.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Milady's Standard Cosmetology Practical Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357922170
2. Milady Standard Esthetics Fundamentals & Foundations Workbooks , 12th, Milady, Cengage © 2019, ISBN: 9780357482841
3. Milady Standard Esthetics Fundamentals & Foundations Textbooks , 12th, Milady, Cengage © 2019, ISBN: 9780357263792
4. Milady's Standard Cosmetology & Foundations Textbook, 14th, Milady, Cengage © 2023, ISBN: 9780357871492

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Apply State Board decontamination protocols, EPA-registered hospital-grade disinfectant chemistry, immersion contact times, and multi-use implement sterilization procedures.
2. Apply treatment room ergonomics, personal protective equipment selection, cross-contamination controls, and client barrier protection measures for skin care services.
3. Analyze cosmetic ingredient chemistry, lipid barrier function, pH balance, and trans-epidermal water loss dynamics to select skin care product formulations.
4. Evaluate Fitzpatrick skin types, tissue turgor, vascularity, and physiological contraindications to determine facial exfoliation and treatment modality parameters.
5. Demonstrate clinical facial treatment protocols for acneic, dry, sensitive, and sensitized skin conditions using facial massage mechanics, steam processing, and extraction techniques.
6. Formulate customized post-treatment home-care regimens, active ingredient usage schedules, and sun-protection strategies based on client skin analysis findings.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Lab, Visiting Lecturers, Discussion, Group Work, Projects, Critique, Projects, Critique, Projects, Critique, Other Methods: Slide decks, Guest artists, Video/DVD

V. **Course Content**

% of Course	Topic
30.000%	Decontamination Science, Treatment Room Ergonomics, & Client Safety Regulations: • EPA-registered hospital-grade disinfectant chemical chemistry, active ingredients, contact/immersion times, and efficacy spectrums. • State Board sanitation, disinfection, and sterilization mandates for multi-use esthetic implements and equipment. • Safety Data Sheet (SDS) interpretation, personal protective equipment (PPE) selection, chemical hazard communication, and ventilation controls. • Treatment room setup ergonomics, cross-contamination prevention controls, client barrier protection standards, and emergency incident protocols.

35.000%	Cosmetic Product Chemistry, Barrier Physiology, Skin Typing, & Modality Selection: • Cosmetic ingredient chemistry: emollients, humectants, surfactants, active botanicals, AHA/BHA chemical exfoliants, and pH balance dynamics. • Skin physiology and lipid barrier function: trans-epidermal water loss (TEWL), stratum corneum integrity, and acid mantle preservation. • Advanced skin typing diagnostics: Fitzpatrick scale classification, tissue turgor assessment, vascularity evaluation, and sensitivity versus sensitization differentiation. • Treatment planning and modality selection: matching exfoliation depth, facial electrotherapy, and product formulations to client skin conditions and contraindication screening.
35.000%	Clinical Facial Treatment Protocols, Extraction Mechanics, & Home-Care Regimens: • Clinical facial treatment execution for acneic, dry, sensitive, and sensitized skin: cleansing, steam processing, and facial massage techniques. • Manual extraction mechanics: comedone extractor techniques, tissue tautness control, skin protection, and post-extraction soothing care. • Specialized treatment adaptations: barrier repair protocols, anti-inflammatory soothing treatments, and hyperpigmentation/acne management. • Post-treatment client consultation: formulating home-care active ingredient schedules, sun-protection strategies, and client documentation.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Written Assignment: Complete the Milady workbook chapter questions on facial treatments and be ready to discuss their findings in class and plan the steps for a facial using the appropriate products for the skin type and conditions presented. Explore why a client history form and record card are important to review before the service.
Facial with specific treatment: Complete a facial: Analyze the skin, select appropriate skin care products, and perform a facial with the proper skin care products, electrical modality, or treatments for the skin type and condition presented.

VIII. **Student Learning Outcomes:**
1. Apply sanitation, disinfection, safety, and treatment-room preparation principles to professional skin care services in accordance with State Board regulations.
2. Select skin care products and treatment modalities based on client skin typing, barrier condition analysis, sensitivity factors, and desired clinical outcomes.
3. Demonstrate skin care treatments for acne, dry, sensitive, and sensitized skin conditions, including targeted product selection and home-care regimens.

Substantial Change: COSMETOLOGY 38B, Mechanical Exfoliation

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 18

I. **Catalog Description**

This course provides essential theory carefully formulated to prepare a student to pass the written Cosmetology and/or Esthetics State Board Examinations. The students will learn additional advanced techniques for skin analysis, record-keeping, and advanced anatomy and physiology to determine the protocols for microdermabrasion and physical exfoliation treatments. This is an advanced skin care class for students and licensed estheticians or Cosmetologists.

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. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
2. Standard Foundations W/Esthetics Fundamentals , 12th, Milady, Cengage © 2019, ISBN: 9780357263792
3. Milady Standard Cosmetology & Foundations Workbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
4. Milady's Standard Cosmetology & Foundations Textbook , 14th, Milady, Cengage © 2023, ISBN: 9780357871492

III. **Course Objectives**

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

1. Analyze client skin analysis findings, tissue turgor, Fitzpatrick typing, and medical history contraindications to formulate mechanical exfoliation service plans.
2. Apply State Board decontamination regulations, client intake documentation standards, informed consent protocols, and post-exfoliation aftercare procedures for mechanical exfoliation services.
3. Evaluate crystal versus crystal-free microdermabrasion mechanics, vacuum pressure settings, grid pass geometry, and nano infusion cartridge configurations for targeted skin conditions.
4. Demonstrate microdermabrasion and nano infusion procedural mechanics, skin tautness techniques, sanitization protocols, and barrier repair serum applications.
5. Analyze light-emitting diode (LED) and infrared wavelength spectrums, cellular ATP stimulation, photothermal dynamics, and ocular safety protocols.
6. Formulate customized LED and infrared phototherapy treatment parameters, exposure durations, and contraindication precautions based on client skin conditions.

IV. **Methods of Presentation:**

Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Critique, Discussion, Projects, Visiting Lecturers

V. **Course Content**

% of Course	Topic
30.000%	Mechanical Exfoliation Diagnostics, Decontamination Science, & Client Documentation: • State Board sanitation and disinfection regulations, EPA-registered hospital-grade disinfectant chemistry, and implement sterilization protocols. • Client consultation diagnostics: Fitzpatrick scale classification, tissue turgor assessment, skin barrier integrity evaluation, and medical contraindication screening. • Client documentation intake protocols, informed consent agreements, photo-documentation guidelines, and service record keeping.

	• Post-exfoliation aftercare instruction, trans-epidermal water loss (TEWL) prevention, sun-protection strategies, and client barrier restoration.
35.000%	Microdermabrasion Procedural Physics, Nano Infusion Mechanics, & Service Protocols: • Crystal (aluminum oxide) versus crystal-free (diamond tip) microdermabrasion mechanics: grit selection, vacuum pressure settings, and grid pass geometry. • Nano infusion technology: silicon and stainless steel cartridge configurations, micro-channel creation physics, and epidermal absorption enhancement. • Procedural execution mechanics: skin tautness techniques, pass velocity control, sanitization protocols, and cross-contamination prevention. • Serum formulation chemistry: hyaluronic acid, growth factor, and peptide infusion selection for specific skin conditions.
35.000%	Phototherapy Physics, LED & Infrared Wavelength Dynamics, & Ocular Safety: • Light-emitting diode (LED) and infrared phototherapy physics: light spectrum nanometer wavelengths (blue 415nm, red 630nm, near-infrared 830nm), and light penetration depth. • Cellular photobiomodulation: mitochondrial ATP stimulation, collagen synthesis acceleration, anti-inflammatory mechanisms, and circulation enhancement. • Ocular safety protocols, protective eyewear standards, photo-sensitizing medication contraindications, and exposure timing parameters. • Treatment integration: combining mechanical exfoliation, nano infusion, and phototherapy into customized multi-modality clinical service protocols.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Written Assignment: Complete the workbook chapter on microdermabrasion and be ready to discuss their findings in class and perform a facial with microdermabrasion. Explore why a client history form, record card, and knowledge of contraindications are essential to review before the service.
Microdermabrasion Facial: Analyze the skin, select the proper mechanical device and perform a facial.

VIII. **Student Learning Outcomes:**
1. Apply client consultation, skin analysis, contraindication, documentation, and aftercare principles to mechanical exfoliation services in accordance with State Board regulations.
2. Demonstrate microdermabrasion and nano infusion procedures using device operating parameters, client skin protocols, and State Board safety practices.
3. Apply infrared and LED light therapy principles using customized treatment protocols, contraindication screening, and client-safety procedures.

Substantial Change: COSMETOLOGY 38C, Chemical Exfoliation

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 18

I. **Catalog Description**

This course will focus on the chemistry of chemical exfoliation products, the pH scale, and skin analysis to determine which exfoliant should be used. The class provides essential theory carefully formulated to prepare a student to pass the written State Board Examinations. This is an advanced skin care class for students and licensed estheticians and cosmetologists.

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. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 978-0-357482-84-1
2. Standard Foundations W/Esthetics Fundamentals , 12th, Milady, Cengage © 2019, ISBN: 9780357263792
3. Milady Standard Cosmetology & Foundations Workbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357871492
4. Milady's Standard Cosmetology & Foundations Textbook , 14th, Milady, Cengage © 2023, ISBN: 9780357871492

III. **Course Objectives**

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

1. Analyze cosmetic acid chemistry, free acid percentage, pH scale dynamics, and skin barrier function to select chemical exfoliation product formulations.
2. Apply Fitzpatrick skin typing, tissue turgor assessment, topical medication history, and physiological contraindications to determine client eligibility for chemical exfoliation services.
3. Demonstrate superficial chemical exfoliation application techniques using enzyme, alpha hydroxy acid (AHA), and beta hydroxy acid (BHA) formulations, neutralizer protocols, and client-protection standards.
4. Apply State Board decontamination protocols, patch-testing procedures, manufacturer timing parameters, and post-peel skin soothing treatments during chemical exfoliation services.
5. Evaluate cellular desquamation mechanisms, epidermal versus dermal penetration depths, and tissue regeneration dynamics of superficial and medium-depth chemical peels.
6. Formulate post-peel recovery protocols, sun-protection strategies, active ingredient home-care usage schedules, and adverse reaction management procedures.

IV. **Methods of Presentation:**

Critique, Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Projects, Discussion

V. **Course Content**

% of Course	Topic
35.000%	Cosmetic Acid Chemistry, Skin Diagnostics, & Client Eligibility Assessment: • Acid chemistry physics: free acid percentage, pH scale logarithmic dynamics, pKa values, and pKa versus pH dissociation equilibrium. • Epidermal anatomy and skin barrier dynamics: lipid matrix integrity, acid mantle preservation, and trans-epidermal water loss (TEWL). • Client consultation diagnostics: Fitzpatrick scale typing, tissue turgor, skin sensitivity screening, and topical medication contraindications. • Product formulation selection: matching enzyme, glycolic acid, lactic acid, and salicylic acid

	parameters to client skin conditions and desired outcomes.
35.000%	Chemical Exfoliation Procedural Mechanics, Decontamination, & Client Protection: • Superficial chemical exfoliation application mechanics: enzyme activation, AHA/BHA layer layering, timing protocols, and frost/erythema monitoring. • Neutralization science and termination protocols: alkaline neutralizing chemistry, water rinsing dynamics, and tissue cooling procedures. • State Board decontamination regulations, EPA-registered hospital-grade disinfectant chemistry, implement sanitation, and single-use item protocols. • Patch-testing protocols, pre-treatment skin priming regimens, barrier protection measures, and client protection standards during exfoliation services.
30.000%	Peel Depth Dynamics, Tissue Regeneration, & Adverse Event Management: • Cellular desquamation mechanics: desmosome dissolution physics, epidermal versus dermal penetration depths, and tissue regeneration dynamics. • Superficial versus medium-depth chemical peel characteristics: Jessner's solution, TCA (trichloroacetic acid), salicylic acid, and phenol application boundaries. • Post-peel recovery protocols: epidermal barrier repair, anti-inflammatory soothing agents, sun-protection strategies, and active ingredient home-care scheduling. • Complication and adverse event management: hyperpigmentation prevention, chemical burn protocols, allergic reaction management, and client record documentation.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Written Assignment: Complete the workbook chapter on chemical peels and be ready to discuss their findings in class and perform a facial with a chemical peel. Explore why a client history form, record card, and knowledge of contraindications are essential to review before the service.
Chemical Peel: Conduct a client consultation. Analyze the skin, select the appropriate chemical peel, and perform a facial.

VIII. **Student Learning Outcomes:**
1. Apply client consultation, skin analysis, pH dynamics, and contraindication principles to select chemical exfoliation services and product formulations.
2. Demonstrate superficial chemical exfoliation procedures using enzyme, AHA, and BHA products, patch-testing protocols, manufacturer instructions, and client-protection standards.
3. Evaluate the physiological effects, tissue depth characteristics, contraindications, and safety protocols of superficial and medium-depth chemical peels.

Substantial Change: COSMETOLOGY 42, Short Hair Cutting

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 11A

I. **Catalog Description**

This class is designed to teach how to effectively and properly describe and demonstrate the many techniques of designing short hair, which will include wet and dry hair cuts, finger cutting techniques, scissors over comb hair cutting, clipper over comb hair cutting, beard trims, mustache and eyebrow shaping, blow drying and how to properly setup and maintain a Sanitary Maintenance Area necessary for all tools used. This class is required for all students who intend to be licensed for Barbering, Cosmetology or Hair Styling by the State of California.

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

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

1. Milady Standard Cosmetology & Foundations Textbook for Cosmetology, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357871492
2. Milady Standard Cosmetology & Foundations Practical Workbook, 14, Milady, Cengage Publishing Company © 2023, ISBN: 9780357922170
3. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214080444
4. Milady Standard Barbering and Milady Foundations Workbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214499222

III. **Course Objectives**

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

1. Analyze EPA-registered disinfectant chemical formulations, contact times, and bactericidal, virucidal, and fungicidal efficacy to establish tool decontamination protocols.
2. Evaluate State Board regulatory standards, cross-contamination risks, and Safety Data Sheet (SDS) compliance to establish sanitary haircutting workstation maintenance standards.
3. Evaluate head form reference points, parting geometry, elevation angles, and tension dynamics to select intermediate wet-cutting and slide-cutting procedures.
4. Assess hair density, elasticity, and growth directives to select optimal clipper fading, blending, line-up, and scissors-over-comb weight-reduction techniques.
5. Evaluate facial topography, bone structure, skin sensitivity, and grain patterns to design customized beard, mustache, and eyebrow grooming service plans.
6. Formulate client-protection protocols, hot towel application sequences, and skin barrier conditioning strategies for facial hair and eyebrow grooming services in accordance with State Board regulations.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Field Trips, Visiting Lecturers, Critique, Group Work, Other Methods: Slide decks, Video/DVD, Guest Artist

V. **Course Content**

% of Course	Topic
35.000%	Decontamination Chemistry, EPA Efficacy Standards, & Workstation Sanitation Protocols: • EPA-registered hospital-grade disinfectant chemical formulations, active ingredients, contact/immersion times, and efficacy spectrums (bactericidal, virucidal, fungicidal, tuberculocidal). • State Board sanitation and disinfection regulations, multi-use implement decontamination procedures, and single-use item disposal mandates. • Safety Data Sheet (SDS) interpretation, chemical hazard communication compliance, ventilation standards, and cross-contamination prevention controls.

	• Workstation sanitation mechanics, tool tray layout, barrier controls, and environmental health standards for intermediate haircutting services.
35.000%	Intermediate Haircutting Mechanics, Head Form Geometry, & Texture Analysis: • Head form reference points, parting geometry, projection angles, and elevation dynamics for intermediate wet-cutting and slide-cutting. • Clipper cutting mechanics, lever adjustments, blade geometry, and contrast blending for fading, tapering, and precision line-ups. • Scissors-over-comb, clipper-over-comb, and freehand cutting physics for weight distribution, bulk reduction, and seamless transition blending. • Hair characteristics evaluation: analyzing hair density, elasticity, porosity, growth directives, and whorl/cowlick pattern compensations.
30.000%	Facial Topography Analysis, Facial Hair Sculpting, & Eyebrow Grooming Service Design: • Facial bone structure mapping, muscle contour analysis, skin sensitivity evaluation, and hair-growth grain directional mapping. • Beard, mustache, and facial hair sculpting geometry: proportion balancing, perimeter outlining, and cheek/neckline framing design. • Eyebrow grooming design principles: facial symmetry analysis, arch location, trimming mechanics, and hair-density balancing. • Client-protection protocols, hot towel thermal preparation, skin barrier conditioning chemistry, and State Board safety compliance in facial grooming.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Project : Create a picture book for short hairstyles.
Written Assignment : Write a paper identifying the reference points on the head form and explaining their importance in haircutting.

VIII. **Student Learning Outcomes:**
1. Analyze decontamination chemistry, EPA-registered disinfectant efficacy, and State Board regulations to establish sanitary workstation and tool maintenance protocols.
2. Evaluate hair characteristics, sectioning geometry, and head form reference points to select intermediate clipper-cutting, wet-cutting, and texturizing techniques.
3. Design customized facial hair and eyebrow grooming service plans based on client facial topography, hair-growth directives, and State Board safety regulations.

Substantial Change: COSMETOLOGY 46, Nail Care 4

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	COSM 36
Prerequisite(s):	COSM 16

I. **Catalog Description**

Students will learn State Board Rules and regulations, safety techniques and sanitation for Nail Care as well as the application of gel nails, spa manicures/pedicures and 3-D nail art. This is an advanced nail care class required for all students who intend to be licensed for Nail Care by the State of California and optional for Cosmetology students.

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

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

1. Milady Standard Cosmetology & Foundations Textbook, 14th , Milady , Cengage © 2023, ISBN: 9780357999721
2. Milady Standard Nail Technology , 8th, Milady , Cengage © 2021, ISBN: 9780357446867
3. Milady Cosmetology Standard & Foundations Workbook, 14th, Milady, Cengage © 2023, ISBN: 9780357922170
4. Milady Standard Foundations & Nail Technology Workbooks , 8th, Milady, Cengage © 2021, ISBN: 9780357482865

III. **Course Objectives**

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

1. Compare oligomer formulation chemistry, photoinitiator activation wavelengths, and gel viscosity levels to select light-cured gel systems for client nail enhancements.
2. Analyze natural nail plate integrity, keratin bonding mechanics, and enhancement product chemistry to determine gel application methods for specific client nail conditions.
3. Demonstrate spa manicure and pedicure procedures, including paraffin treatments, exfoliation scrubs, thermal wraps, and advanced massage techniques.
4. Apply State Board decontamination protocols, EPA-registered hospital-grade disinfection, contraindication screening, and client-protection measures during spa nail services.
5. Apply light-cured gel enhancements using sculptured form placement, tip overlay fitting, stress-area apex construction, and LED/UV cure timing.
6. Employ electric filing mechanics, gel rebalancing techniques, maintenance fills, and damage-free removal protocols in accordance with State Board safety standards.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Projects, Group Work, Discussion, Critique, Other Methods: Demonstrations Lectures/Slide Decks Guest Artists Handouts Video/DVD

V. **Course Content**

% of Course	Topic
35.000%	Oligomer Chemistry, Light-Cured Gel Systems, & Enhancement Selection Principles: • Oligomer formulation chemistry, photoinitiator activation wavelengths (LED/UV), and gel polymerization dynamics. • Light-cured gel classifications: hard building gels, soft/soak-off gels, brush-on gels, and gel polish formulations. • Natural nail plate integrity evaluation, keratin bonding mechanics, dehydrators, primers, and

	adhesion science. • Product selection for specific client nail conditions, enhancement service planning, and contraindication screening.
35.000%	Spa Manicure & Pedicure Services, Advanced Enhancements, & Decontamination Protocols: • Advanced spa manicuring and pedicuring procedures: paraffin wax treatments, exfoliation scrubs, thermal wraps, and advanced massage protocols. • Client health consultations, skin and nail contraindication screening, foot care precautions, and medical referral guidelines. • State Board decontamination standards, EPA-registered hospital-grade disinfectant chemistry, immersion contact times, and foot basin sanitation mandates. • Product chemistry, skin conditioning formulations, Safety Data Sheet (SDS) compliance, and client-protection protocols.
30.000%	Light-Cured Gel Application Mechanics, Electric Filing, Maintenance, & Safe Removal: • Sculptured form placement, tip selection and fitting, stress-area apex construction, and C-curve structural architecture. • Curing mechanics, LED/UV lamp wattage parameters, heat spike prevention, layer thickness control, and inhibition layer removal. • Electric filing mechanics: bit selection, speed control (RPM), angle alignment, gel rebalancing, and maintenance fill procedures. • Damage-free gel removal protocols, natural nail plate restoration, post-removal conditioning, and State Board safety compliance.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Workbook: Complete questions from the Gel Nail Enhancements workbook chapter.
Project: Design a nail theme in manicure, creating 3D nail art.

VIII. **Student Learning Outcomes:**
1. Compare light-cured gel systems, oligomer chemistry, and product characteristics to determine nail enhancement applications based on client nail integrity and service specifications.
2. Demonstrate spa manicure and pedicure services incorporating State Board safety regulations, sanitation protocols, contraindication screening, product selection, and service enhancements.
3. Apply light-cured gel enhancement techniques, including form placement, apex construction, LED/UV cure times, maintenance fills, and safe removal procedures.

Substantial Change: COSMETOLOGY 48, Skin Care 4

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 18

I. **Catalog Description**

This course will combine theoretical applications and current trends and practices in esthetics. This is the fourth skin care class required for all continuing students who intend to be licensed for Esthetics by the state of California and an elective for Cosmetologists.

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

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

1. Milady Standard Cosmetology & Foundations Workbooks, 14th, Malady, Cengage © 2023, ISBN: 9780357922170
2. Milady's Standard Cosmetology & Foundations Textbook , 14th, Milady, Cengage © 2023, ISBN: 9780357871492
3. Standard Esthetics: Fundamentals Workbook, W/ Foundations Workbook, 12th, Milady, Cengage © 2019, ISBN: 9780357482841
4. Standard Foundations W/Esthetics Fundamentals Textbooks, 12th, Milady, Cengage © 2019, ISBN: 9780357263792

III. **Course Objectives**

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

1. Apply State Board decontamination protocols, EPA-registered hospital-grade disinfectant chemistry, immersion contact times, and blood-exposure emergency procedures during esthetic services.
2. Demonstrate personal protective equipment selection, cross-contamination prevention controls, and client barrier protection measures in accordance with infection-control regulations.
3. Evaluate Fitzpatrick skin types, tissue integrity, and contraindications to determine microdermabrasion, chemical exfoliation, and facial electrical modality protocols.
4. Formulate customized facial treatment plans, post-exfoliation home-care regimens, and sun-protection strategies based on client skin analysis findings.
5. Analyze ocular anatomy, client patch-testing responses, adhesive chemistry, and eye-shape geometry to select lash extension and lash lift application techniques.
6. Demonstrate lash extension isolation mechanics, lift rod placement, chemical processing times, and damage-free removal protocols using State Board ocular protection regulations.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Discussion, Visiting Lecturers, Critique, Projects, Group Work, Other Methods: Slide decks, Hands-on applications, information and procedure sheets, Video/DVD

V. **Course Content**

% of Course	Topic
25.000%	Decontamination Chemistry, Blood-Exposure Protocols, & Client Safety Regulations: • EPA-registered hospital-grade disinfectant chemical chemistry, active ingredients, immersion contact times, and efficacy spectrums. • State Board sanitation and disinfection regulations, multi-use implement decontamination procedures, and single-use item disposal mandates. • Safety Data Sheet (SDS) interpretation, personal protective equipment (PPE) selection, chemical hazard communication, and ventilation controls.

	• Blood-exposure emergency incident protocols, cross-contamination prevention controls, and client barrier protection standards in esthetic services.
25.000%	Advanced Exfoliation Physics, Facial Electrical Modalities, & Post-Treatment Protocols: • Advanced skin analysis mechanics: Fitzpatrick skin typing, tissue turgor/elasticity evaluation, and skin barrier function assessment. • Chemical exfoliation chemistry (AHAs, BHAs, enzyme peels) and microdermabrasion mechanics: depth control, grid pass geometry, and tissue response monitoring. • Facial electrical modalities physics and application: galvanic current (iontophoresis/desincrustation), high-frequency, microcurrent, and LED light therapy. • Physiological contraindication screening, treatment plan customization, post-exfoliation home-care regimens, and sun-protection strategies.
25.000%	Ocular Safety, Lash Extension Mechanics, Lash Lifting Physics, & Adhesive Chemistry: • Ocular anatomy, patch-testing protocols, cyanoacrylate adhesive chemistry, polymerization dynamics, and isolation/ventilation safety. • Lash extension application geometry: lash mapping techniques, natural lash isolation mechanics, extension weight/length calculations, and bond placement. • Lash lifting and tinting mechanics: processing chemical physics, lift rod size selection, processing times, and keratin conditioning treatments. • Damage-free extension removal techniques, lash maintenance schedules, eye-shape customization, and State Board ocular protection compliance.
25.000%	Epilation Physics, Dermaplaning Mechanics, & Client Documentation: • Hair-growth cycle physiology, grain directional mapping, topical medication contraindications (retinoids, AHA/BHAs, Accutane), and skin elasticity checks. • Hard wax and soft wax application/removal mechanics, temperature testing, strip placement tension, and post-epilation soothing formulations. • Dermaplaning procedural mechanics: surgical scalpel blade angle alignment (45-degree rule), skin tautness control, feathering strokes, and tissue disposal. • Client consultation intake documentation, informed consent protocols, post-treatment care plans, and skin barrier restoration care.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**

Written Assignment : Complete the workbook questions on eyelash lifts. Students will be ready to discuss their findings in class and plan the steps for an eyelash lift service. Students will explore why a client history form and record card are important to review before the service.
Project: Analyze the eyelashes and select products to perform a lash lift service.

VIII. **Student Learning Outcomes:**

1. Apply sanitation, disinfection, infection-control, blood-exposure, and client-safety principles to esthetic services in accordance with State Board regulations.
2. Evaluate client consultation and skin analysis data to select exfoliation protocols, facial electrical modalities, contraindications, and post-treatment care plans.
3. Analyze client health history, patch-testing results, and ocular safety protocols to select lash extension and lash lift service procedures.
4. Evaluate client's skin conditions, hair-growth patterns, and physiological contraindications to determine customized waxing, hair-removal, and dermaplaning approaches.

Substantial Change: COSMETOLOGY 48B, Make-Up

Units:	1.50
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.50
Arranged:	0.00
Outside-of-Class Hours:	54.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 18

I. **Catalog Description**

This is an intense class in make-up application. This course will include color theory, blending make-up, the use of concealers, highlighters and contours. The application of blush, powders, lip liners, and lipstick, eye make-up techniques, and the application of new trends will also be covered. Students will learn how to determine face shapes. Students will learn about evening glamour, high fashion make-up, and special bridal looks. This class is required for all students who intend to be licensed for Cosmetology or Esthetics by the state of California.

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

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

1. The Art and Science of Professional Make-up, Place, S. C., Milady © 1990, ISBN: 978-0873503617
2. Milady's Standard Cosmetology & Foundations Textbook, 14th , Milady , Cengage © 2023, ISBN: 9780357871492
3. Milady's Standard Esthetics: Fundamentals Textbook, 12th , Milady , Cengage © 2023, ISBN: 9780357263792
4. Milady Standard Cosmetology & Foundations Workbooks, 14th, Milady, Cengage © 2023, ISBN: 9780357922170
5. Milady Standard Esthetics Fundamentals & Foundations Workbook, Milady, Cengage © 2023, ISBN: 9780357482841

III. **Course Objectives**

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

1. Analyze skin undertones, eye and hair color characteristics, and facial bone structures to select color palettes and corrective makeup strategies.
2. Formulate advanced color correction protocols using primary, secondary, and complementary color theory to neutralize facial discoloration and skin imperfections.
3. Analyze client skin health, sensitivity factors, cosmetic product ingredients, and finish characteristics to formulate individualized makeup application plans.
4. Evaluate client consultation data, event criteria, and lighting conditions to select long-wear foundation, primer, and setting product formulations.
5. Design highlight, contour, and facial sculpting strategies based on facial shape geometry, feature proportions, and light direction dynamics.
6. Apply corrective makeup techniques for eye shapes, brow structures, lip contours, and nose symmetry to enhance facial balance.

IV. **Methods of Presentation:**

Lab, Lecture and Discussion, Observation and Demonstration, Visiting Lecturers, Discussion, Critique, Projects, Group Work, Individualized Instruction, Other Methods: Power Point, Guest Artists, Video/DVD, Hand outs

V. **Course Content**

% of Course	Topic
25.000%	Advanced Color Theory, Facial Bone Analysis, & Color Correction Protocols: • Primary, secondary, and tertiary color chemistry, undertone mapping (cool, warm, neutral), and skin tone classification. • Color correction science: complementary color neutralization for hyperpigmentation, rosacea, dark

	circles, and scar tissue. • Facial anatomy and bone structure analysis: cranial topography, facial proportions, symmetry evaluation, and feature identification. • Palette selection principles: harmonizing eye, hair, and skin characteristics for customized corrective makeup strategies.
25.000%	Client Consultation Diagnostics, Cosmetic Product Chemistry, & Service Customization: • Comprehensive client health history intake, skin type and condition assessment, sensitivity screening, and contraindication analysis. • Cosmetic product chemistry and ingredient evaluation: primer, foundation, concealer, powder, and setting spray formulations. • Finish characteristics and opacity control: sheer, medium, full coverage, matte, satin, dewy, and luminous textures. • Individualized service plan formulation based on client goals, environmental factors, wear-time requirements, and skin integrity.
25.000%	Advanced Highlighting, Contouring, & Feature Restructuring Geometry: • Light and shadow physics in makeup design: optical illusions of recession and projection, light direction dynamics, and focal point creation. • Facial shape sculpting geometry: oval, round, square, heart, diamond, and oblong contouring and highlighting patterns. • Corrective feature alignment: eye shape enhancement, brow restructuring, nose reshaping, and lip symmetry balancing. • Blending mechanics, tool selection (sponges, natural and synthetic brushes, airbrush), and seamless transition protocols.
25.000%	Specialized Media Applications, Airbrush Mechanics, & State Board Decontamination: • Media makeup physics: High-Definition (HD) digital camera sensitivity, studio and video lighting temperature, and reflectivity management. • Airbrush technology and application mechanics: compressor PSI settings, gun handling, distance control, formula viscosity, and uniform layer building. • Special-event and bridal service design: long-wear stabilization, tear-proof formulations, touch-up kit preparation, and timeline management. • State Board decontamination protocols: EPA-registered hospital-grade disinfectant chemistry, single-use implement safety, palette hygiene, brush sanitation, and client safety compliance.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation" In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Written Assignment: Students will complete questions from the Makeup Chapter in the workbooks.
Practical Assignment: Students will research optical illusion makeup, recreate or use as reference and inspiration for final makeup look. Makeup needs to include full face makeup and application of eyelashes. List makeup used to create look. Practice safety control procedures according to state board guidelines.

VIII. **Student Learning Outcomes:**

1. Evaluate skin, eye, and hair color and facial characteristics to formulate advanced makeup color and corrective design strategies.
2. Analyze client consultation information and cosmetic product characteristics to select products and formulate individualized makeup service plans based on client skin conditions and service objectives.
3. Design advanced highlighting, contouring, and corrective makeup strategies to enhance facial balance, proportion, and individual features.
4. Evaluate professional makeup requirements for photography, video, bridal, airbrush, and special-event applications, including product selection, service preparation, sanitation, and design considerations.

Substantial Change: COSMETOLOGY 77, Barbering

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 11A

I. **Catalog Description**
This course includes facial hair design, shaving, health and safety procedures associated with salons and barbershops. This course provides the training required for the barbering license by the state of California.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Milady Standard Barbering and Milady Foundations Workbooks, 7th, Milady, Milady © 2025, ISBN: 9798214499222
2. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214080444

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Apply State Board decontamination protocols, EPA-registered hospital-grade disinfectant chemistry, immersion contact times, and sharp implement disposal mandates during professional shaving services.
2. Identify client skin contraindications, blood-exposure emergency protocols, hot towel thermal safety precautions, and barrier protection measures in accordance with State Board regulations.
3. Analyze hair density, texture, growth directional grain, and whorl patterns to select beard and mustache design approaches.
4. Interpret client facial bone structure, skin elasticity, and facial topography to determine customized facial hair outline design strategies.
5. Apply 14 standard shaving positions, razor blade angles, skin stretching tension techniques, and stroke direction mechanics for professional facial shaving services.
6. Analyze skin preparation procedures, lathering protocols, steam towel application sequences, and post-shave conditioning steps.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Critique, Field Trips, Discussion, Group Work, Online instructor-provided resources, Other Methods: Lecture/Discussion, Video/DVD

V. **Course Content**

% of Course	Topic
35.000%	Shaving Safety, Decontamination Science, & Infection-Control Regulations: • EPA-registered hospital-grade disinfectant chemical formulations, active ingredients, contact/immersion times, and efficacy spectrums. • State Board sanitation, disinfection, and sterilization mandates for barbering implements and straight razors. • Single-use blade disposal procedures, biohazard handling, and sharp implement container safety protocols. • Blood-exposure emergency incident protocols, cross-contamination controls, hot towel thermal safety, and client barrier protection.
30.000%	Facial Topography Analysis, Hair Growth Dynamics, & Facial Hair Design Mechanics: • Facial bone structure analysis, muscle contour evaluation, and skin sensitivity mapping for facial

	grooming. • Hair growth directional grain analysis, whorl/cowlick pattern compensations, and density variations across facial zones. • Beard and mustache design principles: proportion balancing, perimeter outlining, and cheek/neckline framing geometry. • Client consultation intake, skin condition screening, contraindications (acne, lesions, warts, ingrown hairs), and service customization.
35.000%	Professional Shaving Mechanics, Razor Positions, & Service Sequence Protocols: • Straight razor mechanics: blade assembly, tension adjustment, stropping techniques, and razor angle mechanics (30-degree rule). • The 14 standard shaving positions and strokes: freehand, backhand, reverse freehand, and reverse backhand execution theory. • Pre-shave preparation procedures: skin lubrication, facial massage theory, steam towel processing, and lathering techniques. • Service execution sequence: first-time over shave, second-time over shave (close shave), neck shaving, post-shave astringents, and barrier restoration.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Workbook: Complete the Shaving and Facial Hair Design chapter in the workbook.
Project: During a practical assignment, explain the guidelines of designing a man's beard and mustache to complement the shape of his face. Present your work via pictures or video, step by step, and explain in writing your achievement.

VIII. **Student Learning Outcomes:**
1. Apply shaving safety, sanitation, disinfection, infection-control, and client-protection principles to professional shaving services in accordance with State Board regulations.
2. Interpret hair type, density, and growth patterns to select beard, mustache, and facial hair design approaches aligned with client's facial topography.
3. Apply professional shaving concepts to determine razor positions, shaving stroke angles, client skin preparation, service sequences, and finishing procedures.

Substantial Change: COSMETOLOGY 78, Barbering 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	None
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	COSM 11A

I. **Catalog Description**
This course will prepare students for licensure with an emphasis on advanced shaving techniques, health and safety and disinfection. This course is required for the barbering license of the state of California.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Milady Standard Barbering and Milady Foundations Workbooks, 7th, Milady, Cengage © 2025, ISBN: 9798214499222
2. Milady Standard Barbering and Milady Foundations Textbooks, 7th, Milady, Milady, Cengage © 2025, ISBN: 9798214080444

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Analyze cranial topography, hair growth directives, skin sensitivity, and client preference to determine appropriate head-shaving, outlining, and detailing strategies.
2. Compare finishing tool mechanics, blade attachment elevations, and post-service skin conditioning formulations to establish customized grooming and finishing protocols.
3. Evaluate physical hair characteristics, density, elasticity, and growth patterns to select advanced clipper fading, tapering, and arch-detailing techniques.
4. Assess shear and straight-razor weight-reduction mechanics, elevation angles, and texturizing geometric principles for structural haircut design.
5. Evaluate facial bone structure, grain directions, skin conditions, and anatomical reference points to design customized straight-razor facial shaving services.
6. Formulate comprehensive facial hair design, mustache and beard sculpting, and skin barrier preparation protocols based on client facial topography and safety guidelines.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Projects, Visiting Lecturers, Critique, Field Trips, Discussion, Group Work, Other Methods: Lecture/Discussion, Video/DVD

V. **Course Content**

% of Course	Topic
35.000%	Cranial Analysis, Head-Shaving Mechanics, Outlining, & Finishing Protocols: • Cranial topography analysis, scalp elasticity/sensitivity assessment, and growth directional mapping for precision head-shaving. • Outlining and detailing mechanics: trimmer blade alignment, arch creation, hairline reconstruction, and perimeter definition. • Finishing tool mechanics, foil shaver attachment elevations, hot/cold towel thermal physics, and post-shave skin conditioning. • Client consultation protocols, skin barrier restoration chemistry, and infection control compliance in advanced finishing services.
35.000%	Advanced Clipper-Cutting Physics, Straight-Razor Mechanics, & Texturizing Design: • Advanced clipper fading and tapering physics: lever position mechanics, guard transition

	geometry, and skin-tone contrast blending. • Straight-razor and shear weight-reduction mechanics: stroke angle calculations, blade pressure control, and tension dynamics. • Structural texturizing principles: point cutting, slithering, notch cutting, and channel texturizing for varied hair densities. • Hair characteristics evaluation: porosity, elasticity, density distribution, and whorl/cowlick growth pattern compensations.
30.000%	Facial Topography Mapping, Straight-Razor Shaving, & Beard/Mustache Sculpting: • Facial bone structure mapping, muscle contour analysis, skin fold identification, and grain pattern evaluation for customized shaving. • Straight-razor facial shaving design: 14 shaving area stroke sequences, blade angle maintenance, and lather preparation chemistry. • Facial hair sculpting geometry: mustache and beard design proportions, cheek line framing, and neckline contouring. • Client safety, razor hygiene, blood exposure incident protocols, and skin barrier protection in advanced facial grooming.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: In-Class Participation: Evaluated through student engagement in structured small group activities, case study discussions and analytical problem-solving exercises.
20%	Class Work: Laboratory Practicals & Skills Evaluations: 3-4 laboratory hands-on procedure checks evaluated in small group activities and technical execution and safety protocols.
20%	Homework: Written Assignments: 3–4 written homework worksheets evaluating reading comprehension and 3-4 group discussions analyzing core topic prompts and peer responses.
20%	Exams/Tests: Midterm Examination assessing midterm course objectives, core terminology, and theoretical principles.
20%	Final exam: Final Examination: Cumulative final written examination measuring student mastery of all stated course objectives.
100%	Total

VII. **Sample Assignments:**
Project: Present your completed haircut to the class using photographs or a video that demonstrates each step of the haircutting process. Provide a written explanation of the techniques used, the results achieved, and an evaluation of your overall performance.
Written Assignment : Write a paper describing the various haircutting techniques, hairstyles, and shaving methods covered in class.

VIII. **Student Learning Outcomes:**
1. Analyze haircutting, shaving, and grooming considerations to determine appropriate outlining, detailing, head-shaving, and finishing approaches.
2. Evaluate hair characteristics and haircut design to select appropriate advanced clipper-cutting, razor-cutting, and texturizing techniques.
3. Design advanced shaving and grooming approaches based on facial characteristics, hair-growth patterns, safety considerations, and desired outcomes.

Distance Education: EARLY CHILDHOOD EDUCATION 75, Dance for Children: Creative Dance in the Pre-K and Elementary Classroom *(same as DANCE 75)*

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

I. **Catalog Description**

This course, the study of developmentally appropriate creative movement experiences for children, gives students methods to guide creativity in the pre-K and elementary classroom and to develop dance lessons tied to specific subject areas. Students gain knowledge of child development and how to use creative dance to research and teach subject matter across the pre-K and elementary curriculum. The course covers the role of movement in developing children's physical, motor, emotional, and cognitive skills.

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. Dancing Core Curriculum in the Elementary Classroom, Kupka, Nancy, Book Mart © 2009
2. First Steps in Teaching Creative Dance to Children, Joyce, Mary, , Mayfield Publishing Company © 1980
3. Elementary Dance Education, First , Janice Pomer, Human Kinetics © 2023, ISBN: 9781718202955
4. Gilbert, Anne Green; Creative Dance For All Ages, The American Alliance for Health, Physical Education, Recreation, and Dance, Reston, Virginia, 1992

III. **Course Objectives**

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

1. Develop lesson plans appropriate to the pre-K through elementary school age levels that teach creativity and utilize creative movement with curriculum.
2. Develop teaching strategies for pre-K through elementary school children with a specific focus on appropriate age-related expectations including age-appropriate limit-setting techniques.
3. Analyze and discuss aesthetic elements and the contribution of dance to educational objectives.
4. Discuss, analyze, and illustrate creative dance as universal language and expression of human experience.
5. Describe, as they apply to each age group addressed within the course, the four elements of dance: shape, space, time, and energy.
6. Develop and demonstrate movement sequences for individual body parts and large muscle groups noting the physical developmental levels of children ranging from pre-K through elementary school.
7. Apply methods of exploring and enhancing core subject matter across the curriculum using movement for children pre-K through elementary school.
8. Discuss and implement the California Visual and Performing Arts State Framework as well as applicable California State Standards regarding pre-K through elementary school domains of childhood.
9. Prepare and teach a creative dance lesson related to a specific subject matter area including application of appropriate developmental expectations.
10. Demonstrate research skills, critical analysis, creative thinking, and problem solving.

IV. **Methods of Presentation:**

Discussion, Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify)
Other Methods: Assignments Guided experiences in movement and musicality.

V. **Course Content**

% of Course	Topic
20.000%	Age-related pre-K to elementary behaviors in the physical, cognitive, social/emotional and creative developmental domains of Pre-K through elementary children.

20.000%	Movements based on the elements of dance, including which movements are appropriate for younger versus older children.
10.000%	Movement sequences based on various rhythmic patterns
10.000%	Structured improvisation using songs, stories, poetry and imagery that incorporates knowledge of age-appropriate materials.
10.000%	Locomotor (traveling movements) and non-locomotor (axial) movement phrases
20.000%	Curricular lesson planning using dance movement.
10.000%	Analysis and evaluation of student teaching practices, including identification of the differences between what is appropriate for a younger versus an older child.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Portfolios
20%	Projects
20%	Written assignments
20%	Class Participation: In-class activities.
20%	Other: Teaching Presentation
100%	Total

VII. **Sample Assignments:**
Written Assignment: Movement Directives: Written Assignment: Movement Directives - Select four directives using shape, four directives using space, four directives using time, and four directives using energy. Type them out exactly as you will teach them.
Written Assignment: Curriculum Concert/Culminating Dance : Written Assignment: Curriculum Concert/Culminating Dance - Select any subject matter area in the pre-K or elementary curriculum: math, science, language arts, social science, the arts. Explain/discuss your specific selection, including the vocabulary and the movement content you will use. Structure a Culminating Creative Dance based on the subject matter with at least three or more distinct parts: 1) Beginning Shape(s), 2) Movements in place followed by movements traveling through space, 3) Ending Shape(s).

VIII. **Student Learning Outcomes:**
1. Use dance to enhance core subject matter across the curriculum for children pre-K through elementary school.
2. Design and implement creative movement experiences appropriate for children pre-K through elementary school.

ECE 75 Distance Education Application

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

1a. Instructor - Student Interaction:
This course is designed to be highly interactive, offering multiple ways for the instructor and student to connect, collaborate, and share ideas. Weekly engagement will include: 1. Weekly Announcements: Cover the week's topics, goals, and upcoming deadlines 2. Interactive Discussions & Quizzes: Weekly discussion boards will be used to actively exchange ideas, alongside quizzes to help gauge students' understanding of the material 3. Live online meetings via the college's remote meeting platform(s): Online sessions are highly collaborative spaces where the instructor and students

actively share insights 4. Recorded Sessions: All online sessions will be recorded and posted for asynchronous viewing.5. Virtual Office Hours: Virtual office hours are available weekly.

1b. Student - Student Interaction:
There will be 2–3 collaborative projects that include creating lesson plans, portfolios and group presentations at the end of the semester. These shared projects will motivate students to improve communicative skills, critical thinking, and problem-solving. Students will virtually meet/communicate outside the class time, and the instructor will also actively communicate with students to support and provide needed assignment components. In addition to the above, the course will include the following student-student interactions: 1. Weekly Threaded Discussions: Students will engage in weekly threaded discussions to exchange ideas, analyze course concepts, and collaborate on shared projects. 2. Peer Feedback on Teaching Plans: Students are required to actively review their peers' work, offering structured suggestions and responses to classmates' drafted teaching plans. 3. Synchronous Breakout Sessions: During live online class meeting, students will participate in breakout rooms. These sessions are dedicated to peer-led group discussions and the completion of collaborative course assignments.

1c. Student - Content Interaction:
Core Module Materials: Each week, comprehensive lecture notes, required readings (including selected book chapters and articles), and visual teaching resources will be delivered via the online learning platform. Students will also submit a weekly written assignment and self-check quiz. Culminating Project Resources: Supplemental class materials and guides will be distributed via the college's learning management system (LMS) and email to support culminating projects.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Threaded Discussions	Students will engage in weekly threaded discussions to exchange ideas, analyze course concepts, and collaborate on shared projects.	30.00%
Written assignments	Students will also submit weekly written assignments to demonstrate understanding of course content.	20.00%
Peer Feedback	Students are required to review their peers' work, offering structured suggestions and responses to classmates' drafted teaching plans.	10.00%
Exams	Students will complete self-check quizzes that gauge understanding of course material.	20.00%
Online Lecture	Live (synchronous) class meetings and recorded (asynchronous) lectures	20.00%

2. Organization of Content:
Each week, there will be an announcement and modular unit seen on the LMS that includes weekly assignments, documents, quizzes, and exams. The instructor will also send out weekly emails that include all assignments for the week to ensure the successful deliverance of the weekly course materials.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Dance concert written critiques/reviews.	Students will view virtual performances and write critical analysis concert reviews.
20.00%	Papers/Written Assignments	Students will complete critical analysis and reflection papers and submit a weekly written assignment and self-check quiz.
30.00%	Threaded Discussion	Students will post and respond to peers in online discussion groups.
20.00%	Exams/Quizzes	Students will take online written exams.
20.00%	In-class activities and online engagement	Students will engage in course activities/assignments during synchronous online class meetings and via asynchronous video submissions.

4. Instructor's Technical Qualifications:

Instructors should be knowledgeable in the learning management system (LMS) in place at the college, familiar with the tools available in the LMS, and able to use them efficiently. The instructor should also be familiar with accessibility resources on and off-campus and willing to stay current on evolving technology to support distance learning.

5. Student Support Services:
Through the syllabus, announcements and email, the instructor will provide links to various campus resources including the library, bookstore, financial aid, disabled students center, basic needs, and counseling resources.

6. Accessibility Requirements:
All student-facing materials will be Section 508 complaint, including the captioning of videos and screen reader compatibility of images, text, and tables. All PDFs and added files and documents will include accessibility tags and be Section 508 compliant.

7. Representative Online Lesson or Activity:
Course Objective 1: Develop lesson plans appropriate to the Pre-K through elementary school age levels that teach creativity and utilize creative movement with curriculum.

Students will develop lesson plans appropriate to the Pre-K through elementary school age levels that utilize creative movement integrated with academic curriculum. Students will submit their assignments online and provide feedback to their peers. During live/synchronous class meetings, these lesson plans will be further reviewed and discussed.

Substantial Change: ETHNIC STUDIES 6, Introduction to Chicana/o/x and Latina/o/x Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	4: Social and Behavioral Sciences, 6: Ethnic Studies (pending review)
SMC GE Area:	4: Social and Behavioral Sciences, 6: Ethnic Studies, 7: Global Citizenship
Degree Applicability:	Credit – Degree Applicable

I. **Catalog Description**

This course introduces students to the foundational theories and frameworks of Chicana/o/x and Latina/o/x Studies and explores the historical and contemporary Chicana/o/x and Latina/o/x political, social, and cultural practices and experiences in the United States. Course topics include history, social movements, politics, community, art, spirituality, cultural production, intersectional identity formation, gender, sexuality, class, family, social justice, agency, and self-affirmation.

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. Chicanos, Latinos AND Cultural Diversity: An Anthology, Dionne Espinoza, Lionel Maldonado, Ester Hernandez, Richard Rodriguez, Kendall Hunt Publishing © 2004, ISBN: 978-0757511288
2. Bridging Cultures: An Introduction to Chicano/Latino Studies, Mario T. Garcia, Kendall Hunt Publishing © 2000, ISBN: 978-0787270773
3. Introduction to Chicana and Chicano Studies, Msu Denver Chicana/O Studies Department , Kendall Hunt Publishing © 2018, ISBN: 978-1524984793
4. The New Latino Studies Reader: A Twenty-First Century Perspective, Ramon Gutierrez and Tomás Almaguer, Univ. of California © 2016, ISBN: 978-0520284845
5. Inventing Latinos: A New Story of American Racism, Laura E. Gómez, The New Press © 2020, ISBN: 978-1595589170
6. Major Problems in Latina/o History, Omar S. Valerio-Jimenez and Carmen Teresa Whalen, Cengage Learning © 2014, ISBN: 978-1111353773
7. Borderlands/La Frontera: The New Mestiza, 5th, Gloria Anzaldúa, Aunte Lute © 2022, ISBN: 978-1595589170
8. Harvest of Empire: A History of Latinos in America, 2nd, Juan Gonzalez, Penguin Random House © 2022, ISBN: 9780143137436
9. Voices from the Ancestors: Xicanx and Latinx Spiritual Expressions and Healing Practices, Lara Medina and Martha R. Gonzalez, Univ. of Arizona © 2019, ISBN: 978-0816539567
10. The Norton Anthology of Latino Literature (College Edition), Ilan Stavans, Edna Acosta-Belén, Harold Augenbraum, María Herrera-Sobek, Rolando Hinojosa and Gustavo Pérez Firma, W. W. Norton © 2011, ISBN: 978-0393975321
11. Intersectional Chicana Feminisms: Sitios y Lenguas, Aída Hurtado, Univ. of Arizona © 2020, ISBN: 978-0816537617;
12. Hombres Y Machos: Masculinity and Latino Culture, Alfredo Mirande, Routledge © 2019, ISBN: 978-0367316099
13. Chicana and Chicano Art: ProtestArte, Carlos Francisco Jackson, Univ. of Arizona © 2009, ISBN: 978-0816526475
14. U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance, Karina Oliva Alvarado, Alicia Ivonne Estrada and Ester E. Hernánde, Univ. of Arizona © 2017, ISBN: 978-0816534067
15. Latino Politics, 3rd, Lisa Garcia Bedolla and Christian Hosam, Polity © 2021, ISBN: 978-1509537747
16. Queer Brown Voices: Personal Narratives of Latina/o LGBT Activism, Uriel Quesada, Leticia Gomez, and Salvador Vidal-Ortiz, Univ. of Texas © 2015, ISBN: 978-1477307304
17. South Central Dreams: Finding Home and Building Community in South L.A., Pierrette Hondagneu-Sotelo, NYU Press © 2021, ISBN: 978-1479807970
18. We Are Not Dreamers: Undocumented Scholars Theorize Undocumented Life in the United States, Leisy J. Abrego and Genevieve Negrón-Gonzales, Duke UP © 2020, ISBN: 978-1478010838

19. The Latino Threat: Constructing Immigrants, Citizens, and the Nation, 2nd, Leo Chavez, Stanford UP © 2013, ISBN: 978-0804783521
20. City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965, Kelly Lytle Hernández, Univ. of North Carolina Press © 2020, ISBN: 978-1469659190
21. Articles, periodicals, scholarly, online publications, and OER materials , Various, Various © 2022
22. Inventing Latinos: A New Story of American Racism , Gómez, Laura E. , The New Press © 2022, ISBN: 978-1595589170

III. **Course Objectives**

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

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism in relationship to Chicana/o/x and Latina/o/x peoples.
2. Apply theory and knowledges produced by Chicana/o/x/e and Latina/o/x communities, such as Borderlands, Nepantla, Xicanisma, Mestiza consciousness, and Jotería pedagogies to describe the critical events, histories, cultures, cultural production, intellectual traditions, contributions, lived -experiences and social struggles of those groups with a particular emphasis on agency and self-affirmation.
3. Analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, language, and/or age in Chicana/o/x and Latina/o/x communities.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Chicana/o/x/s and Latina/o/x/s, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, settler colonialism, and language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Chicana/o/x and Latina/o/x communities to build a just and equitable society.
6. Evaluate and critique the impact of European colonialism and imperialism, the slave trade, conquest, and the genocide of Indigenous populations in the Americas.
7. Describe and analyze historical, cultural differences and intersectional relationships, and historical, cultural differences in the experiences of distinct Chicana/o and Latina/o identities and communities including but not limited to Afro-Latina/o; Central American; South American; Puerto Rican; and Caribbean American

IV. **Methods of Presentation:**

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

V. **Course Content**

% of Course	Topic
15.000%	Introduction to Key Concepts within Chicana/o/x and Latina/o/x Studies 1. Origins of Ethnic Studies programs and discipline; Social movements of the 1960s-1980s (Chicano, Young Lords, Latina feminist, LGBTQ+) 2. Interdisciplinary aspects of Chicano and Latino Studies (sociology, literature, history, art, political science cultural studies, feminist studies, queer studies, etc). 3. Prescriptive/liberatory thrust (e.g., strategies, movements, and cultural expressions to resist oppression) 4. Critical Race Theory (CRT); Latinx Critical Theory (Lat Crit Theory) and counter-story telling 5. Feminist theory, intersectionality, Chicana/Latina feminist thought (e.g. Xicanisma) 6. Marxism, Socialism 7. Internal Colonialism 8. Decolonial theory (e.g., settler colonialism, decolonial epistemology) 9. Borderlands theory, Nepantla, Mestiza consciousness 10. Jotería pedagogies 11. Transnationalism 12. Latinidad
15.000%	Historical Roots and Legacies (15%) • Indigeneity and precolonial roots

	• Legacies of colonization, conquest, manifest destiny, settler colonialism, imperialism, white supremacy, liberalism/neoliberalism, neocolonialism (e.g., American war on Mexico, Spanish American War, Platt Amendment of 1898, the Jones Act of 1917, Jim Crow, Mexican Revolution, U.S. intervention in Latin America, Cold-War era Central American wars, etc.) • Labor and migration (e.g., unionization, Bracero program, Operation Bootstrap, maquiladoras, etc.) • Immigration, nativism, removal, and border control (e.g., the Johnson Reed Act of 1921, Depression-era Repatriation, Operation Wetback, Immigration and Nationality Act of 1965, The Cuban Adjustment Act of 1966, Immigration Reform and Control Act of 1986, Immigration Act of 1990, Prop. 187, etc.) • Americanization, segregation, and second-class status • Diasporas and community formation (e.g., “Mexico Lindo”, Spanish Harlem, Little Havana, Washington Heights, Mount Pleasant, etc.) • Rebellion and resistance (e.g., social banditry, Cuba libre, mutual aid societies, Zoot Suit, Puerto Rican Nationalist Party, etc.)
20.000%	Internal and External Constructions of Chicanx and Latinx Identities • Racial formation: the social construction of race, intra-racial and inter-racial relations, comparative racial relations, multi-racial identities; how "racial projects" shape and reshape the racial categories and identities of Chicano and Latino populations across Latin America, the Caribbean, and the United States. • Ethnic identity formation and biculturalism: legacies of colonialism and conquest; acculturation, assimilation and Americanization; pan-ethnic identities, national origin identities • Decolonialism: decolonial consciousness, cultural hybridity, reclaiming indigenous and African roots, mestizaje • Self-determination and cultural nationalisms • Heteropatriarchy: gender inequalities, gender roles/norms, sexuality • Religiosity and spirituality • Intersectionality of race, class, gender, sexuality, citizenship status • Borderlands/mestiza consciousness, migration, immigration, legality/illegality, diaspora, language
15.000%	Chicanx and Latinx Cultural Expression, Affirmation, and Counter-Storytelling • Latin American and U.S. Latino Folktales, Myths, and Legends (e.g., Día de los muertos, la Llorona, la siguanaba, el coquí, etc.) • Religion & Spirituality (e.g, liberation theology, popular Catholicism, Protestantisms, syncretic spiritualities, Afro-Caribbean and Indigenous spiritualities, curanderismo, santería, etc.) • Music and Dance (e.g., ranchera, norteño, banda, bolero, reggaetón, dembow, Bomba, son, cumbia, bachata, salsa, merengue, trap Latino, hip-hop, mariachi, Chicano rock, oldies, Chicano Punk, Roc en español, etc.) • Literature (Rodolfo Anaya, Sandra Cisneros, Piri Thomas, Gloria Anzaldúa, Ana Castillo, Junot Diaz, Esmeralda Santiago, Julia Alvarez, Oscar Hijuelos, Julia de Burgos, Gary Soto, Luis J. Rodriguez, Luis Alberto Urrea, Elizabeth Acevedo, etc.) • Film and TV (e.g., Cassandro, Coco, the Book of Life, Blue Beetle, Spider-Man: Across the Spider-Verse, Gentefied, Vida, This Fool, Pose, One Day at a Time, On the Block, Jane the Virgin, Primos, etc.) • Theater, Art, and Performance (e.g., theater of the oppressed, Teatro Campesino, Latino Theater Company, Pregones Theater/Puerto Rican Traveling Theater, political protest posters, murals, photography, mixed-media, Drag, etc.) • Social Media and Podcasts (e.g., TikTok, IG, Radio Ambulante, Latino USA, Alt.Latino, La Brega, Latina to Latina, the Latino Majority, etc.) • Humor and satire as resistance and the politics of identity (e.g., Dezi Arnez, Cheech Marin, Freddie Prinz, Culture Clash, George Lopez, Carlos Mencia, Cristela Alonzo, John Leguizamo, Frankie Quiñones, Gabriel “Fluffy” Iglesias, Gina Brillon, Kid Mero, Julio Torres, etc.)

20.000%	Organized Resistance, Empowerment, and Social Movements • Radical movements (e.g., Gorras Blancas, IWW, Magonistas, ANMA, El Congreso de Pueblos de Habla Española, Puerto Rican Nationalist Party, Chicano Power movements, , Young Lords, Land Grant/Land Back, transnational solidarity with Zapatistas, etc.) • Civil and voting rights (e.g., LULAC, American G.I. Forum, Mendez v. Westminster, Hernandez v. Texas, ASPIRA, Mexican American Legal Defense & Education Fund (MALDEF), Puerto Rican Legal Defense & Education Fund (PRLDF), MAPA, La Raza Unida, National Council of La Raza/UnidosUs, etc.) • Labor and community-based movements (e.g., mutual aid societies, United Farm Workers, The International Ladies' Garment Workers' Union (ILGWU), Mothers of East L.A., Justice for Janitors, etc.) • Chicana/Latina feminisms (e.g., third world feminism, Xicanisma, reproductive justice, welfare rights, cultural activism, etc.) • LGBTQ+ (e.g., Comunidad de Orgullo Gay, Gay Latino Alliance (GALA), the Gay and Lesbian Latinos Unidos (GLLU), Comité Homosexual Latinoamericano (COHLA), Bienestar, etc.) • Immigrant rights movements (e.g., sanctuary movement, anti-Prop 187, Dreamers: Undocumented and Unafraid movement, CARECEN, CHIRLA, etc.) • Coalitional politics (e.g., economic justice, anti-racism, environmental justice, housing, labor, criminal justice, educational equity, reproductive justice, Black Lives Matter, etc.)
15.000%	Contemporary Conversation in Chicanx and Latinx Studies: • Latinidades • Colorism, anti-Blackness and anti-Indigeneity bias • Code-switching, Calo, and Bilingualism • Criminal justice, police brutality • Militarization of the border and immigration enforcement • Healthcare disparities • Social media • Patriarchy & gender roles • Educational pipeline and equity • Cultural appropriation • Stereotypes: race, class, gender, nationality, legal status • Immigration: Legal Permanent Resident (LPR), refugee, asylum, undocumented, DACAmented, mixed status household, TPS. • Legal and cultural citizenships • Housing, environmental racism, gentrification • Joy, wellness, and wellbeing
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Written assignments
15%	Research Projects
15%	Other: Journals
15%	Group Projects
20%	Exams/Tests
10%	Class Work: Discussions, Peer Reviews, Interactive Assignments
100%	Total

VII. **Sample Assignments:**

Research/Group Project: In small groups, engage in group-led research and application of major concepts and frameworks to identify a particular area where significant racial/intersectional inequities exist in a contemporary setting (i.e. healthcare, criminal justice, education, etc.). After narrowing down the general area of focus to a specific element within it (i.e. childbirth/infant mortality, cash bail system, equity/success rates), the group will be responsible for creating a project and presentation that engages in a reimagination of the structures and power dynamics that have led to the inequities, forming an informative and solution-based plan or proposal. Along with the presentation, final products might be interactive/mixed media, digital, and/or formal essay to bring together the research and analysis.

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

Short Writing Exercise: In this short writing exercise, you will select and analyze a piece of media created by a Chicano or Latino artist, filmmaker, or creator. Your goal is to use key course concepts to critically assess how the work challenges or reinforces existing stereotypes and influences public perceptions and write a short essay that addresses the following questions: How does the media you selected use counter-storytelling to challenge existing stereotypes about Chicanos and Latinos? Using a theoretical framework like racialization or intersectionality, how does the creator's agency shape the narrative and affirm group identity? What is the overall message of the piece, and how does it influence societal perceptions of the Chicano/Latino community?

Small Group and Class Discussion: For your small group discussion, you'll work together to explore how Chicano and Latino communities have fought for freedom and resisted oppression. Your goal is to select a key idea from our course such as decolonization, self-determination, liberation, and anti-racism—to a specific topic, event, or cultural expression. Choose one of the topics below and, using the provided multimedia sources, discuss these questions as a group: How does your chosen topic demonstrate a struggle for self-determination or liberation? In what ways does this topic represent a form of decolonization or anti-racism? What does this example teach us about resilience and resistance in the Chicane/Latine experience?

VIII. **Student Learning Outcomes:**

1. Analyze core concepts of Chicana/o/x and Latina/o/x studies, including but not limited to race and ethnicity, racialization, intersectionality, colonialism, hegemony, imperialism, white supremacy, feminisms, modes of oppression and resistance
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Chicana/o and Latina/o/peoples with a particular emphasis on agency and self-affirmation.
3. Examine the intersections of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age as they pertain to Chicana/o and Latina/o peoples.
4. Analyze diverse resistance, social justice, and liberation struggles as experienced by Chicana/o/x and Latina/o/x American peoples and their ongoing relevance to current issues (communal, national, and global).
5. Describe and actively engage with anti-racist and anti-colonial issues, practices, and movements within Native American, African American, Asian American, and/or Latina/o American communities to promote a just and equitable society beyond the classroom.

Substantial Change: ETHNIC STUDIES 8, Introduction to Asian American Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	4: Social and Behavioral Sciences, 6: Ethnic Studies (pending review)
SMC GE Area:	4: Social and Behavioral Sciences, 6: Ethnic Studies, 7: Global Citizenship
Degree Applicability:	Credit – Degree Applicable

I. **Catalog Description**

Introduction to Asian American studies focuses on the historical and contemporary experiences of APIDA (Asian Pacific Islander Desi American) communities from the nineteenth century to the present. This course centers on issues surrounding identity formation evolution across dimensions of race, ethnicity, gender sexuality, socioeconomic class, labor, religion/spirituality, and ability. The course also explores APIDA experiences through interdisciplinary theoretical frameworks and historical, social, political, legal, educational, artistic, and environmental contexts, including (im)migration, colonialism and decolonization, activism and social movements, resistance and community formation.

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. Voices of the Asian American and Pacific Islander Experience, Chi, Sang and Emily Moberg Robinson, Greenwood © 2012
2. Asian America, Dhingra, Pawan and Robyn Magalit Rodriguez, Polity © 2021
3. The Spirit Catches You and You Fall Down, Fadiman, Annie, Farrar, Straus, Grioux © 2012
4. Nisei Radicals: The Feminist Poetics and Transformative Ministry of Mitsuye Yamada and Michael Yasutake, Fujino, Diane, Univ. of Washington © 2020
5. The Good Immigrants: How the Yellow Peril Became the Model Minority, Hsu, Madeline Y. , Princeton © 2015
6. Our Voices, Our Histories: Asian American and Pacific Islander Women, Hune, Shirley and Gail Nomura, NY UP © 2020
7. The Loneliest Americans, Jay Caspian Kang, Crown © 2021
8. Major Problems in Asian American , 2nd, Kurashige, Lon, and Alice Yang Murray, Cengage © 2017
9. The Making of Asian America: A History, 2nd, Erika Lee, Simon and Schuster © 2021
10. Passing for Perfect: College Impostors and Other Model Minorities , Ninh, Erin Khue, Temple © 2021
11. Minor Feelings: An Asian American Reckoning, Park Hong, Cathy, One World © 2020
12. Black, Brown, Yellow, and Left Radical Activism in Los Angeles, Pulido, Lauren, UC Press © 2006
13. Straitjacket Sexualities: Unbinding Asian American Manhoods in the Movies, Shimizu, Celine, Stanford © 2012
14. The Best We Could Do, Bui, Thi, Abrams ComicArts © 2017
15. A New History of Asian America, Sang-Hee Lee, Shelley, Routeledge © 2026
16. 16. Possessing Polynesians: The Science of Settler Colonial Whiteness in Hawai'i and Oceania, Arvin, Maile, Duke © 2019
17. Minor Feelings: An Asian American Reckoning, Park Hong, Cathy, One World © 2020
18. Straitjacket Sexualities: Unbinding Asian American Manhoods in the Movies, Shimizu, Celine, Stanford University Press © 2012

III. **Course Objectives**

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

1. Critically analyze and discuss APIDA experiences within the context of Ethnic Studies concepts such as race and racism, mixed raciality, social justice, ethnicity, equity, ethno-centrism, Orientalism, Eurocentrism, White supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as they apply to APIDA peoples.
2. Apply theory and knowledge produced by APIDA communities to describe the critical events, court cases, laws, media, policy, and other artifacts that directly engage with the lived-experiences and social struggles of APIDA groups with a particular emphasis on resistance, agency, and self-affirmation.

3. Critically review how APIDA social and political activism, resistance to Eurocentric racialization, and interracial/interethnic solidarity, from early immigration to the present, including current APIDA social justice issues and possibilities for change, are relevant to current and structural issues such as communal, national, international, and transnational politics.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by APIDA, are connected to current and structural issues such as legal and social exclusion, immigration, citizenship, settler colonialism, multiculturalism, and language policies.
5. Actively engage in anti-racist and anti-colonial theories, practices, programming, community engagement and service with APIDA peoples inside and out of the classroom.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Field Trips, Visiting Lecturers, Individualized Instruction, Work Experience (internship), Service Learning, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
20.000%	1. Historical and Contemporary Convergences and Divergences Within the APIDA Diaspora a. Chinese American historical contexts; e.g., The Gold Rush, sugar making in Hawai'i, Paper Sons and Daughters, Angel Island Immigration Station, 2020 U.S. government response to COVID b. Japanese American experiences, including World War II and Executive Order 9066 for Japanese American internment, agricultural labor and resistance c. Filipinx American issues, such as U.S. colonization (1898-1945), World War II and its legacies, Filipinx citizenship, Filipinx Veterans' equity, post 1965 labor extraction d. Korean American historical contexts: Japanese colonialism, comfort women, Saigu (1992 Korean riot victims in Los Angeles), Korean transnational adoptees e. Historical and cultural circumstances of American Pacific Islander groups, including Hawai'ian, Chamorro, and other nations across Oceania (e.g., the illegal overthrow and annexation of Hawai'i and the aftermath of cultural suppression, nuclear testing and environmental destruction in Guam and Micronesia as a result of U.S. colonization, imperialism, and militarism, recruitment into sports, experiences with missionaries) f. Southeast Asian American contexts: U.S. neocolonialism and the Vietnam War, refugee crises, Hmong immigration, Muslim American discrimination g. South Asian American histories, including vestiges of British colonialism, pathways to citizenship, and post-9/11 profiling
20.000%	1. Historical Case Studies in APIDA Communities that Center Agency, Self Affirmation, and Self Determination a. Immigration legislation; e.g., Chinese Exclusion Act(s) (1880ff), McCarran Walter Act (1952), 1965 Immigration and Naturalization Act, post-9/11 immigration policy, 2017 Executive Order 13769 - the Muslim Ban b. History of citizenship rights c. Historical "Affirmative Action" programs at local, state, and federal levels, disaggregation of the Asian American category in education d. U.S. policy history regarding undocumented Asian Americans e. U.S. colonial and neocolonial intrusions abroad (the Philippines, Southeast Asia), postcolonial analysis f. Portrayal of Asian American identity and experiences in media such as television, film, music and literature g. Racial Triangulation and the Construction of the Model Minority Myth
20.000%	1. APIDA Social and Political Activism a. Examine the history of the Asian American movement of the 1960s and 1970s including the historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State student strikes and the establishment of Ethnic Studies programs in California) b. Analyze and explore the legacy of the Yellow Power Movement

	c. Historicize the formation of Pan-Asian alliances and understand the struggles encountered inside and outside of political community d. Trace the cultural and legal usages of the term "Asian American" since its inception e. Labor movements; e.g., Chinese, Japanese, and Filipino farmworkers' labor organization and activism, especially in solidarity with other racial/ethnic groups f. Resistance through art, literature, and other creative endeavors
20.000%	1. Citizenship and Belonging a. Connecting past histories of immigration and citizenship to current conditions around their respective policies and enforcement b. Hawaiian Sovereignty Movement toward self determination , Fa'a Samoa c. Integration of Asian American studies into the larger movement to include Ethnic Studies in K-12 and post-secondary institutions d. Literary and artistic resistance: prose, poetry, music, film, still, or performance art creating a narrative of Asian American protest and empowerment
20.000%	1. Decolonial Research Methodologies and Methods in APIDA Community Engagement and Service Learning a. Experiential knowledge through community service learning defined by communities rather than by the researcher's own interest b. Exploring strategies to integrate Ethnic Studies and Asian American Studies content into practices of education, politics, and other forms of civic engagement c. Application of social justice principles within ethical contexts to communities both local and abroad
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
10%	Class Work: Discussions, Peer Reviews, Interactive Assignments
20%	Exams/Tests
15%	Group Projects
10%	Other: Service Learning, Community Service
20%	Research Projects
25%	Written assignments
100%	Total

VII. **Sample Assignments:**

Small Group and Class Discussion: In small groups, discuss different paths of migration from home countries to the United States. Next, explore how "Push" and "Pull" factors for migration have been historicized against concepts such as colonization, imperialism, and xenophobia. Finally, compare the different ways the APIDA diaspora entered and experienced the United States. If possible, discuss the parallels and intersections between "push" and "pull" factors for student's own family history.

Short Writing Exercise: Student will view "The Fall of the I Hotel" by Curtis Choy. Students will write a 3-4 page essay exploring and connecting the film to at least two of the following course concepts: displacement, community formation, classism, unequitable applications of the US legal system, resistance, and intergenerational conflict.

Short Writing Exercise: Read the chapter "Too Hot to Handle: Food, Empire and Race in Thai Los Angeles" by Mark Padoongpatt. Write a 3-4 page essay examining the significance and pathways of Thai food to the United States. Students will then juxtapose this analysis to a dish from the student's own culture. Students will also incorporate evidence from assigned readings and class sessions to determine how the concept/theory/event connects to the APIDA experience.

Research/Group Project: In small groups, identify an issue impacting the Asian American community (i.e. education, healthcare, immigration, etc). Then, focus on a specific aspect within the issue (i.e. affirmative action, suicide rates, etc). Your group will create a project that shows how structural, cultural, and economic factors created the issue. Finally, develop a plan, proposal or project that engages APIDA community resources to address the issue. Along with the presentation, final products might include interactive/mixed media, digital, and/or formal essay to bring together the research and analysis.
Community Engagement Project: Engage with a community organization or community member to draw connections between course content and practical applications in the real world. Engagement can range from interacting with a guest speaker from the community, oral history projects with community members, internships and service learning in community organizations, or creating your own plan for developing and implementing a community organization and/or event that aligns with the content discussed as part of the course (i.e. guides for local resources, oral history projects, collaborations with existing organizations to expand their impact on the community).
Group Research Project: Students will read "#Asians4BlackLives: Notes from the Ground" by May Fu, Simmy Makhijani, Anth-Thu-Pham, Meejin Richart, Joanne Tien, and Diane Wong. Students will identify the lessons of the article regarding interracial solidarity. Students will identify another historical or contemporary example of interracial solidarity outside of course content and locate examples of those lessons. Students will then produce up to 5 additional lessons from that example. Students will create a presentation of their research findings and lessons to their classmates.

VIII. **Student Learning Outcomes:**

1. Analyze and articulate core concepts of Asian American studies, including but not limited to race and ethnicity, racialization, intersectionality, colonialism, hegemony, imperialism, white supremacy, feminisms, modes of oppression and resistance.
2. Apply theory to describe critical events in the histories, cultures, epistemological and intellectual traditions of Asian American peoples with a particular emphasis on identity formation, agency, and self-affirmation.
3. Describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
4. Describe how resistance, social justice, and liberation as experienced by Asian American peoples are relevant to current issues (communal, national, and international).
5. Identify, articulate and actively engage with epistemologies and practices of anti-racist, abolitionist, anti-colonial, and anti-imperialist issues within the Asian American diaspora to build diverse, just and equitable communities beyond the classroom.

Substantial Change: ETHNIC STUDIES 9, Introduction to Native American Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	4: Social and Behavioral Sciences, 6: Ethnic Studies (pending review)
SMC GE Area:	4: Social and Behavioral Sciences, 6: Ethnic Studies, 7: Global Citizenship
Degree Applicability:	Credit – Degree Applicable

I. **Catalog Description**

This course is an introduction to the discipline of Native American Studies. It highlights the 15,000-year legacy of Indigenous knowledges guarded by Native American Peoples in the United States. Following Indigenous methods, this course rests on anti-colonial theoretical frameworks that center Indigenous Intellectual history and Native agency in determining their futures. Topics will include a study of Indigenous codes of social organization, written records, agricultural developments, architectural achievements, tangible material culture, ecological practices and scientific and technological innovations. Additional selected subjects to be discussed include the interdisciplinary principles and challenges of integrating different types of evidence about the past; the relationship between archaeology, history, art history, and ethnology; the role of language, literacy and the power of writing in complex societies; and the relevance of the Indigenous past to contemporary descendants in the United States.

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. Being Indigenous: Perspectives on Activism, Culture, Language, and Identity, Greymorning, Nexooyet, Routledge © 2018, ISBN: 978-1138314900
2. Decolonizing Methodologies: Research and Indigenous Peoples, Smith, Linda Tuhiwai, Bloomsbury Academic © 2023, ISBN: 978-1350346086
3. Re-creating the Circle: The Renewal of American Indian Self-Determination , Sachs, Stephen M., and Barbara Morris, University of New Mexico Press © 2011, ISBN: 978-0826350572
4. The Complexities of American Indian Identity in the Twenty-First Century, Sean M. Daley and Christine Makosky Daley, Rowman & Littlefield © 2023
5. Bad Indians: A Tribal Memoir, Miranda, Deborah, Heyday © 2024, ISBN: 024978-1597146289
6. We Are The Middle of Forever: Indigenous Voices from Turtle Island on the Changing Earth, Jamail, Dahr and Rushworth,Stan, The New Press © 2022, ISBN: 978-1620978597
7. The Rediscovery of America: Native Peoples and the Unmaking of U.S. History, Blackhawk, Ned, Yale University Press © 2024, ISBN: 024978-0300276671

III. **Course Objectives**

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

1. Examine the historical forces and issues that led to the creation of Native American and Indigenous Studies.
2. Identify and evaluate the origins, major theories, philosophies, challenges, and debates within Native American Studies.
3. Develop an interdisciplinary vocabulary that implements concepts (including but not limited to race; ethnicity; racialization; equity; sovereignty; Indigeneity and anti-Indigeneity; ethno-centrism; Eurocentrism, colonialism; cultural hegemony; assimilation; acculturation; dehumanization; worldview and white supremacy) to understand the developing historical, political, cultural, psychological conditions under which Native American subgroups have lived in the United States
4. Analyze and apply relevant theory (including but not limited to Critical Pedagogy, Critical Race Theory, Conflict Theory, Identity Theory, Anti-Racist Theory, and Liberation Theory) to the experiences of Native American people in the United States.
5. Critique the impact of pre-colonial history, European colonialism, neocolonialism, imperialism, territorial occupation; hegemony, the slave trade, conquest, genocide, and white supremacy on Native American populations in American organizations and institutions.
6. Critically analyze the intersection of Native American racialization with other forms of difference affecting hierarchy and oppression such as class, gender, sexuality, national origin, religion, spirituality, ability, and/or age.

7. Explain the importance of Native American racial and ethnic group identity in the creation of cultural and artistic expressions with an emphasis on liberation and social justice movements.
8. Evaluate historical and contemporary examples of racist, sexist, and discriminatory practices imposed upon Native American people and communities and the impact these practices have on public policy, initiatives, and laws.
9. Identify and assess first-hand perspectives of lived experiences, cultural practices, Indian health, and critical events in the histories, cultures, and intellectual traditions of Native American people and communities with an emphasis on agency and group affirmation.
10. Analyze the presence, impact, and contributions of Native American people in the United States (in areas including but not limited to education; society; language; culture; art; science; history; spirituality; politics; labor; and economics).
11. Examine and evaluate the ways that Native American people have displayed self-determination and resistance to racism, oppression, and white supremacy.
12. Evaluate broad issues within the Native American community of the United States as they are linked to grassroots activism, cultural resistance, and the social movements from the 1960s to the present (including the Red Power movement, AIM, and the occupation of Alcatraz) with a focus on influential activists within these movements.
13. Analyze the socioeconomic, educational, and political issues and inequities of Native American communities to assess the relationship between these issues and historical legacies now present in the United States.
14. Compare and contrast the inter-ethnic and race relations of Native Americans with the experiences of other historically defined racialized groups in the United States including African Americans/Blacks, Latina/o and Chicana/o Americans, and Asian Americans.
15. Evaluate contemporary anti-racist practices and movements to encourage, demonstrate, and facilitate active engagement and commitment to the development of concrete solutions to the contemporary issues facing Native American people in the United States, hence establishing a just and equitable society beyond the classroom.

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

V. **Course Content**

% of Course	Topic
20.000%	1. Introduction to the background and field of Native American Studies • Examination of historic and contemporary circumstances and movements leading to the development of Ethnic Studies and Native American Studies programs and departments. • Theoretical foundation and application of: Critical Race Theory; Critical Pedagogy; Conflict Theory; Identity Theory; Anti-racist Theory; and Liberation Theory • Theory and knowledge produced by Native American communities emphasizing agency and group-affirmation on critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles (including but not limited to TribalCrit; Survivance; Ethnographic Refusal; Two-Eyed Seeing; and Native slipstream). • Definitions and concepts of key terms and concepts (including but not limited to race and racism; ethnicity; federally recognized tribes & land; privilege; prejudice; discrimination; equity; asymmetrical power relations; doctrine of discovery; hegemony; white supremacy; resistance; Native American nationalism; Red Power; decolonization; and anti-racism) and their effects on Native American people in U.S. society. • Native Identity: Blood Quantum, Tribal Citizenship, and Ethnicity • The Social Construction of Race • Significant policies, laws, and practices impacting Native American people that have been informed by racist ideologies. • Indigenous Epistemologies and the evaluation of sources, including academic studies, historical and archival texts, memoir, oral histories, and creative texts such as poetry, spoken word, and novels. 2. Pre-colonial history of Native Americans • Native American indigeneity

	• Creation and emergence accounts across nations regarding the peopling of the Americas • Technology, mobility, and social organization of Clovis and pre-Clovis traditions • Adena, Hopewell, and Woodland traditions and the Eastern Agricultural Complex • Cahokia and its influence, chiefdoms, trade, cosmology 3. Colonial History of Native Americans • Columbus • The Spanish conquest and empire • The Atlantic Slave Trade • Genocide • Erasure of major societies • Colonization • Territorial occupation • Hegemony
20.000%	**1. Native American Identity and Culture** • Historical and cultural roots • Assimilation and Acculturation • Diversity in Native American identity and the intersectionality of race, racism, and ethnicity with other forms of difference affecting hierarchy, oppression, and lived experience, including but not limited to class; gender; sexuality; religions, spirituality; national origin; tribal citizenship; sovereignty; health; and language) • Native American-centered theoretical perspectives on space and place, including sacred geography, natural resources, migration, invader colonialism, dispossession, and reservations. • Native American ecologies and resource management (Seven Generations concept). • Racism, anti-Indigeneity, internalized racism, imposter syndrome, and positionality in Native American communities. • Stories, experiences, and contributions of Indigenous feminist, gay, lesbian, bisexual and transsexual communities • Kinship Epistemology (relationships between human people and non-human people) • Indigenous philosophies of "personhood" and the agency of the land and water. 2. Native American Family and Community Structure • Native American communities • Family and kinship • Identity development • Cultural transmission • Migration patterns • Language and communication • Indian Child Welfare Act • Reservations and culture of poverty • Gender, sexuality • Code Switching
20.000%	1. The Impact of Federal and State Law and Policy • History and Impacts of Treaties: Nation-to-Nation Relations, State and Federal Recognition • Sovereignty • Land, water, and mineral rights • Federal recognition • Federal Laws • Executive Orders • Court Cases • Self Determination • State recognition, state law and the impact on sovereign nations • Politics and current views among Native nations vs. urban Native communities and the American Indian Movement

	2. Racism, Oppression, Inequity, and Struggle • Key multidimensional elements of systemic oppression (historical, structural, cultural, ideological) and its study through interpersonal interaction and as forms of internalized dominance and internalized oppression • Boarding schools and Indian Education Programs: the lasting impact of boarding schools on Native American/American Indian students in K-12 and higher education today • Historical and contemporary examples of racist practices, policies, and initiatives • White supremacy • Educational access, inequity, and marginalization • Disenfranchisement • Labor and labor movements • Reservation law enforcement • Criminal justice and police brutality • Jurisdiction • Stereotypes: race, class, gender • Healthcare disparities including but not limited to mental and physical health needs, nutrition, diet, and addiction • Indian Health Service • Missing and Murdered Indigenous Women • Comparison of Native American people economic, educational, health, political, social etc. experiences with those of other ethnic minorities such as Black/African Americans, Latina/Latino and Chicana/Chicano Americans, Asian Americans, and Euro-Americans
20.000%	1. Activism, Cultural Resistance, and Social Movements • Human rights, civil rights, land rights, and other movements for American Indian liberation such as the Red Power and Landback. • Interethnic solidarity, and racial and social justice. • The impact of Native American struggle on current issues, social movements, institutions, and society, including language policies and language revitalization • Language, code-switching, and cultural impact/influence in the arts, journalism, literature, music, etc. • Education and student-organized movements • Native American movements from 1960s to present • Bureau of Indian Affairs within the Department of Interior • Immigration and human rights activism • Profiles of various social, educational, spiritual, and political leaders • Important legal cases 2. Native American Cultural Production and Critical Consciousness • Native American aesthetics and visual sovereignty through popular culture, art, film, fashion, dance • Sports • Literature • Music • Religion • Folklore
20.000%	**1. Native American Self-Determination and Self-Affirmation** • Economic and resource development among tribes • Needs of urban and reservation Native Americans/American Indians. • Urbanization • Pan Indianism • Cultural transmission • Native American philosophical, spiritual, medicinal approaches to self-care, interconnectedness, healing, and historical trauma • Native American Inventions and Contributions • Native American Economic, Educational, Social, Political Progress

	• Contemporary Native American Movements • Alliances • Comparison of Native American self-determination with those of other ethnic minorities such as Black/African Americans, Latino/Latina and Chicano/Chicana Americans, Asian Americans, and Euro-Americans
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Written assignments: Short written assignments, Responses, and Reflexive Papers
20%	Exams/Tests
15%	Group Projects
15%	Other: Journals/Reflections
10%	Class Work: Discussion Group Participation, Peer Reviews, Interactive Assignments
15%	Research Projects
100%	Total

VII. **Sample Assignments:**

Group Research Project: Groups will be assigned a tribe for a research project and presentation. The tribes will be selected by the instructor to reflect the geographic, cultural, and historical diversity of Native American communities. Students will answer a set of questions about their assigned tribe, and they will make a presentation to the class using PowerPoint and other multi-media as they choose. The questions are designed to have the students explore topics that include: their tribe's most important treaty with the U.S federal government; historical and contemporary images related to the tribe (with an explanation of why they were selected and how their sources were vetted); contemporary problems faced by the tribe and what the tribal government is doing to address it (and whether federal or state governments are helping or obstructing their efforts); the tribe's location at the time of contact with Europeans and its location today (with an explanation of why that location may have changed); the status of the tribe's language (with the requirement that a video of the language being spoken is shared); and any aspect of their research the group's members found personally interesting.

Group Discussion Exercise: After viewing a Native American hip-hop video (such as "Boujee Natives" by Snotty Nose Rez Kids), students in small groups will compare their observations and reactions. Students will discuss how the music, lyrics, and images compare to music they are familiar with. Students will discuss how the music, lyrics, and images confirm or challenge their assumptions about contemporary Native American people. Students will make a list of lyrics, images, gestures, etc., that they do not understand; they will research these and report back to class in the next meeting. For instance, do the lyrics feature words in an Indigenous language? Can they find the meaning of these words online? Groups will share their reactions and research with class.

Writing Assignment: US State Names in Indigenous Language Research Project This research project requires students to actively engage with anti-colonial and anti-racist practice of acknowledging Indigenous contributions to our local communities and Indigenous lands by recognizing and learning the history of how the United States named many of its states. This research project requires students to learn to discern credible digital and traditional publication sources and to conduct cross-referencing to accurately describe names of the United States whose etymologies are of Indigenous Language origin. Finally, this project asks students to reflect on the questions of historical erasure, Indigenous presence in the Americas, and the ways in which Indigenous Peoples are portrayed in historical discourse outside of academia.

Writing Assignment: You will research the outreach process to a tribe local to Santa Monica College (the Tongva and the Chumash) or a local Native American organization (such as Indigenous Pride LA, United American Indian Involvement, Kuruvugna Springs Cultural Center and Museum, etc.). Once you have found the process to contact one of these groups, you will reach out to arrange an email, phone, or in-person interview. Utilizing the principles and practices we have discussed in class, you will engage with the community representative and then write a reflective personal essay about both the process and the knowledge gained, including a transcript of the interview itself.

VIII. **Student Learning Outcomes:**

1. Articulate how core concepts of Native American Studies (including but not limited to agency; race; racism; ethnicity; racialization; intersectionality; antiracism; colonialism; decolonization; ethnocentrism; eurocentrism, white supremacy; worldview; oppression; equity; praxis; self-determination; and liberation) are socially and politically constituted and institutionalized in the changing Native American experience.
2. Apply relevant theory (including but not limited to Critical Race Theory; Critical Pedagogy; Conflict Theory; Identity Theory; Anti-Racist Theory; and Liberation Theory) to describe critical events in the histories, cultures, and intellectual traditions of Native Americans with an emphasis on agency and group-affirmation in their contributions to the development of United States society.
3. Describe the intersections of race and racism as they relate to factors impacting the lived experiences of Native American people (including but not limited to colonialism; neocolonialism; oppression; discrimination; and capitalism) and evaluate the social group dynamics, self-determination, and resistance that advance and empower Native American communities.
4. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
5. Explain how racism, injustice, and white supremacy have been and are still resisted and overcome by Native American people by embracing decolonial, anti-racist practices that support racial and social justice, liberation, equity, ethics, and cultural empowerment in Native American communities.

Substantial Change HISTORY C1001, United States History to 1877 (formerly HIST 11)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
C-ID:	HIST 130
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	3B: Humanities, 4: Social and Behavioral Sciences
SMC GE Area:	3: Arts and Humanities, 4: Social and Behavioral Sciences
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. *In addition, this course examines developments in American culture as well as ethnic, racial, gender, and class relations, politics, and the economy. It also considers U.S. interactions with other nations, focusing on foreign policy and the connections between domestic developments and the broader history of the modern world.

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

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

1. The American Nation, Carnes, Mark C. and John A. Garraty, Pearson © 2021
2. U.S. History OpenStax Free Textbooks Online, Corbett, P. Scott, Janssen Volker, John Lund, OpenStax (OER) © 2024
3. Out of Many: A History of the American People, Faragher, John Mack, Mari Jo Buhle, et al., Pearson © 2021
4. Give Me Liberty! , Foner, Eric, Kathleen DuVal, and Lisa McGirr, W.W. Norton Company © 2022
5. The American Journey, Goldfield, David, Carol Abbott, et al., Pearson © 2021
6. A People and a Nation: A History of the United States, Kamensky, Jane, Carol Sheriff, et al., Cengage © 2017
7. The American Pageant, Kennedy, David M. and Lizabeth Cohen, Cengage Learning © 2024
8. American Yawp (OER), Locke, John and Ben Wright, Stanford University Press © 2019
9. Liberty, Equality, Power, Murrin, John, Pekka Hämäläinen, et al., Cengage Learning © 2019
10. The American People: Creating a Nation and a Society, Nash, Gary, Julie Roy, et al., Pearson © 2023
11. The American Promise., Roark, James L., Michael P. Johnson, et al., Bedford/St. Martin's © 2022
12. America: A Narrative History, Tindall, George Brown and David E. Shi , W.W. Norton & Company © 2022
13. First Peoples: A Documentary Survey of Native American History, Calloway, Colin G. , Bedford/St. Martin's © 2024
14. U.S. Women's History: Untangling the Threads of Sisterhood, Brown, Leslie, Jacqueline Castledine, et al., Rutgers University Press © 2017
15. Through Women's Eyes, Combined Volume: An American History with Documents., DuBois, Ellen and Lynn Dumenil, Macmillan Learning © 2024
16. Freedom on My Mind: A History of African Americans, with Documents, White, Deborah Gray, Mia Bay, et al., Macmillan Learning © 2020
17. Stamped from the Beginning: The Definitive History of Racist Ideas in America, Kendi, Ibram X. Christopher Dontrell Piper, et al., Bold Type Books © 2017
18. Asian American Histories of the United States, Choy, Catherine Ceniza, Cindy Kay, et al., Beacon Press © 2023
19. Asian American History, Ling, Huping, Rutgers University Press © 2023
20. Mexicanos, Third Edition: A History of Mexicans in the United States, Gonzales, Manuel G., Indiana University Press © 2019
21. * 1. Foner, Eric, et al. Voices of Freedom: A Documentary History, Volume 1. W. W. Norton & Company, 2022

III. **Course Objectives**

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

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
4. Analyze the relevance of Early American History to the present day.
5. * Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity, up to the present time.

IV. **Methods of Presentation:**
Group Work, Lecture and Discussion, Service Learning, Distance Education, Other Methods: Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.

V. **Course Content**

% of Course	Topic
6.660%	1. Introduction to basic methods of historical research and analysis
6.660%	2. Indigenous peoples, cultures, and lands *Part 2 1. Indigenous social organization, cultural traditions, and political systems 2. Native knowledge, technological developments, agriculture, and exchange networks
6.660%	3. European colonization *Part 2 1. European objectives and patterns of overseas expansion 2. Spanish, French, and English exploration, settlement, and colonial development 3. Interactions and exchanges among Indigenous peoples, Europeans, and Africans
6.660%	4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems *Part 2: 1. Agriculture, commerce, and Mercantilism 2. Social hierarchies, labor systems, and economic inequality 3. Indentured Servitude 4. Beginnings of the transatlantic slave trade and systems of enslavement
6.660%	5. Establishment and maturation of diverse colonial settlements and populations *Part 2: 1. Colonial administration, political institutions, and local governance 2. Colonial Societies & Diversity 1. Religious traditions, cultural diversity, and immigration 2. Gender roles and women's experiences in colonial society 3. Social Hierarchies
6.660%	6. Colonial policies and imperial rivalries in North America and their implication for settlements *Part 2: 1. French & Indian War (7 Years' War) 2. Political and economic tensions between Britain and its colonies 3. Revolutionary ideas 1. Colonial resistance 2. Declaration of Independence
6.660%	7. The American Revolution *Part 2: 1. Major developments 1. Military Campaigns 2. International involvement in the Revolutionary War

	2. Outcomes 1. Treaty of Paris 2. Consequences of the Revolution
6.660%	8. The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights *Part 2: 1. Articles of Confederation 1. Challenges to Articles of Confederation 2. Results 2. Constitutional debates: Federalists vs. Anti-Federalists 3. U.S. Constitution 4. Political and legal position of women, Native Americans, and African Americans
6.660%	9. The Early Republic including the meanings of democracy; political parties; economic and territorial expansion *Part 2: 1. Politics & Policies 1. Federalist Era 2. Jeffersonian Democracy 2. Foreign Relations 1. England & France 2. Territorial expansion and Native American Relations 3. The War of 1812 4. Monroe Doctrine 3. Early American Cultural Change
6.680%	10. Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America *Part 2: 1. Jacksonian Democracy 1. Expanded Voting Rights 2. 2nd party system & political realignment 3. Changing electoral practices 2. Slavery and the Old South 1. Cotton Economy 1. Regional economic development 2. Domestic and international markets 2. Slavery system 1. Expansion 2. Plantation System, labor conditions and social order 3. Enslaved people's family life, religious, and cultural traditions 4. Resistance to enslavement 3. Social divisions among white Southerners and the status of free African Americans 3. Market Revolution - Economic Growth 1. Industrialization 2. Transportation & commerce 4. Emerging regional differences 1. Economic 2. Cultural 3. Urban Development 4. European Immigration 1. Nativism 2. Cultural adaptation
6.680%	11. Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy *Part 2: 1. Manifest Destiny and ideologies of territorial expansion 2. Territorial Conflicts & Expansion 1. Texas, Oregon & Florida 2. U.S.-Mexico War 3. Conflict and war with Indigenous nations

	3. Federal policies toward Native Americans and their consequences 4. Western Society 1. Economic development 1. Transportation 2. Extractive Industries 2. Cultural diversity of western society 3. Effects of U.S. expansion on Native American and Mexican populations 4. Lives and Roles of Women in the West
6.680%	12. Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms *Part 2: 1. Second Great Awakening & other religious movements 2. Abolitionist Movement 3. Women's Rights Movement 4. Other Antebellum Revivals & Reforms
6.680%	13. Crisis of the 1850s and the coming of the Civil War *Part 2: 1. Sectional Tensions 1. Territorial Problem 2. Compromise of 1850 2. End of poetical system (2nd party system) 3. Rising ideological & legal conflict 4. Election of 1860 & Secession 1. Abraham Lincolon 2. Outbreak of war
6.660%	14. The Civil War *Part 2: 1. Military campaigns, strategies and developments 2. Ending the War 1. Confederate defeat & human costs 2. Postwar transition 3. African American participation in the war & emancipation
6.680%	15. Reconstruction *Part 2: 1. Competing approaches to Rebuilding the South 2. Legal Change 1. Civil rights legislation 2. Amendments 3. African American Life 1. Political participation 2. Community development 4. Resistance to and End of Reconstruction 5. Reconstruction's achievements, limitations, and consequences
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
10%	Class Participation *In-Class Activities.
70%	Exams/Tests *Essay exams, out-of-class papers, and quizzes; no single assignment shall be worth more than 30% of the final grade

20%	Homework *Academic research and writing
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1:

Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?

Sample Assignment #2:

Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.

VIII. **Student Learning Outcomes:**

1. *Describe and discuss, orally and/or in writing, the significance of major economic, political, social, cultural, and historical events of US History from pre European colonization to post-Civil War Reconstruction and their relevance to the present day.
2. *Demonstrate the ability to interpret historical information by applying analytical skills used by historians—such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity—to the course content.
3. *Demonstrate the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.

Substantial Change: HISTORY C1002, United States History since 1865 (formerly HIST 12)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
C-ID:	HIST 140
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	3B: Humanities, 4: Social and Behavioral Sciences
SMC GE Area:	3: Arts and Humanities, 4: Social and Behavioral Sciences
Degree Applicability:	Credit - Degree Applicable

I. **Catalog Description**

This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. *In addition, this course examines developments in American culture as well as ethnic, racial, gender, and class relations, politics, and the economy. It also considers U.S. interactions with other nations, focusing on foreign policy and the connections between domestic developments and the broader history of the modern world.

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

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

1. The American Nation, Carnes, Mark C. and John A. Garraty, Pearson © 2021
2. U.S. History. OpenStax Free Textbooks Online (OER), Corbett, P. Scott, Janssen Volker, John Lund, OpenStax © 2024
3. Out of Many: A History of the American People, Faragher, John Mack, Mari Jo Buhle, et al., Pearson © 2021
4. Give Me Liberty! , Foner, Eric, Kathleen DuVal, and Lisa McGirr, W.W. Norton Company © 2022
5. The American Journey, Goldfield, David, Carol Abbott, et al., Pearson © 2021
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8. American Yawp (OER), Locke, John and Ben Wright, Stanford University Press © 2019
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12. America: A Narrative History, Tindall, George Brown and David E. Shi, W.W. Norton & Company © 2022
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14. First Peoples: A Documentary Survey of Native American History, Calloway, Colin G. , Bedford/St. Martin's. © 2024
15. U.S. Women's History: Untangling the Threads of Sisterhood, Brown, Leslie, Jacqueline Castledine, et al., Rutgers University Press © 2017
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21. Mexicanos, Third Edition: A History of Mexicans in the United States, Gonzales, Manuel G. , Indiana University Press © 2019
22. * 1. Foner, Eric, et al. Voices of Freedom: A Documentary History, Volume 2. W. W. Norton & Company, 2022

III. **Course Objectives**

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

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
4. Analyze the relevance of Modern American History to the present day.
5. * Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity, up to the present time.

IV. **Methods of Presentation:**

Group Work, Lecture and Discussion, Service Learning, Other (Specify), Distance Education
Other Methods: Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.

V. **Course Content**

% of Course	Topic
6.250%	1. Introduction to basic methods of historical research and analysis.
6.250%	2. Reconstruction and the New South. *Part 2: 1. Competing approaches to Rebuilding the South 2. Legal Change i. Civil rights legislation ii. Amendments 3. African American Life i. Political participation ii. Community development 4. Resistance to and End of Reconstruction 5. Reconstruction's achievements, limitations, and consequences
6.250%	3. Immigration, industrialization, and urbanization in the Gilded Age *Part 2: 1. Transportation, manufacturing, and oil 2. Growth of national markets and mass production 3. Social Darwinism, the Gospel of Wealth, and Laissez Faire Capitalism 4. Immigration 5. Growth of Cities i. Urban working class ii. Women and Children in the Urban Workforce 6. Inequality in Industrial Life 7. United States Industry in the World Economy
6.250%	4. Closing of the frontier and Resistance of Indigenous Peoples *Part 2: 1. Territorial expansion and Manifest Destiny 2. Displacement of Native American communities 3. Indigenous resistance and strategies for preserving land and culture 4. Federal assimilation policies and their effects
6.250%	5. Progressive Era Reform Movements *Part 2: Class, Ethnicity, Gender, and Social Reform in the Late 19th and Early 20th Centuries

	1. Responses to economic inequality 1. Labor Movement 2. Populist Movement – Farmer's revolt 3. Social Reform Movements 2. Middle-class growth 3. Progressivism 1. Local, state and national reform 2. Role of women activism
6.250%	6. Imperialist expansion and emergence of the United States as a world power *Part 2: American Empire & Its Consequences 1. Ideologies of Expansion 2. Expansion of U.S. influence 1. Latin America, the Caribbean, the Spanish American War 2. Pacific & Asia 3. Outcomes of U.S. Expansion i.Asian immigration ii. Latin American immigration
6.250%	7. World War I *Part 2: 1. Causes of War 2. American Responses/Reactions 3. The Treaty of Versailles and the League of Nations
6.250%	8. Post-War America and the 1920s *Part 2: 1. Economic growth, corporate power, and changing government policies 2. Mass Consumption & Culture 3. Changing racial and ethnic communities i. Immigration restrictions, nativism, and Americanization ii. Great Migration & African American communities in the North 4. Changing family and gender roles 5. Isolationism and international affairs
6.250%	9. The Great Depression and the New Deal *Part 2: 1. Causes and consequences of the Great Depression 2. Federal responses, Franklin Delano Roosevelt and the New Deal 3. Social and cultural life during the Depression
6.250%	10. World War II and Its Aftermath *Part 2: 1. Conflict in Europe and Pacific 2. Home Front i. Economic impact ii. Women's Experience iii. Experience of racial and ethnic minorities 3. The end of the war and the emergence of atomic weapons 4. Postwar Prosperity, Inequality, and Social Change a. Economic expansion i. Federal policies ii. Suburban development iii. Urban decline b. Racial inequality and the early civil rights movement c. Political consensus d. Family life, gender, the Baby Boom
6.250%	11. Cold War Era *Part 2: 1. Global Cold War

	1. Origins of the U.S.–Soviet relations and competing political systems 2. New International Order 1. Collective Security & United Nations 2. Containment 3. Korean War & Beginnings of Vietnam War 4. Covert Cold War around the World 2. Cold War at Home
6.250%	12. Civil Rights Movements *Part 2: Social Movements & Cultural Transformations 1. Civil Rights Movements 2. Student Protest Movements 3. Racial & Ethnic Movements 4. Women's Liberation Movement 5. Gay Liberation Movement 6. Counter Cultural movement
6.250%	13. Vietnam, the Great Society, and the Transformation of America *Part 2: 1. Liberal reform and the expansion of federal welfare state 2. Military escalation in Southeast Asia 3. Anti-War Movements
6.250%	14. From Nixon to Reagan *Part 2: 1. Deindustrialization and Economic Restructuring 2. Development of modern conservatism and changing political coalitions i. Role of government ii. Religion iii. Gender, race, ethnicity and immigration 3. Immigration and demographic change 4. Continuing struggles over gender, race, and social equality
6.250%	15. Entering the New Millennium *Part 2: 1. The end of the Cold War & failure of a New World Order 2. Globalization, responses and conflicts 3. Culture Wars 4. Rising Nationalism and Civil Wars around the World 5. U.S. involvement in the Middle East 1. 9/11 2. The War on Terror & It's Aftermath
6.250%	16. Twenty-first century and the recent past *Part 2: Economic, political, and demographic developments in the twenty-first century 1. Political polarization 2. Cultural conflict 3. Contemporary social change
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
10%	Class Participation *In-Class Activities.
70%	Exams/Tests

	*Essay Exams, Out-of-Class Papers, and Quizzes; no single assignment shall be worth more than 30% of the final grade
20%	Homework *Academic research and writing
100%	Total

VII. **Sample Assignments:**

Sample Assignment #1:

Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?

Sample Assignment #2:

Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.

VIII. **Student Learning Outcomes:**

1. *Describe and discuss, orally and/or in writing, the significance of major economic, political, social, cultural, and historical events of US History from post-Civil War Reconstruction to the early 21st century and their relevance to the present day.
2. *Demonstrate the ability to interpret historical information by applying analytical skills used by historians—such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity—to the course content.
3. *Demonstrate the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.

Substantial Change: PHILOSOPHY 7, Logic and Critical Thinking

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
SMC GE Area:	1B. Oral Communication and Critical Thinking
Degree Applicability:	Credit – Degree Applicable

I. **Catalog Description**

A course in general logic emphasizing its applications to practical situations. The course covers both inductive and deductive techniques.

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

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

1. A Concise Introduction to Logic, 13th, Hurley, Patrick , Cengage © 2017, ISBN: 9781305958098
2. What is the Argument? An Introduction to the Practice of Philosophy, Harrell, Maura, MIT Press © 2016, ISBN: 9780262337045
3. A Rulebook for Arguments, 5th, Weston, Anthony, Hackett © 2018, ISBN: 9781624666544
4. Argument and Inference: An Introduction to Inductive Logic, Johns, Gregory, MIT Press © 2017, ISBN: 9780262035255
5. The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims, 8th Edition, Lewis Vaugn, Oxford University Press © 2024, ISBN: 978-0197768204
6. Logic References: Copi Late, Irving M., Cohen, Carl and McMahon, Kenneth. Introduction to Logic, 14th ed. Prentice Hall, 2010. ISBN: 9780205024476 DeHaven, Steven. The Logic Course: The Full BlueStorm Course. Tempest Media Inc, 2001. ISBN: 9780023485336

III. **Course Objectives**

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

1. Distinguish between logical and non-logical uses of language in written and oral discourse.
2. Identify the premises, conclusion and inference indicators of an argument.
3. Use the tools of sentential logic to analyze the syntactic structure of sentences, recognize and address syntactic ambiguities, and identify the form or structure of deductive arguments.
4. Use truth-tables and the natural deduction method to prove the validity or invalidity of deductive arguments.
5. Classify inductive arguments as arguments from analogy, inductive generalizations, causal inferences, or inferences to the best explanation, and evaluate their strength and cogency according to the standards appropriate to each argument type.
6. Identify hidden assumptions on which particular conclusions depend.
7. Recognize common fallacies, cognitive biases, and ideological blindspots.
8. Use Mill's methods to critique and make causal arguments.

IV. **Methods of Presentation:**

Other (Specify), Service Learning, Group Work, Lecture and Discussion, Discussion
Other Methods: Instructors may use a variety of methods of presentation including: lecture, discussion, debate, small-group activities, viewing and discussing videos or films, and student presentations. Instructors may elect to use service-learning to facilitate the connection between course content and real life.

V. **Course Content**

% of Course	Topic
5.000%	The parts of arguments: premises, conclusions, and the inferential step.
5.000%	Different types of definitions and their purposes: Ostensive Definitions, Extensional Definitions, Intensional Definitions, and Family Resemblances

5.000%	Deductive versus Inductive Arguments.
5.000%	Criteria for evaluating deductive arguments: validity and soundness
5.000%	Criteria for evaluating inductive arguments: strength and cogency
5.000%	The language of Sentential Logic
5.000%	Syntactic versus Semantic Ambiguity
10.000%	The truth-table method for proving the validity of deductive arguments
10.000%	The natural deduction method for proving the validity of deductive arguments
5.000%	Formal Fallacies: Affirming the Consequent and Denying the Antecdent
10.000%	Types of inductive arguments: arguments by analogy, inductive generalizations, causal inferences, inferences to the best explanation
10.000%	Mill's methods for evaluating causal arguments: the method of agreement, the method of difference, and the method of concomitant variations
10.000%	Informal fallacies: Post hoc ergo propter hoc, hasty generalization, equivocation, straw man, ad hominem, begging the question
10.000%	Cognitive Biases: Confirmation Bias, the Availability Heuristic, the False Consensus Effect, Framing Effects, Fundamental Attribution Error, Hard-Easy Effect, In-Group Bias, Status Quo Bias
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Homework: Homework and problem sets.
15%	Quizzes
15%	Class Participation: In-class discussions, debates, and small group activities.
25%	Papers: Two thesis driven papers.
25%	Exams/Tests: Midterm and Final exams consisting of multiple choice, problem sets, short essay, and/or collaborative project that require student to summarize, integrate, and critically analyze and apply concepts examined throughout the course.
100%	Total

VII. **Sample Assignments:**

Problem Sets: 1. Derive (F ≡ ~V) from {~F v ~V; ~(~F & ~V)} 2. Derive ~D from {~[U v (O v Y)]; (Y ⊃ O) ⊃ U} 3. Translate the following argument into the language of Sentential Logic and determine whether it is valid using the truth-table method: "If the mind and body are identical, then the mind thinks if and only if the body thinks and the body is extended if and only the mind is extended. Consequently, the mind and body are not identical, for the mind thinks but the body does not and the body is extended but the mind is not."

Argumentative Essay: Write a clear and convincing argumentative essay which answers a question relevant to democratic participation in civic life, e.g. "Is social media good or bad for democratic participation?" State your thesis. Define key concepts. Provide facts in support of your conclusion based on social science research. Clearly demarcate your premises and conclusions and demonstrate that your conclusions follow validly or strongly from your premises. Consider and reply to the best opposition.

VIII. **Student Learning Outcomes:**

1. Write more clearly by defining terms, avoiding syntactic and semantic ambiguities, and constructing logically valid or strong arguments.
2. Analyze and evaluate deductive and inductive arguments using appropriate methods and standards of logical reasoning.
3. Apply principles of logic to contemporary social issues by identifying assumptions, fallacies, and potential bases and by defending a reasoned conclusion using appropriate methods of argumentation.

Distance Education: SOCIAL WORK & HUMAN SERVICES 10, Social Work and Human Services Seminar

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
C-ID:	SWHS 120A
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Corequisite(s):	SWHS 95
Prerequisite(s):	SWHS 1

I. **Catalog Description**

This course provides the student who is participating in a supervised field experience in a community organization, agency, or institution with a weekly class meeting that provides the academic element to the experiential course offering. The application of concepts gained in the prerequisite or corequisite course to the field experience will be emphasized. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field.

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

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

1. The Social Work Ethics Casebook: Cases and Commentary, 2nd, Frederic G. Reamer, NASW Press © 2024, ISBN: 978-0-87101-598-3

III. **Course Objectives**

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

1. Outline the major components of social work and human services practice.
2. Identify a basic Code of Ethics (e.g., NASW or NOHS) in reference to the fieldwork experience.
3. Summarize the application of ethical and professional standards of self to use within specific agency settings.
4. Identify the fundamental legal guidelines, privacy and information management related to the standards of professional practice.
5. Describe the purpose and skills of cultural engagement and humility (i.e., recognizing cultural competence, multiculturalism, and cross-cultural collaboration as areas for ongoing professional development).
6. Reflect upon personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development including feedback from supervision.

IV. **Methods of Presentation:**

Discussion, Critique

V. **Course Content**

% of Course	Topic
15.000%	The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession.
15.000%	Codes of Ethics (e.g., NASW or NOHS) and social justice principles
10.000%	Legal context of social work practice/human services, and the role of supervision in the professional development journey.
10.000%	Resources and services that clients need and depend upon.

25.000%	Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, spirituality, gender, age, abilities, economic status, or language.
25.000%	Exploring the progressive nature and skills of generalist practice.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation: In-class activities.
30%	Group Projects
40%	Written assignments: 10-15 Weekly Journal Assignments.
100%	Total

VII. **Sample Assignments:**
Weekly Journals: Submit a journal entry regarding your fieldwork experience based on the weekly prompt provided.
Group Presentation: In your groups of 3-5 students, design and deliver a 15-20 minute presentation to the class which gives an overview of your fieldwork site and experience.

VIII. **Student Learning Outcomes:**
1. Identify the major components of social work and human services practice including the application of a basic Code of Ethics.
2. Explain and critique the application of ethical, legal, and professional standards used within specific agency settings.
3. Articulate the purpose and skills of cultural engagement and humility in providing social work services.

SWHS 10 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via the Course Management System (CMS), links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Video Conference (office hours), Grading (Message Students Who …), Pages, Email/Message, ... • Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. • At the beginning of each learning unit (module), the instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages • Instructor will comment and provide regular and constructive feedback on Assignments. • Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. • Instructor will conduct office hours through Video Conference, Chat, or Email/Message. • Instructor will use Message Students Who … through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. • Instructor will use "early alert" tools to send kudos to students performing well, respond to student-raised flags, and connect students to resources as needed. • Instructor will use CMS inbox to email or respond to emails from students. • Instructor will use available tools to survey students at the end of the course anonymously and to poll/survey students as

a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class. Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours). The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Video Conference, Chat, or Conference, where appropriate.

1b. Student - Student Interaction:
The instructor will provide opportunities for and encourage regular and effective student-initiated contact with other students using a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), collaboration on documents using CMS tools, or group work through video conferencing break-out sessions or the creation of Student Lounge/Café using external tools. The idea behind using various tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment. The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

1c. Student - Content Interaction:
The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below) The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion	Engaging with instructor and classmates in debriefing the fieldwork experience.	80.00%
Project Presentation	Summary presentations of fieldwork experience	20.00%

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

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Participation	Instructor will provide regular opportunities for student-student interaction and student-content interaction, both of which will also involve interaction with the instructor, vis a vis feedback and assessments. For example, students may work collaboratively to complete a study guide in preparation for an exam or essay.

40.00%	Reflection Journals	Students will submit 8-12 reflection journals of their experience
30.00%	Presentation	Students will provide a summary presentation to the class based on their fieldwork experience

4. Instructor's Technical Qualifications:
The college's existing technology and CMS are sufficient for delivering this course. Individual faculty members would greatly benefit from additional professional development on equity-minded, effective online teaching practices and from professional development to enhance their technological skills.

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

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

7. Representative Online Lesson or Activity:
Students will submit and peer review each other's reflection journal of the fieldwork experience in relation to personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development including feedback from supervision.

Santa Monica College
Program of Study
English for US Citizenship Interview Preparation Noncredit Certificate of Competency

This Noncredit Certificate of Competency prepares English language learners for the U.S. Citizenship and Immigration Services (USCIS) naturalization interview and citizenship test. Students develop the English language, civics knowledge, and interview skills needed to successfully complete the naturalization process and participate more fully in their communities.

Program Learning Outcomes:
Analyze and interpret level-appropriate texts by identifying main ideas and supporting details, reading aloud with sufficient clarity, and comprehending written materials related to U.S. citizenship and everyday life.

- ESL 961: Identify main ideas and a few key details in short readings on familiar topics.
- ESL 963: Read level-appropriate texts and identify the main idea and key supporting details.
- ESL 980: Read aloud simple sentences with sufficient clarity and pronunciation to be understood by the listener.
- ESL 980: Respond accurately and appropriately to questions commonly asked during the USCIS citizenship interview, both orally and in writing.

Compose connected sentences using basic grammar and appropriate vocabulary, and produce written responses for tasks associated with the USCIS naturalization process, including dictated sentences.

- ESL 961: Write six to eight connected sentences on a familiar topic.
- ESL 963: Write a short paragraph with a main idea and supporting details.
- ESL 980: Write at least one out of three dictated sentences with correct spelling and basic grammar.
- ESL 980: Respond accurately and appropriately to questions commonly asked during the USCIS citizenship interview, both orally and in writing.

Demonstrate effective listening and speaking skills by participating in conversations, interpreting spoken English on familiar topics, and responding appropriately to questions commonly asked during the USCIS naturalization interview.

- ESL 911: Participate in simple conversations on familiar topics with diverse partners using appropriate English.
- ESL 911: Identify and recount key information from listening to passages on familiar topics.
- ESL 913: Determine the main idea and supporting details in informational listening passages.
- ESL 980: Respond accurately and appropriately to questions commonly asked during the USCIS citizenship interview, both orally and in writing.

Required Course

ESL 980[DE] ESL US Citizenship Test Preparation

Select One Course From the Following

ESL 911[DE] Beginning Listening and Speaking
ESL 913[DE] Intermediate Listening and Speaking
ESL 961[DE] Beginning Reading and Writing
ESL 963[DE] Intermediate Reading and Writing

Santa Monica College
Program Narrative
English for US Citizenship Interview Preparation Noncredit Certificate of Competency

Program Goals and Objectives:

This Noncredit Certificate of Competency prepares English language learners for the U.S. Citizenship and Immigration Services (USCIS) naturalization interview and citizenship test. Students develop the English language, civics knowledge, and interview skills needed to successfully complete the naturalization process and participate more fully in their communities.
Program Learning Outcomes:
Analyze and interpret level-appropriate texts by identifying main ideas and supporting details, reading aloud with sufficient clarity, and comprehending written materials related to U.S. citizenship and everyday life.
Compose connected sentences using basic grammar and appropriate vocabulary, and produce written responses for tasks associated with the USCIS naturalization process, including dictated sentences.
Demonstrate effective listening and speaking skills by participating in conversations, interpreting spoken English on familiar topics, and responding appropriately to questions commonly asked during the USCIS naturalization interview.

Catalog Description:

This Noncredit Certificate of Competency prepares English language learners for the U.S. Citizenship and Immigration Services (USCIS) naturalization interview and citizenship test. Students develop the English language, civics knowledge, and interview skills needed to successfully complete the naturalization process and participate more fully in their communities.
Program Learning Outcomes:
Analyze and interpret level-appropriate texts by identifying main ideas and supporting details, reading aloud with sufficient clarity, and comprehending written materials related to U.S. citizenship and everyday life.
Compose connected sentences using basic grammar and appropriate vocabulary, and produce written responses for tasks associated with the USCIS naturalization process, including dictated sentences.
Demonstrate effective listening and speaking skills by participating in conversations, interpreting spoken English on familiar topics, and responding appropriately to questions commonly asked during the USCIS naturalization interview.

Program Requirements:

Required Course
ESL 980[DE] ESL US Citizenship Test Preparation

Select One Course From the Following
ESL 911[DE] Beginning Listening and Speaking
ESL 913[DE] Intermediate Listening and Speaking
ESL 961[DE] Beginning Reading and Writing
ESL 963[DE] Intermediate Reading and Writing

Master Planning:

The Noncredit Certificate of Competency in English for U.S. Citizenship Preparation supports Santa Monica College's mission by helping English language learners develop the English language, civics, and interview skills needed to complete the U.S. naturalization process. The certificate provides an inclusive learning environment that supports students in achieving their educational goals, participating fully in their communities, and pursuing lifelong learning.

Enrollment and Completer Projections:

In Fall 2025, 35 students were enrolled in ESL 980 and 19 completed the course. Of the 19 completers, 13 students also completed 911, 913, 961 or 963. Based on this data, it is projected that 15-20 students will earn the certificate annually.

Place of Program in Curriculum/Similar Programs:

Santa Monica College offers six additional Noncredit Certificates of Competency across five levels of English as a Second Language (ESL). The U.S. Citizenship Preparation Certificate is the only certificate specifically designed to prepare English language learners for the naturalization process while developing English language proficiency, civics knowledge, and interview skills. Students may earn this certificate independently or in conjunction with one or more ESL Certificates of Competency as they progress through the ESL program.

Similar Programs at Other Colleges in Service Area:

While most LARC colleges offer citizenship instruction embedded within ESL and EL Civics coursework, Los Angeles Southwest College is the only area LACCD college offering a dedicated ESL for Citizenship Certificate pathway.