



College Curriculum Committee

Meeting Agenda Package

May 14, 2024

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College Curriculum Committee Meeting Agenda

Facilitator: Sean Moore—Curriculum Committee Chair

Recorder: Noemi Montorosso / **Time Keeper:** Michael Vanoverbeck

Date: May 14, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.

Location: VT-124

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez__ ; Ahmad Manzoor__ ; Michael Vanoverbeck__ ; Mayela Rodriguez__ ; Susan Johnson__ ; Arnesha Bryant-Horn__ ; Shay Brown__ ; Jose Martinez__ ; Kendahl Radcliffe__ ; Nathan Lopez__ ; Paul Flor__ ; David McPatchell__ ; Jesse Mills__ ; Bradfield Conn__ ; Andree Valdry__ ; Melain McIntosh__ ; Sheri Berger__ ; Maya Medina__ ; Crystal Moore__ ; Noemi Monterosso__ ; and Sean Moore__ .

AGENDA:

1. **Approval of Agenda:** May 14, 2024.
2. **Approval of Minutes:** April 23, 2024.
3. **Reports and Follow-up Questions From Attendees:**
 - a) Vice President, Academic Affairs
 - b) Curriculum Analyst
 - c) Articulation Officer
 - d) Distance Education Faculty Coordinator
 - e) SLO Coordinator
4. **Consent Agenda Item(s):**
 - a) Course Review—Conditions of Enrollment—Remove Prerequisites—Articulation/Transfer Review C-ID: CSCI 101 - Problem Solving and Program Design Using C++.
5. **Action Item(s):**
 - a) New Courses 1st Read: ESTU 102 - Introduction to African American Studies; ESTU 104 - Introduction to Native American Studies; and ESTU 106 - Introduction to Asian American Studies.

b) *New Courses 2nd Read*: ART 170 – Photography Fundamentals I; LSKL 2 - Parenting Strategies I; LSKL 3 - Parenting Strategies II; LSKL 4 - Anger Management I; LSKL 5 - Anger Management II; LSKL 6 - Domestic Violence I; LSKL 7 - Domestic Violence II; LSKL 8 - Addiction and Substance Abuse I; LSKL 9 - Addiction and Substance Abuse II; and PE 108 - Slow Pitch Softball.

6. Discussion Item(s):

a) None

7. Informational Items:

a) *Presentation*: Mark Svorinic, CEO of CurriQunet, presenting information to our team regarding COR template revisions.

8. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

a) CCC representatives may provide a comment or future agenda item recommendation(s).

9. Public Comment(s):

a) Public comments may be presented by any person not on the CCC roster in attendance.



College Curriculum Committee Meeting Minutes

Facilitator: Sean Moore—Curriculum Committee Chair
Recorder: Noemi Monterroso / **Time Keeper:** Michael Vanoverbeck
Date: April 23, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.
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Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Sean Moore, Susan Johnson, Noemi Monterroso, Michael VanOverbeck, Mayela Rodriguez, Ahmad Manzoor, Nathan Lopez, Arneshia Bryant-Horn, Shay Brown, David McPatchell, Sheri Berger, Paul Flor, Victoria Martinez, Andree Valdry, Kendahl Radcliffe, Melain McIntosh, Richette Bell

AGENDA: Call to Order at 2:02pm**10. Approval of Agenda:** April 23, 2024.

- **David McP. motioned to approve agenda. Michael V. seconded. Approved**

11. Approval of Minutes: March 26, 2024.

- **Michael V. motioned to approve minutes. David McP. seconded. Approved**

12. Reports and Follow-up Questions From Attendees:

- **David McP. motioned to open items 3a-3e. Shay B. seconded**

f) Vice President, Academic Affairs – Sheri Berger

- Update on Common Course Numbering (AB 1111) taskforce/workgroups. There are currently 2 workgroups; One is dealing with technical issues (i.e., taxonomy, etc.) and the other is dealing with actual course numbering. Additional workgroup will involve intersegmental faculty to ensure alignment and CalGETC approval for courses. Official list of courses they will start with includes: ENGL 101, ENGL 103, COMS 100, MATH 150, POLI 101, PSYC 101. These courses were selected based on enrollment data. A workgroup still needs to meet to identify COR template that will identify minimum items required. We will have to implement and offer new taxonomy in Fall 2025

g) Curriculum Analyst

h) Articulation Officer – Melain McIntosh

- Reviewed handout: Compton College Articulation Request Calendar SP25 – Fall26

i) Distance Education Faculty Coordinator

- j) SLO Coordinator
 - **Andree V. motioned to close items 3a-3e. David McP. seconded**

13. Consent Agenda Items:

- **Victoria M. motioned to approve Consent Agenda Items 4a-4b. Ahmad M. seconded. Approved**
- b) 2-Year CTE Course Review—No Proposed Changes—Distance Education: BUS 129 - Oral Business Communications.
- c) Course Review—SLO Update: COMS 100 - Public Speaking.

14. Action Items:

- c) New Courses 1st Read: ART 170 – Photography Fundamentals I; LSKL 2 - Parenting Strategies I; LSKL 3 - Parenting Strategies II; LSKL 4 - Anger Management I; LSKL 5 - Anger Management II; LSKL 6 - Domestic Violence I; LSKL 7 - Domestic Violence II; LSKL 8 - Addiction and Substance Abuse I; and LSKL 9 - Addiction and Substance Abuse II.
 - **Michael V. motioned to open Action Item 5a. Shay B. seconded**
 - Committee members provided with brief explanation on courses and why they were launched
 - **Michael V. motioned to close Action Item 5a. David McP. seconded**
- d) New Course 2nd Read: CIS 165 - Advanced Application Development Swift (1st read was at the 2/27/24 College Curriculum Committee meeting).
 - **Ahmad M. motioned to open Action Item 5b. Michael V. seconded**
 - This is a credit (transferable) version of non-credit course that we already offer. This would also allow students that completed the noncredit course to request credit for it
 - Recommendation: Add the Certificate of Achievement in CurriQunet to start the approval process. It is already on the agenda for the Regional Consortium
 - **Victoria M. motioned to approve Action Item 5b. Shay B. seconded. Approved**
- e) Vote to increase the local GE pattern from 21 units to 24 units (all divisions voted yes).
 - **Victoria M. motioned to open Action Item 5c. Shay B. seconded**
 - **Victoria M. motioned to approve increasing the Local GE pattern from 21 units to 24 units. Shay B. seconded. Approved**
- f) Vote to allow Dr. Shirley Thomas to remain as faculty originator for the NURS 146 – Health Assessment course and the Non-Credit Nursing Assistant Program - Certificate of Competency new program.
 - **Michael V. motioned to open Action Item 5d. David McP. seconded**
 - Concern is that curriculum should be coming from faculty but Dr. Thomas is currently an interim Dean. Dr. Thomas was faculty when course originated but is technically not currently faculty. Since she was teaching faculty at time of launching course and program and is coming back as full-time faculty in

July 2024, committee was okay with her remaining as faculty originator for the course and program

- **Ahmad M. motioned to allow Dr. Shirley Thomas to remain as faculty originator for the NURS 146 – Health Assessment course and the Non-Credit Nursing Assistant Program - Certificate of Competency new program. Michael V. seconded. Approved**

15. Discussion Items:

- b) Dr. Berger: CCCCCO Assembly Bill 1111 memo.
 - Information and discussion covered by Dr. Berger during Academic Affairs Report. Information is also available in agenda packet
- c) Dr. Berger: GE Pattern Document.
 - **Michael V. motioned to open Discussion Item 6b. Nathan L. seconded**
 - VP Berger reviewed Compton Courses and CalGETC alignment to identify how they will fit in the new required local GE requirements. Maya and Melain identified how the new CalGETC courses align with our local GE. Document has identified where the differences lie (GE courses that are not IGETC approved). The workgroup now needs to make recommendations on what to do with the courses that are not IGETC approved and the courses that should be added in the Health and Physical Education that divisions are voting to keep (if recommendation to increase units to 24 is accepted)
 - Revised schedule proposal will be brought back during next meeting. Revision will include a reduction of hours to complete the work since majority of work has already been completed
 - **Shay B. motioned to close Discussion Item 6b. Victoria M. seconded**

16. Informational Items:

- **Michael V. motioned to open Information Items 7a-7f. David McP. seconded**
- b) Mark Svorinic, CEO of CurriQunet, will be presenting information to our team on May 14, 2024 regarding COR template revisions.
- c) College Curriculum Committee STEM and Counselor vacancies.
- d) Our first LGBTQIA+ course, English 229 - LGBTQ Literature course remained scheduled for the second 8-weeks.
- e) On April 26, 2024, the College Curriculum Committee Chair is scheduled to meet with Dr. Berger, SLO Coordinator, and our Curriculum Analyst regarding potentially adding PLOs to the COR templates, for the purpose of aligning them with the SLOs.
- f) College Curriculum Committee Chair term ends this semester. The nominations for the position will take place at the May 16, 2024 Academic Senate meeting.
 - Position is open to all faculty that might be interested. Currently, curriculum committee chair receives 30% release time but may change any academic year based on discussion with Senate e-board (e-board and curriculum chair shares 120%)
- g) BUS 112 and 114: The College Curriculum Committee Chair spoke with Professor Manzoor on April 19, 2024 and, due to the recommended prep course ENG 82 being antiquated, the other being a recommendation, and the glitch in the course requisite populating tab, they have been removed on the backend.

- **Ahmad M. motioned to close Information Items 7a-7f. Michael V. seconded**

17. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- **Michael V. motioned to open item 8a. David McP. seconded**
- b) CCC representatives may provide a comment or future agenda item recommendation(s).
 - Is there an update on LGBTQIA Social Justice degree?
 - It hasn't been put in the system because they are waiting for the GE approvals
 - Recommendation: Launch program in CurriQunet and bring to Curriculum Committee meeting for a first read. Second read will be sent to Curriculum Committee until all courses are articulated and all documentation is submitted/approved
 - Is there a requirement that Certificate major courses have to be completed at Compton College (some programs in catalog says this)? Are we okay with allowing students to receive a certificate if none of the certificate courses were completed at Compton College?
 - Some programs say 50% have to be completed at Compton College
 - There is no policy that states a percentage. There is only a 12 unit residency requirement to earn a degree or certificate from Compton College
 - Recommendation: Departments should discuss if they want to implement a policy that clearly states a percentage or number of courses that need to be completed at Compton College. However, departments need to keep in mind if the certificate is feasible to complete at Compton College if a policy is implemented
- **Shay B. motioned to close item 8a. Ahmad M. seconded**

18. Public Comment:

- a. Public comments may be presented by any person not on the CCC roster in attendance.
 - **Michael V. motioned to open item 9a. David McP. seconded**
 - **Michael V. motioned to close item 9a. David McP. seconded**

Meeting adjourned 3:31pm



All Fields

New Course Proposal: ESTU 102 - Introduction to African American Studies

Basic Course Information

Course Discipline ESTU

Division Social Sciences

Course Number 102

Course Title Introduction to African American Studies

Short Title Intro to African Am Studies

Credit Status

Is this a credit or noncredit course? D - Credit - Degree Applicable

Justification Proposing New Course

The ethnic studies department is seeking to provide alternative options for students to learn in depth about communities discussed briefly in Introduction to Ethnic Studies courses while also completing the new Area F and Ethnic Studies requirements.

Catalog Description

This course offers a comprehensive examination of Black Studies, positioning it as an interdisciplinary field that encompasses intellectual, political, and cultural dimensions rooted in a rich tradition of Black radicalism and anti-racism. Overall, the course aims to provide students with a holistic understanding of Black Studies as a dynamic field of inquiry, fostering critical thinking, cultural competency, and social awareness of structural racism, colonialism, liberation and decolonial theory from a Black Studies framework.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Ethnic Studies (Masters Required)

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Chavez, David

Flores , Richard

Lopez, Nathan

Radcliffe, Kendahl

Course Standards

Is this a credit or noncredit course?

D - Credit - Degree Applicable

This is a CTE Course No

This course has variable units No

This course has activity/lab content No

Lecture Units/Hours

Min

Lecture Hours (1 unit = 18 hours) 54.000

[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

| Instructional Category | In-Class Hours | Outside-of-Class Hours |
|---|----------------|------------------------|
| Lecture (lecture, discussion, seminar, and related work) | 1 | 2 |
| Activity (activity, lab w/homework, studio, and similar) | 2 | 1 |
| Laboratory (traditional lab, natural science lab, clinical, and similar) | 3 | 0 |

Min Outside-of-Class Hours 108.000

Total Units/Hours

Min

Total Units 3.00

Total In-Class Hours 54.00

Total Hours Including Outside of Class Hours 162.00

Grading Method

Grading Method

L - Letter grade only

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)
- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

220300 - Ethnic Studies

SAM Priority Code

E - Non-Occupational

Repeatability

This course is repeatable No

Credit By Examination

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours: 54.000

Activity Hours:

Lab Hours:

Content

Lecture

Outline

The Discipline: Key figures, scholars and concepts related to the development of African American (Black, Africana) studies as an act of resistance and self-actualization in the face of structural racism and disenfranchisement; W.E.B. Du Bois, Carter G. Woodson, John Henrik Clarke, Arturo Alfonso Schomburg, among other canonical scholars. Analysis includes the African American intellectual tradition, Black Studies and comparative Ethnic Studies theories, methodologies past and emerging trends in the discipline: current attempts to dismantle Ethnic Studies and Black studies at the institutional level will be examined.

Approximate Time In Hours

9.00

Lecture

Outline

Historical: Key turning points of Black histories of resistance and resilience. Starting with the pre-colonial African diversity, to chattel slavery with focus on 1619 through the Civil War; Reconstruction to Civil rights and Black Power through the present; legacy of slavery and abolition from a historiographical perspective (how a subject is treated over time), regarding the African American experience in the United States; revisionist and Afrocentric approaches, similarities, and differences will be explored to understand the Black Radical Tradition.

Approximate Time In Hours

12.00

Lecture

Outline

Anti-Blackness and Restorative Ideology: Intersection of race, racism and imperialism and the Black identity; African American and African Diaspora, interactions, connections, and resilience; cultural, political, and intellectual restoration through the Pan African, Negritude, Back-to-Africa, Black Radical, Black Nationalism and Black Power, Black Feminist movements, Afro-centrist, Afro-futurist, Afropessimism, Black LGBTQ+ theoretical constructs and vision, BLAXIT movement.

Approximate Time In Hours

9.00

Lecture

Outline

Education: Education and Black Empowerment through exploration of Black pedagogical theory. Analysis of desegregation, busing and educational reform freedom schools; Bell Curve and standardized testing and its impact; independent, charter and magnet schools: HBCU's and their impact.

Approximate Time In Hours

3.00

Lecture

Outline

Housing Injustice: examination of race and housing in the U.S. including low-income housing, block busting, gentrification and red lining practices; examination of the role of U. S.

Department of Housing and Urban Development through a Critical Race Theory lens with emphasis on "Whiteness as Property" and Settler Colonialism. Examining homelessness and its disproportionate impact on the Black community; home ownership and generational wealth, discrimination in financing: reverse migration and a return to the American South: Black homesteading and Black farmers.

Approximate Time In Hours

3.00

Lecture

Outline

Economics: An economic overview of the state of Black America; impact of Reconstruction, the great migration, the great depression, post-WWII, the Great Society, welfare reform, Reaganomics, racialization of poverty; ongoing disparity between the African American poor and the African American middle/upper middle class, educational attainment, and income; Black economic empowerment, Black socialists alternatives, black banking and insurance, Black Wall

Street, “Buy Black” movement, critique of Black Capitalism: Creation of generational wealth; Economic redress and reparations,

Approximate Time In Hours

3.00

Lecture

Outline

African American Politics: Black voter disenfranchisement from Reconstruction to current. black voter registration and the voting roles; 14th Amendment and citizenship, ill-defined, Voting Rights Act of 1965. Gentrification; district realignment, suppression of the Black vote. Impact of African American homelessness and incarceration on voting participation. Trends in African American political thought; Black leadership; African American Political movements, Black Radicalism, Black Marxism: Appeal to the Black voter. Political self-determination, Universal Negro Improvement Society, Mississippi Freedom Democratic Party, Black Panther Party, Republic of New Africa, and radical political formations of political agency.

Approximate Time In Hours

3.00

Lecture

Outline

Black Justice: The justice system and law enforcement through a Black Studies lens and the legacy of chattle slavery. Theoretical frameworks to analyze; police brutality against African Americans; racial profiling; African Americans and the Prison Industrial Complex; criminal justice system; examining contemporary social movements within/involving Black life (#SayHerName, #MeToo, labor movement, Black Lives Matter, etc.); Enviromental Justice Movement; Restorative Justice, Transofmrative Justice, Abolition, and the African American community.

Approximate Time In Hours

3.00

Lecture

Outline

African American Health: African American morbidity and mortality and the impact of micro and macro-aggressions on African American physical and mental health; disparities and racism in the health care system; Black reproductive health, Black maternal and infant health; medical ethics and the legacy J. Marion Sims, the Tuskegee Experiments, Henrietta Lacks; genetic medicine, clinical trials, and drug development; racism and black pain: traditional healing practices and African American folkways

Approximate Time In Hours

3.00

Lecture

Outline

Black Arts: Rich history and cultural significance of African American music genres through a critical Black atheistics framework and artivism thoery which demonstrates the cultural struggle against white supremacy. This includes an analysis of jazz, blues, gospel, hip-hop, and more and its relation to anti-racist and Black freedom struggles: Black literature 17th to contemporary times; Harlem Renaissance, Black Arts Movement and impact of Black popular culture on American and global culture; African Americans performance art, theater, dance, literature

highlighting themes of Black diasporic identity, anti-colonial resistance, and Black cultural expression; Black Art and technology, Afro-futurism on contemporary artistic discourse.

Approximate Time In Hours

3.00

Lecture

Outline

African American Spirituality: African spiritual retentions in the African American experience and evolution of new world iterations, Obeah, Voodoo, Santeria, Candomblé. Black folklore and oral traditions and lessons in spiritual resilience; spirit possession in the African American church and its healing qualities; Development of the black church, AME, Baptist, Methodist and Pentacostal traditions; Black women in the church: Black Jews, Rastafarianism, the Nation of Islam; evolution of the storefront church, mega-church; Impact of the Prosperity Gospel on the black community; Black Liberation Theology.

Approximate Time In Hours

3.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

Assess the interdisciplinary field of Black Studies, exploring its theoretical foundations, methodologies, and evolving scope of analysis on concepts such as a race, racism, colonialism, neocolonialism, self-determination, Pan-Africanism, and Black freedom.

Lecture

Objective

Explore the historical emergence and growth of Black Studies within academia, tracing its roots to the Civil Rights Movement and its evolution as a distinct area of scholarship in the wake of the SF State Third World Liberation Strike.

Lecture

Objective

Examine the experiences of African Americans from the transatlantic slave trade to the Civil War era, including the institution of slavery, resistance movements, and abolitionist efforts.

Lecture

Objective

Compare and contrast the post-Civil War period, including Reconstruction, Jim Crow segregation, the Civil Rights Movement, and contemporary forms of system and social oppression facing African Americans..

Lecture

Objective

Examine the history of African American education, including challenges faced in accessing quality education, the role of historically Black colleges and universities (HBCUs), the role of Black student organizations, and contemporary issues in education disparities

Lecture

Objective

Discuss the impact racial identity and racial constructs on the experiences of African Americans both domestically and globally and identify strategies of resistance against racism and oppression.

Lecture

Objective

Describe the history and development of African American religious practices and the emergence of liberation theology as a response to chattel slavery and white supremacy.

Lecture

Objective

Exploration of African American religious traditions and activism with a focus on developments from Reconstruction to contemporary times of institutions including the AME Church, the National of Islam, Kwanzaa, and Black Liberation Theology.

Lecture

Objective

Examine the intersection of race, gender, and feminism within African American communities, exploring the contributions of Black feminists' social movement, and the development of Black feminist theory to combat white supremacy in the women's liberation movement.

Lecture

Objective

Explore the sociological dimensions of African American identity formation, cultural empowerment practices, and community dynamics in relation to power and self-determination.

Lecture

Objective

Discuss the African American family structure, including historical influences, contemporary challenges, and resilience within Black families against the logics of chattel slavery and white supremacy.

Lecture

Objective

Describe the emergence of Black psychology as a distinct psychological perspective rooted in African cultural heritage, experiences, and third world liberation struggles.

Lecture

Objective

Compare and contrast contemporary psychological theories and approaches within Black psychology, addressing issues such as mental health disparities, neocolonialism, and culturally competent therapy.

Lecture

Objective

Examine the political participation and struggles of African Americans from the colonial era through the early 20th century, including activism, maroonage, voting rights, and political organizing against anti-Black racism.

Lecture

Objective

Assess African American political engagement, empowerment and challenges within the criminal justice system, including political prisoners, abolition, and the prisoner's rights movement.

Lecture

Objective

Explore the rich history and cultural significance of African American music genres, including jazz, blues, gospel, hip-hop, and more in relation to combating white supremacy and supporting self-determination.

Lecture

Objective

Discuss the contributions of African Americans to performance art, theater, dance, literature, and visual arts, highlighting themes of identity, resistance, community empowerment, and cultural expression.

Lecture

Objective

Examine the role that white supremacy and anti-Black racism has impacted the health outcomes of African Americans and the roll that Black health workers and community activism has played in prompting Black futures.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Describe and analyze the historical, political, social and cultural turning points in the experiences of African Americans in the United States both past and present with an emphasis on self-determination and social justice.

Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to the African American experience of hierarchy, oppression and/or empowerment in the United States.

Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.

Methods of Evaluation and Examination

Evaluation Method

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

Students will analyze specific issues that negatively impact African American communities, review policies and investigate and assess programs that seek to positively change the lived experiences of African Americans in urban environments. The assignment will be part of a literature review where a 750-word essay will be required to explain how theoretical principles and practices within the African American Studies discipline are applicable to examining course material. Assigned readings in textbook on-line reading of articles related to the history of ethnic studies and African American Studies, specifically.

Journal Assignments: Students write responses to assigned readings and keep an intellectual journal of their thoughts about these readings. Questions may be assigned for the assigned readings from newspaper articles or representative essays from the Black community. Or students can engage with current movements that address issues pertinent to the course; students will reflect upon how to actively engage with these issues within their communities.

Other Assignments Yes
Sample

Black Studies Zine: Students read current articles from newspapers and scholarly journals. They also read articles about black liberation theories and representative essays that represent the scholarship of the African American community. They then create a public facing zine to share about 5 topics of interest that are impacting their communities.

Research a community based organization to interview that currently works in L.A. County or your community on issues of African American civil rights, human rights, immigrant rights, anti-racism, or anti-colonialism. Analyze the interview with at least 3 assigned texts that relate to the mission statement of the organization. Present using evidence on how the assigned readings and African American Studies theories from the scholarship relate to the work being done by the organization.

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Author(s) Eric R. Jackson

Title An Introduction to Black Studies

Edition

Publisher University Press of Kentucky

ISBN-13

Year 2023

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No Or Equivalent No

Author(s) Abdul Alkalimat

Title The History of Black Studies

Edition

Publisher Pluto Press

ISBN-13

Year 2021

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No Or Equivalent No

Author(s) Joshua Myers

Title Of Black Study

Edition

Publisher Pluto Press

ISBN-13

Year 2023

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No Or Equivalent No

Author(s) Erica R. Edwards, Roderick A Ferguson, and Jeffrey O.G. Ogbar

Title Keywords for African American Studies

Edition

Publisher NYU Press

ISBN-13

Year 2018

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No Or Equivalent No

Author(s) Manning Marable and Leith Mullings

Title Let Nobody Turn Us Around: An African American Anthology (2nd Edition)

Edition

Publisher Rowman & Littlefield Publishers, Inc.

ISBN-13

Year 2009

Rationale for older textbook

Discipline Standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No Or Equivalent No

Author(s) Deborah Gray White

Title A r 'n 't I a Woman: Female Slaves in the Plantation South.

Edition

Publisher WW Norton

ISBN-13

Year 1985

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) bell hooks

Title Black Looks: race and representation

Edition

Publisher Routledge

ISBN-13

Year 2014

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Frantz Fanon

Title Black Skin, White Masks

Edition

Publisher Grove Press

ISBN-13

Year 2008

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Robin DG Kelley, Colin Kaepernick, Keeanga-Yamahtta Taylor

Title Our History Has Always Been Contraband: In Defense of Black Studies

Edition

Publisher Haymarket Books

ISBN-13

Year 2023

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Mario Azevedo

Title Africana Studies: A Survey of Africa and the African Diaspora

Edition

Publisher Carolina Academic Press

ISBN-13

Year 2019

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Floyd W Hayes

Title A Turbulent Voyage: Readings in African American Studies

Edition

Publisher Roman & Littlefield Publishers

ISBN-13

Year 2000

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Kristin Waters and Carol B. Conaway

Title Black Women's Intellectual Traditions: Speaking their minds

Edition

Publisher Brandeis University Press

ISBN-13

Year 2022

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture 54.000

Online Activity

Online Lab

Total Hours per Semester 54

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture 54.000

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 54

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 04/02/2024

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

Due to COVID 19 and the move to remote instruction. Also, as an alternative to face-to-face instruction. One of the primary concepts of Distance Education (DE) is to offer all students "Learning anytime, anywhere." Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Honors classes are no exception. Division approved courses to be offered as DE on May 8, 2020. What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Students becoming frustrated with unfamiliarity with utilizing online platforms. The availability an affordability of a stable wifi connection.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are “imported” from another language (such as faux pas), ensure that any changes in language be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?
Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?
Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

***Instructor-Initiated Contact:** Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.*

***Frequency:** DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)*

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes

Student-Initiated Contact

- Online

- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU Yes

UC Request Yes

Effective Term

Effective Year

General Education

Local GE Yes

2 – Social and Behavioral Sciences

Rationale

7-Culture, Diversity and Equity

Rationale

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 03/06/2024

Course Proposer Lopez, Nathan

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 220300 - Ethnic Studies

Course Control Number

Is this a credit or noncredit course? D - Credit - Degree Applicable

CB05: Transfer Status B - Transferable to CSU only.

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status Y - Credit Course

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category Y - Not Applicable, Credit course

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request
ASSIST Preview
Prefix ESTU
Course Number 102
Lecture Content

1. The Discipline: Key figures, scholars and concepts related to the development of African American (Black, Africana) studies as an act of resistance and self-actualization in the face of structural racism and disenfranchisement; W.E.B. Du Bois, Carter G. Woodson, John Henrik Clarke, Arturo Alfonso Schomburg, among other canonical scholars. Analysis includes the African American intellectual tradition, Black Studies and comparative Ethnic Studies theories, methodologies past and emerging trends in the discipline: current attempts to dismantle Ethnic Studies and Black studies at the institutional level will be examined.
2. Historical: Key turning points of Black histories of resistance and resilience. Starting with the pre-colonial African diversity, to chattel slavery with focus on 1619 through the Civil War; Reconstruction to Civil rights and Black Power through the present; legacy of slavery and abolition from a historiographical perspective (how a subject is treated over time), regarding the African American experience in the United States; revisionist and Afrocentric approaches, similarities, and differences will be explored to understand the Black Radical Tradition.
3. Anti-Blackness and Restorative Ideology: Intersection of race, racism and imperialism and the Black identity; African American and African Diaspora, interactions, connections, and resilience; cultural, political, and intellectual restoration through the Pan African, Negritude, Back-to-Africa, Black Radical, Black Nationalism and Black Power, Black Feminist movements, Afro-centrist, Afro-futurist, Afropessimism, Black LGBTQ+ theoretical constructs and vision, BLAXIT movement.
4. Education: Education and Black Empowerment through exploration of Black pedagogical theory. Analysis of desegregation, busing and educational reform freedom schools; Bell Curve and standardized testing and its impact; independent, charter and magnet schools: HBCU's and their impact.
5. Housing Injustice: examination of race and housing in the U.S. including low-income housing, block busting, gentrification and red lining practices; examination of the role of U. S. Department of Housing and Urban Development through a Critical Race Theory lens with emphasis on "Whiteness as Property" and Settler Colonialism. Examining homelessness and its disproportionate impact on the Black community; home ownership and generational wealth, discrimination in financing: reverse migration and a return to the American South: Black homesteading and Black farmers.
6. Economics: An economic overview of the state of Black America; impact of Reconstruction, the great migration, the great depression, post-WWII, the Great Society, welfare reform, Reaganomics, racialization of poverty; ongoing disparity between the African American poor and the African American middle/upper middle class, educational attainment, and income; Black economic empowerment, Black socialists alternatives, black banking and insurance, Black Wall Street, "Buy Black" movement, critique of Black Capitalism: Creation of generational wealth; Economic redress and reparations,

7. African American Politics: Black voter disenfranchisement from Reconstruction to current. black voter registration and the voting roles; 14th Amendment and citizenship, ill-defined, Voting Rights Act of 1965. Gentrification; district realignment, suppression of the Black vote. Impact of African American homelessness and incarceration on voting participation. Trends in African American political thought; Black leadership; African American Political movements, Black Radicalism, Black Marxism: Appeal to the Black voter. Political self-determination, Universal Negro Improvement Society, Mississippi Freedom Democratic Party, Black Panther Party, Republic of New Africa, and radical political formations of political agency.
8. Black Justice: The justice system and law enforcement through a Black Studies lens and the legacy of chattle slavery. Theoretical frameworks to analyze; police brutality against African Americans; racial profiling; African Americans and the Prison Industrial Complex; criminal justice system; examining contemporary social movements within/involving Black life (#SayHerName, #MeToo, labor movement, Black Lives Matter, etc.); Environmental Justice Movement; Restorative Justice, Transformative Justice, Abolition, and the African American community.
9. African American Health: African American morbidity and mortality and the impact of micro and macro-aggressions on African American physical and mental health; disparities and racism in the health care system; Black reproductive health, Black maternal and infant health; medical ethics and the legacy J. Marion Sims, the Tuskegee Experiments, Henrietta Lacks; genetic medicine, clinical trials, and drug development; racism and black pain: traditional healing practices and African American folkways
10. Black Arts: Rich history and cultural significance of African American music genres through a critical Black atheistics framework and activism thoery which demonstrates the cultural struggle against white supremacy. This includes an analysis of jazz, blues, gospel, hip-hop, and more and its relation to anti-racist and Black freedom struggles: Black literature 17th to contemporary times; Harlem Renaissance, Black Arts Movement and impact of Black popular culture on American and global culture; African Americans performance art, theater, dance, literature highlighting themes of Black diasporic identity, anti-colonial resistance, and Black cultural expression; Black Art and technology, Afro-futurism on contemporary artistic discourse.
11. African American Spirituality: African spiritual retentions in the African American experience and evolution of new world iterations, Obeah, Voodoo, Santeria, Candomblé. Black folklore and oral traditions and lessons in spiritual resilience; spirit possession in the African American church and its healing qualities; Development of the black church, AME, Baptist, Methodist and Pentacostal traditions; Black women in the church: Black Jews, Rastafarianism, the Nation of Islam; evolution of the storefront church, mega-church; Impact of the Prosperity Gospel on the black community; Black Liberation Theology.

Lab Content

Course Description

This course offers a comprehensive examination of Black Studies, positioning it as an interdisciplinary field that encompasses intellectual, political, and cultural dimensions rooted in a rich tradition of Black radicalism and anti-racism. Overall, the course aims to provide students with a holistic understanding of Black Studies as a dynamic field of inquiry, fostering critical

thinking, cultural competency, and social awareness of structural racism, colonialism, liberation and decolonial theory from a Black Studies framework.

Is Honors

false

Lecture Hours

54.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. Assess the interdisciplinary field of Black Studies, exploring its theoretical foundations, methodologies, and evolving scope of analysis on concepts such as a race, racism, colonialism, neocolonialism, self-determination, Pan-Africanism, and Black freedom.
2. Explore the historical emergence and growth of Black Studies within academia, tracing its roots to the Civil Rights Movement and its evolution as a distinct area of scholarship in the wake of the SF State Third World Liberation Strike.
3. Examine the experiences of African Americans from the transatlantic slave trade to the Civil War era, including the institution of slavery, resistance movements, and abolitionist efforts.
4. Compare and contrast the post-Civil War period, including Reconstruction, Jim Crow segregation, the Civil Rights Movement, and contemporary forms of system and social oppression facing African Americans..
5. Examine the history of African American education, including challenges faced in accessing quality education, the role of historically Black colleges and universities (HBCUs), the role of Black student organizations, and contemporary issues in education disparities
6. Discuss the impact racial identity and racial constructs on the experiences of African Americans both domestically and globally and identify strategies of resistance against racism and oppression.
7. Describe the history and development of African American religious practices and the emergence of liberation theology as a response to chattel slavery and white supremacy.
8. Exploration of African American religious traditions and activism with a focus on developments from Reconstruction to contemporary times of institutions including the AME Church, the National of Islam, Kwanzaa, and Black Liberation Theology.
9. Examine the intersection of race, gender, and feminism within African American communities, exploring the contributions of Black feminists' social movement, and the development of Black feminist theory to combat white supremacy in the women's liberation movement.

10. Explore the sociological dimensions of African American identity formation, cultural empowerment practices, and community dynamics in relation to power and self-determination.
11. Discuss the African American family structure, including historical influences, contemporary challenges, and resilience within Black families against the logics of chattel slavery and white supremacy.
12. Describe the emergence of Black psychology as a distinct psychological perspective rooted in African cultural heritage, experiences, and third world liberation struggles.
13. Compare and contrast contemporary psychological theories and approaches within Black psychology, addressing issues such as mental health disparities, neocolonialism, and culturally competent therapy.
14. Examine the political participation and struggles of African Americans from the colonial era through the early 20th century, including activism, maroonage, voting rights, and political organizing against anti-Black racism.
15. Assess African American political engagement, empowerment and challenges within the criminal justice system, including political prisoners, abolition, and the prisoner's rights movement.
16. Explore the rich history and cultural significance of African American music genres, including jazz, blues, gospel, hip-hop, and more in relation to combating white supremacy and supporting self-determination.
17. Discuss the contributions of African Americans to performance art, theater, dance, literature, and visual arts, highlighting themes of identity, resistance, community empowerment, and cultural expression.
18. Examine the role that white supremacy and anti-Black racism has impacted the health outcomes of African Americans and the roll that Black health workers and community activism has played in prompting Black futures.

Instruction Methods

- **Demonstration**
- **Discussion**
- **Field trips**
- **Group Activities**
- **Guest Speakers**
- **Internet Presentation/Resources**
- **Lecture**
- **Multimedia presentations**

Evaluation Methods

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Exams/Quizzes

Other Texts

Assignments

- **Writing Assignments**

Sample

Students will analyze specific issues that negatively impact African American communities, review policies and investigate and assess programs that seek to positively change the lived experiences of African Americans in urban environments. The assignment will be part of a literature review where a 750-word essay will be required to explain how theoretical principles and practices within the African American Studies discipline are applicable to examining course material. Assigned readings in textbook on-line reading of articles related to the history of ethnic studies and African American Studies, specifically.

Journal Assignments: Students write responses to assigned readings and keep an intellectual journal of their thoughts about these readings. Questions may be assigned for the assigned readings from newspaper articles or representative essays from the Black community. Or students can engage with current movements that address issues pertinent to the course; students will reflect upon how to actively engage with these issues within their communities.

- **Other Assignments**

No Sample Entered



All Fields

New Course Proposal: ESTU 104 - Introduction to Native American Studies

Basic Course Information

Course Discipline ESTU

Division Social Sciences

Course Number 104

Course Title Introduction to Native American Studies

Short Title Intro to Native Am Studies

Credit Status

Is this a credit or noncredit course? D - Credit - Degree Applicable

Justification Proposing New Course

The ethnic studies department is seeking to provide alternative options for students to learn in depth about communities discussed briefly in Introduction to Ethnic Studies courses while also completing the new Area F and Ethnic Studies requirements.

Catalog Description

This course serves as a general survey of Indigenous peoples of the current day United States from the time preceding European colonialism to the present. The course will be presented from a Native American perspective, emphasizing colonialism, removal, assimilation, termination, resistance, and self-determination.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Ethnic Studies (Masters Required)

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Chavez, David

Flores , Richard

Lopez, Nathan

Radcliffe, Kendahl

Course Standards

Is this a credit or noncredit course?

D - Credit - Degree Applicable

This is a CTE Course No

This course has variable units No

This course has activity/lab content No

Lecture Units/Hours

Min

Lecture Hours (1 unit = 18 hours) 54.000

[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

| Instructional Category | In-Class Hours | Outside-of-Class Hours |
|---|----------------|------------------------|
| Lecture (lecture, discussion, seminar, and related work) | 1 | 2 |
| Activity (activity, lab w/homework, studio, and similar) | 2 | 1 |
| Laboratory (traditional lab, natural science lab, clinical, and similar) | 3 | 0 |

Min Outside-of-Class Hours 108.000

Total Units/Hours

Min

Total Units 3.00

Total In-Class Hours 54.00

Total Hours Including Outside of Class Hours 162.00

Grading Method

Grading Method

L - Letter grade only

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)
- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

220300 - Ethnic Studies

SAM Priority Code

E - Non-Occupational

Repeatability

This course is repeatable No

Credit By Examination

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours: 54.000

Activity Hours:

Lab Hours:

Content

Lecture

Outline

Introduction to Ethnic Studies & Native American Studies Introduction of Ethnic Studies and Native American Studies terminology, theory, history, and research as applied to contemporary perspectives. 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 as analyzed within the Native American Studies framework.

Approximate Time In Hours

6.00

Lecture

Outline

The Americas Before Columbus Overview of Native communities, tribes, and nations. Social, political, and technological achievements of Indigenous Americans before the European invasion. Corn as technology connecting the Americas.

Approximate Time In Hours

3.00

Lecture

Outline

Settler Colonialism Introduction to settler colonialism as a theoretical framework. Differences between settler colonialism and franchise colonialism. European world perspectives vs. Native world perspective.

Approximate Time In Hours

3.00

Lecture

Outline

Tribal Sovereignty, Land & Treaty Rights Native views on land as a spiritual entity (ex., creation stories, ancestral home) Treaty as international law. Duties and responsibilities of federal and state governments. Issues around land boundaries, hunting/fishing rights, and guarantees of peace.

Approximate Time In Hours

3.00

Lecture

Outline

Enslavement & Indigenous People Native Americans as both victims and perpetrators of chattel enslavement. post-Civil War westward settler expansion and its impact on Indigenous peoples of North America.

Approximate Time In Hours

6.00

Lecture

Outline

Reservation Life Reservation as a carceral technology vs reservation as home. Allotment and the dispossession of Native lands. Resistance, survival (assimilation and accommodation) in the context of reservation life.

Approximate Time In Hours

6.00

Lecture

Outline

Education & Cultural Preservation Boarding school abuses and Native survivance. Cultural genocide and Native erasure through Americanization. Native language revitalization. Historical and contemporary decolonization education movements.

Approximate Time In Hours

6.00

Lecture

Outline

From Citizenship & “Cultural Pluralism” to “Termination” Native American citizenship qualifications. Positive cultural impacts of the “Indian Reorganization Act of 1934. Federal and state Termination policies from the 1940s to the 1960s. Impacts of relocation and urbanization of Native American people.

Approximate Time In Hours

6.00

Lecture

Outline

“Red Power” & Tribal Sovereignty The American Indian Movement (AIM) and its relationship to other liberation movements of the 1960s and 1970s, including the civil rights movement, Chicano movement, and women’s liberation movement. Struggles for self-determination and against settler colonialism and white supremacy.

Approximate Time In Hours

6.00

Lecture

Outline

Settler Microaggressions & Native Health Outcomes Anti-Native microaggressions as indelibly linked to the process of settler colonialism. Impacts of microaggressions, historical trauma, and racism on Native health outcomes.

Approximate Time In Hours

3.00

Lecture

Outline

Contemporary Tribal Governments & Gaming Economies Federal tribal recognition, enrollment controversies, and Native identities. Tribal sovereignty today. Gaming issues and other financial considerations.

Approximate Time In Hours

3.00

Lecture

Outline

Native Activism Today Environmental activism (ex., protecting land, water, and air; fighting climate change; decolonizing foodways). Native Americans & transnational movements for Indigenous Rights (ex., United Nations Declaration on the Rights of Indigenous People).

Approximate Time In Hours

3.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Native American Studies

Lecture

Objective

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

Lecture

Objective

Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American communities

Lecture

Objective

Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Lecture

Objective

Describe the creation of what we call the “United States” in terms of how this geopolitical entity has depended upon the displacement of Indigenous people.

Lecture

Objective

Critique settler-colonial discourses that labels Native people as “uncivilized,” romanticizes them as “noble savages,” and positions them as disposable enemies, objects/artifacts, or extinct.

Lecture

Objective

Discuss contemporary Native American issues and activism pertaining to treaty rights, Indigenous land claims and tribal life.

Lecture

Objective

Students will be able to demonstrate a comprehensive understanding of the diverse cultures, histories, and contemporary experiences of Native American communities.

Lecture

Objective

Students will analyze the historical events and factors that have shaped Native American communities, including pre-contact civilizations, colonization, and the impact of government policies.

Lecture

Objective

Students will gain an appreciation for the rich cultural diversity within Native American communities, including languages, arts, rituals, and traditional knowledge systems.

Lecture

Objective

Students will be able to identify and analyze current challenges faced by Native American communities, understanding the socio-economic, environmental, and cultural aspects.

Lecture

Objective

Gain an awareness of the concept of tribal sovereignty and its significance in the political and legal context and understand how it relates to self-determination for Native American communities.

Lecture

Objective

Students will understand the global context of Native American Studies by examining the connections between Indigenous issues in North America and those faced by Indigenous peoples in other parts of the world.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Describe and analyze the historical, political, social, and cultural turning points in the experiences of Native Americans in the United States both past and present with an emphasis on self-determination and social justice.

Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to the Native American experience of hierarchy, oppression and/or empowerment in the United States.

Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.

Methods of Evaluation and Examination

Evaluation Method

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

Each student will submit a response paper based on their reading and interpretation of Frederick Jackson Turner's "The Significance of the Frontier in American History" (1893). Papers should express the author's main argument, methodology, use of evidence, and your own engagement with the text.

In your response, address the following:

1. How did Turner's argument regarding the significance of the frontier in shaping American identity and democracy intersect with the experiences and perspectives of Native Americans during this period?
2. Consider the treatment of Native American tribes as the frontier era came to a close, as well as the complexities of Native American agency, resilience, and resistance amidst the backdrop of

Turner's frontier narrative.

Requirements:

- 2-3 pages (12-point Times New Roman, Double-Spaced, 1" Margins).
- Mention/explicitly draw on at least 2 pieces of textual evidence from Turner's Thesis. (Note: Be sure to quote or properly paraphrase Turner. For more information visit: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html.)
- Your paper should be well organized and thoughtfully written. (Note: Take advantage of the Writing Center staff as needed to refine your paper and meet with me before submitting the final draft.)
- A rough draft of the paper is due to Canvas Week 10. A final draft of the paper is due to Canvas Week 15.

Other Assignments Yes

Sample

Using Canva or another free infographic program, you will create an infographic review of the previous unit. Infographics combine text, graphics, and images together in a way that is aesthetically appealing and informative. Your infographic should provide an overview of the unit theme.

Each theme is different, but an overview could include things like key terms, people, policies and legislation, events, story summaries, etc. (For Surviving Assimilation, for instance, you might have a section on assimilation policy more generally, a section on boarding schools, a section of notable boarding school survivors, and a section on language revitalization efforts today.) The infographic should also connect to the bigger themes of the unit.

The expectation is that you will be using course material rather than conducting additional research, but of course if there is a gap you want to fill in or something else you think is relevant (additional boarding school statistics, for instance), you may include outside sources.

Requirements:

- Two pages (12-point Times New Roman, Double-Spaced, 1" Margins).
- Mention/explicitly draw on at least 2 readings (Note: a citation is enough to count as mentioning a reading).
- Provide an overview of the unit. (Note: It doesn't have to include everything, but it needs to cover more than one thing.)

For Unit 1, for instance, you might focus on key terms: sovereignty, settler colonialism, doctrine of discovery, oral tradition, etc. Or you could choose two or three of the Peoples we have talked about and give some history that connects to our big themes (sovereignty and other key terms, Native histories, erasure of Native histories).

- Direct quotes must go in quotation marks. Use either parenthetical references or footnotes — whatever makes sense.
- You may do two separate infographics, if that makes the most sense to you.

In addition to the assigned readings, students are also asked to spend time each week keeping up to date on current events in Native America. In other words, you will need to devote time each

week to reading articles from Indian Country Today News (available online at: <https://ictnews.org/news>) and/or Native News Online (available at: <https://nativenewsonline.net/>). Both these news outlets will give you easy access to current stories written by and about Native people in the U.S. and rest of the world.

We will have a course wiki where students will post an update or synopsis regarding some of the more relevant, unexpected, or especially engaging news stories that they read about during select weeks (8 total).

See “Current Events Wiki Guidelines” on Canvas for more information.

Requirements:

- 1-2 Paragraphs (12-point Times New Roman, Double-Spaced, 1” Margins).
- In your response, draw connections between what you are reading online and the material that we are discussing in class.
 - o For instance, you might focus on key terms: decolonization, tribal sovereignty, environmental justice, assimilation, etc.
- The main aims of this class wiki is to enable us to work collaboratively and creatively as we analyze news from Native America and attempt to put what we are learning about the present in relation to the past.
- Post your response to the class Wiki page.
- Then, reply/provide additional information to the Wikis of at least two classmates.

Research a community based organization to interview that currently works in L.A. County or your community on issues of Native American civil rights, human rights, immigrant rights, anti-racism, or anti-colonialism. Analyze the interview with at least 3 assigned texts that relate to the mission statement of the organization. Present using evidence on how the assigned readings and Native American Studies theories from the scholarship relate to the work being done by the organization.

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Author(s) Dylan Rodriguez

Title White Reconstruction: Domestic Warfare and the Logics of Genocide

Edition

Publisher Fordham University Press

ISBN-13

Year 2020

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No Or Equivalent No

Author(s) Stephanie Nohelani Teves, Andrea Smith and Michelle Raheja

Title Native Studies Keywords

Edition

Publisher University of Arizona Press

ISBN-13

Year 2015

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Thomas King

Title The Inconvenient Indian: A Curious Account of Native People in North America
Edition

Publisher University of Minnesota Press

ISBN-13

Year 2013

Rationale for older textbook

Discipline standard.

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Susan Stebbins

Title Native Peoples of North America
Edition

Publisher Open SUNY Textbooks

ISBN-13

Year 2019

Rationale for older textbook

Discipline Standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. Yes
Or Equivalent No

Author(s) Deborah A. Miranda

Title Bad Indians: A Tribal Memoir (10th Anniversary Edition)
Edition

Publisher Heyday

ISBN-13

Year 2022

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Roxanne Dunbar-Ortiz

Title An Indigenous Peoples' History of the United States
Edition

Publisher Beacon Press

ISBN-13

Year 2015

Rationale for older textbook

Discipline Standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture 54.000

Online Activity

Online Lab

Total Hours per Semester 54

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading

modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture 54.000

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 54

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 04/02/2024

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

Due to COVID 19 and the move to remote instruction. Also, as an alternative to face-to-face instruction. One of the primary concepts of Distance Education (DE) is to offer all students "Learning anytime, anywhere." Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Honors classes are no exception. Division approved courses to be offered as DE on May 8, 2020. What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Students becoming frustrated with unfamiliarity with utilizing online platforms. The availability and affordability of a stable wifi connection.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all

Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: *Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.*

Frequency: *DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)*

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU Yes

UC Request Yes

Effective Term

Effective Year

General Education

Local GE Yes

2 – Social and Behavioral Sciences

Rationale

7-Culture, Diversity and Equity

Rationale

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 02/28/2024

Course Proposer Lopez, Nathan

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 220300 - Ethnic Studies

Course Control Number

Is this a credit or noncredit course? D - Credit - Degree Applicable

CB05: Transfer Status B - Transferable to CSU only.

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status Y - Credit Course

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category Y - Not Applicable, Credit course

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix ESTU

Course Number 104

Lecture Content

1. Introduction to Ethnic Studies & Native American Studies Introduction of Ethnic Studies and Native American Studies terminology, theory, history, and research as applied to contemporary perspectives. 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 as analyzed within the Native American Studies framework.
2. The Americas Before Columbus Overview of Native communities, tribes, and nations. Social, political, and technological achievements of Indigenous Americans before the European invasion. Corn as technology connecting the Americas.

3. Settler Colonialism Introduction to settler colonialism as a theoretical framework. Differences between settler colonialism and franchise colonialism. European world perspectives vs. Native world perspective.
4. Tribal Sovereignty, Land & Treaty Rights Native views on land as a spiritual entity (ex., creation stories, ancestral home) Treaty as international law. Duties and responsibilities of federal and state governments. Issues around land boundaries, hunting/fishing rights, and guarantees of peace.
5. Enslavement & Indigenous People Native Americans as both victims and perpetrators of chattel enslavement. post-Civil War westward settler expansion and its impact on Indigenous peoples of North America.
6. Reservation Life Reservation as a carceral technology vs reservation as home. Allotment and the dispossession of Native lands. Resistance, survival (assimilation and accommodation) in the context of reservation life.
7. Education & Cultural Preservation Boarding school abuses and Native survivance. Cultural genocide and Native erasure through Americanization. Native language revitalization. Historical and contemporary decolonization education movements.
8. From Citizenship & “Cultural Pluralism” to “Termination” Native American citizenship qualifications. Positive cultural impacts of the “Indian Reorganization Act of 1934. Federal and state Termination policies from the 1940s to the 1960s. Impacts of relocation and urbanization of Native American people.
9. “Red Power” & Tribal Sovereignty The American Indian Movement (AIM) and its relationship to other liberation movements of the 1960s and 1970s, including the civil rights movement, Chicano movement, and women’s liberation movement. Struggles for self-determination and against settler colonialism and white supremacy.
10. Settler Microaggressions & Native Health Outcomes Anti-Native microaggressions as indelibly linked to the process of settler colonialism. Impacts of microaggressions, historical trauma, and racism on Native health outcomes.
11. Contemporary Tribal Governments & Gaming Economies Federal tribal recognition, enrollment controversies, and Native identities. Tribal sovereignty today. Gaming issues and other financial considerations.
12. Native Activism Today Environmental activism (ex., protecting land, water, and air; fighting climate change; decolonizing foodways). Native Americans & transnational movements for Indigenous Rights (ex., United Nations Declaration on the Rights of Indigenous People).

Lab Content

Course Description

This course serves as a general survey of Indigenous peoples of the current day United States from the time preceding European colonialism to the present. The course will be presented from a Native American perspective, emphasizing colonialism, removal, assimilation, termination, resistance, and self-determination.

Is Honors

false

Lecture Hours

54.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

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 as analyzed in Native American Studies
2. 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
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American communities
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe the creation of what we call the “United States” in terms of how this geopolitical entity has depended upon the displacement of Indigenous people.
6. Critique settler-colonial discourses that labels Native people as “uncivilized,” romanticizes them as “noble savages,” and positions them as disposable enemies, objects/artifacts, or extinct.
7. Discuss contemporary Native American issues and activism pertaining to treaty rights, Indigenous land claims and tribal life.
8. Students will be able to demonstrate a comprehensive understanding of the diverse cultures, histories, and contemporary experiences of Native American communities.
9. Students will analyze the historical events and factors that have shaped Native American communities, including pre-contact civilizations, colonization, and the impact of government policies.
10. Students will gain an appreciation for the rich cultural diversity within Native American communities, including languages, arts, rituals, and traditional knowledge systems.
11. Students will be able to identify and analyze current challenges faced by Native American communities, understanding the socio-economic, environmental, and cultural aspects.
12. Gain an awareness of the concept of tribal sovereignty and its significance in the political and legal context and understand how it relates to self-determination for Native American communities.

13. Students will understand the global context of Native American Studies by examining the connections between Indigenous issues in North America and those faced by Indigenous peoples in other parts of the world.

Instruction Methods

- **Demonstration**
- **Discussion**
- **Field trips**
- **Group Activities**
- **Guest Speakers**
- **Internet Presentation/Resources**
- **Lecture**
- **Multimedia presentations**

Evaluation Methods

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Exams/Quizzes

Other Texts

Assignments

- **Writing Assignments**

Sample

Each student will submit a response paper based on their reading and interpretation of Frederick Jackson Turner's "The Significance of the Frontier in American History" (1893). Papers should express the author's main argument, methodology, use of evidence, and your own engagement with the text.

In your response, address the following:

1. How did Turner's argument regarding the significance of the frontier in shaping American identity and democracy intersect with the experiences and perspectives of Native Americans during this period?
2. Consider the treatment of Native American tribes as the frontier era came to a close, as well as the complexities of Native American agency, resilience, and resistance amidst the backdrop of Turner's frontier narrative.

Requirements:

- 2-3 pages (12-point Times New Roman, Double-Spaced, 1" Margins).
- Mention/explicitly draw on at least 2 pieces of textual evidence from Turner's Thesis. (Note: Be sure to quote or properly paraphrase Turner. For more information visit: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html.)
- Your paper should be well organized and thoughtfully written. (Note: Take advantage of the Writing Center staff as needed to refine your paper and meet with me before submitting the final draft.)

· A rough draft of the paper is due to Canvas Week 10. A final draft of the paper is due to Canvas Week 15.

• **Other Assignments**

No Sample Entered



All Fields

New Course Proposal: ESTU 106 - Introduction to Asian American Studies

Basic Course Information

Course Discipline ESTU

Division Social Sciences

Course Number 106

Course Title Introduction to Asian American Studies

Short Title Intro to Asian Am Studies

Credit Status

Is this a credit or noncredit course? D - Credit - Degree Applicable

Justification Proposing New Course

The ethnic studies department is seeking to provide alternative options for students to learn in depth about communities discussed briefly in Introduction to Ethnic Studies courses while also completing the new Area F and Ethnic Studies requirements. Added a period in course description (mfm)

Catalog Description

This course will examine Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks. It will explore a range of scholarly, and visual texts in order to understand the interdisciplinary field of Asian American Studies. The course also introduces students to key scholarly works, theories, literature, and frameworks that inform the field of Asian American Studies.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Ethnic Studies (Masters Required)

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Chavez, David

Lopez, Nathan

Course Standards

Is this a credit or noncredit course?

D - Credit - Degree Applicable

This is a CTE Course No

This course has variable units No

This course has activity/lab content No

Lecture Units/Hours

Min

Lecture Hours (1 unit = 18 hours) 54.000

[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

| Instructional Category | In-Class Hours | Outside-of-Class Hours |
|---|----------------|------------------------|
| Lecture (lecture, discussion, seminar, and related work) | 1 | 2 |
| Activity (activity, lab w/homework, studio, and similar) | 2 | 1 |
| Laboratory (traditional lab, natural science lab, clinical, and similar) | 3 | 0 |

Min Outside-of-Class Hours 108.000

Total Units/Hours

Min

Total Units 3.00

Total In-Class Hours 54.00

Total Hours Including Outside of Class Hours 162.00

Grading Method

Grading Method

L - Letter grade only

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)
- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

220300 - Ethnic Studies

SAM Priority Code

E - Non-Occupational

Repeatability

This course is repeatable No

Credit By Examination

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours: 54.000

Activity Hours:

Lab Hours:

Content

Lecture

Outline

Introduction to Asian American Studies: Introduction of Asian American studies and ethnic studies terminology, theory, history, and research as applied to contemporary perspectives.

Review of Asian American Studies terminology, research, history, and literature that analyzes and articulates 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 as analyzed within the Asian American Studies framework.

Approximate Time In Hours

9.00

Lecture

Outline

U.S. Imperialism in Asia Brief History of U.S. imperialism in Asia: China, Japan, Hawaii, the Philippines, American Samoa, Guam; the War of 1898/the Insular Cases; WWII/Korean War/Vietnam War/Bombing of Cambodia

Approximate Time In Hours

3.00

Lecture

Outline

Immigration/Migration: History and patterns; the Yellow Peril to contemporary economic fears, national laws & quotas: Immigration Act of 1924 and Immigration Act of 1965; settlement patterns; Operation Babylift; adoptions and war brides/ “boat people”; labor migration (plantations and nurses)

Approximate Time In Hours

6.00

Lecture

Outline

Asian American Civil Rights Movement: Key historical figures, major ideologies, goals and aims, collaboration with other major civil rights movements, anti-racist action and organization. Readings on Resistance literature and anti-racist Asian American Literature.

Approximate Time In Hours

6.00

Lecture

Outline

Healthcare/Psychology: Differing histories of diasporic trauma (Cambodian genocide, Vietnamese and Hmong war trauma, disparate healthcare outcomes/compliance and cultural issues, family structures, lived experiences, generational differences, cultural expectations, transnationalism

Approximate Time In Hours

3.00

Lecture

Outline

Asian American Gender and Sexuality Studies: Intersection of race and sexuality: Rice queens, effeminacy, hypermasculinity, desexualization of men and hypersexualization of women. Exploration of Asian American literature that explore the intersection of race and sexuality.

Approximate Time In Hours

3.00

Lecture

Outline

Housing and Community: Ethnic enclaves, ethnoburbs, settlement, gentrification, environmental justice. Community building. Restaurants. Culinary cultural appropriation and celebration, education, and wealth

Approximate Time In Hours

6.00

Lecture

Outline

Media representations: White gaze, Ninjas, Dragon Ladies, Kung-fu masters, prostitutes, Zen masters, youth car culture; food; evil warlords; tiger moms, perpetual foreigners, post crisis

stereotypes: 9/11, covid 19, hate crimes and violence, national security. Popular culture, representation, expression, cultural appropriation, cultural celebration, literature, counter narratives.

Approximate Time In Hours

3.00

Lecture

Outline

Labor: exploitation, capitalism, railroad, gardeners, dry cleaning, houseboys/maids, IT geeks, lawyers/doctors, tourism, restaurants, sweatshops, taxi drivers

Approximate Time In Hours

6.00

Lecture

Outline

Citizenship/Alien-nation/ Belonging/ Resistance and Accommodation: Internment and redress; the rise of the conservative Asian; Chinatowns; aliens ineligible for citizenship; the 1964 student riots; assimilation

Approximate Time In Hours

3.00

Lecture

Outline

Political Agency: Grassroots organization in response to anti-Asian sentiment (#stopasianhate), radicalism, mainstream political culture, participation, representation

Approximate Time In Hours

6.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Asian Pacific American/Desi Studies

Lecture

Objective

Apply theory and knowledge produced by Asian Pacific American/Desi 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

Lecture

Objective

Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Asian Pacific American and Desi communities

Lecture

Objective

Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Pacific Americans and Desi are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Lecture

Objective

Develop and improve critical reading and analytical skills across disciplines and fields as well as analysis of primary and secondary sources

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Describe and analyze the historical, political, social and cultural turning points in the experiences of Asian Americans in the United States both past and present with an emphasis on self-determination and social justice.

Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to the Native American experience of hierarchy, oppression and/or empowerment in the United States.

Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.

Methods of Evaluation and Examination

Evaluation Method

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking Yes

Sample

Drawing upon the readings and discussion from class, write a 6-8 page research paper in which you identify a specific issue in the APIDA community and advocate and/or modify a current solution for this issue.

Some ideas include: Sexist stereotypes within the dating community, assumptions of privilege (i.e. educational attainment, wealth, family support), the bamboo ceiling, lack of appropriate

health or psychological support systems (think within a school, at work, in prison, shelters, etc.), U.S. reliance on raced/gendered forms of labor (sweatshops, restaurants, nursing homes), cultural tourism/cultural bridge, internment redress, citizenship laws, lack of inter-racial/inter-cultural communication and political allyship between APIDAs/other ethnic groups, etc. Topic must be approved ahead of time by professor.

At least 5 outside sources must be used, one of which must be from the class reading list.

Reading Assignments No

Writing Assignments No

Other Assignments Yes

Sample

In groups, find examples of stereotypes of the APIDA community in the media (movies, TV, news, social media, etc) and create a collage. Include a short (1-2 pages) accompanying paper explaining why these images were chosen, what the lineage of these stereotypes is per classroom discussions and readings, and comment on what a “positive” image might be.

Oral presentations (can included recorded video) Find a community organization (does not necessarily have to be in the Los Angeles area) to interview. Present an edited version with a short (1 page) explanation of the organization and with a list of other similar organizations (if possible).

Research a community based organization to interview that currently works in L.A. County or your community on issues of Asian American civil rights, human rights, immigrant rights, anti-racism, or anti-colonialism. Analyze the interview with at least 3 assigned texts that relate to the mission statement of the organization. Present using evidence on how the assigned readings and Asian American Studies theories from the scholarship relate to the work being done by the organization.

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Author(s) Cathy Schlund-Vials and Viet Thanh Nguyen

Title Flashpoints for Asian American Studies

Edition

Publisher Fordham

ISBN-13

Year 2017

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Cathy Schlund-Vials, K. Scott Wong, Linda Trinh Vo

Title Keywords for Asian American Studies

Edition

Publisher NYU Press

ISBN-13

Year 2015

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Shelley Sang-Hee Lee

Title A New History of Asian America

Edition

Publisher Routledge

ISBN-13

Year 2013

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Mine Okubo

Title Citizen 13660

Edition

Publisher University of Washington Press

ISBN-13

Year 2014

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Cathy Hong Park

Title Minor Feelings: An Asian American Reckoning

Edition

Publisher One World

ISBN-13

Year 2021

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Jay Caspian Kang

Title The Loneliest Americans

Edition

Publisher Crown

ISBN-13

Year 2022

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Erika Lee

Title The Making of Asian America: A History

Edition

Publisher Simon & Shuster

ISBN-13

Year 2014

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Sharon Lim-Hong

Title The Very Inside: An Anthology of Writing by Asian and Pacific Islander Lesbian and
BiSexual Women

Edition

Publisher Sister Vision

ISBN-13

Year 1998

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Sucheng Chan

Title Asian Americans: An Interpretive History

Edition

Publisher Tawyne

ISBN-13

Year 1991

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture 54.000

Online Activity

Online Lab

Total Hours per Semester 54

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture 54.000

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 54

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 04/02/2024

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

Due to COVID 19 and the move to remote instruction. Also, as an alternative to face-to-face instruction. One of the primary concepts of Distance Education (DE) is to offer all students "Learning anytime, anywhere." Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e. sign language interpreters, aides, etc.).

Honors classes are no exception. Division approved courses to be offered as DE on May 8, 2020.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Students becoming frustrated with unfamiliarity with utilizing online platforms. The availability an affordability of a stable wifi connection.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

***Instructor-Initiated Contact:** Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.*

***Frequency:** DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)*

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes
Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU Yes

UC Request Yes

Effective Term

Effective Year

General Education

Local GE Yes

2 – Social and Behavioral Sciences

Rationale

7-Culture, Diversity and Equity

Rationale

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 03/06/2024

Course Proposer Lopez, Nathan

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 220300 - Ethnic Studies

Course Control Number

Is this a credit or noncredit course? D - Credit - Degree Applicable

CB05: Transfer Status B - Transferable to CSU only.

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status Y - Credit Course

CB13 Special Class Status N - Course is not a special class.
CB21 Course Prior to College Y - Not applicable
CB22: Non-Credit Category Y - Not Applicable, Credit course
CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)
CB24: Program Status Stand-alone
CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course
CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix ESTU

Course Number 106

Lecture Content

1. Introduction to Asian American Studies: Introduction of Asian American studies and ethnic studies terminology, theory, history, and research as applied to contemporary perspectives. Review of Asian American Studies terminology, research, history, and literature that analyzes and articulates 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 as analyzed within the Asian American Studies framework.
2. U.S. Imperialism in Asia Brief History of U.S. imperialism in Asia: China, Japan, Hawaii, the Philippines, American Samoa, Guam; the War of 1898/the Insular Cases; WWII/Korean War/ Vietnam War/Bombing of Cambodia
3. Immigration/Migration: History and patterns; the Yellow Peril to contemporary economic fears, national laws & quotas: Immigration Act of 1924 and Immigration Act of 1965; settlement patterns; Operation Babylift; adoptions and war brides/ "boat people"; labor migration (plantations and nurses)
4. Asian American Civil Rights Movement: Key historical figures, major ideologies, goals and aims, collaboration with other major civil rights movements, anti-racist action and organization. Readings on Resistance literature and anti-racist Asian American Literature.
5. Healthcare/Psychology: Differing histories of diasporic trauma (Cambodian genocide, Vietnamese and Hmong war trauma, disparate healthcare outcomes/compliance and cultural issues, family structures, lived experiences, generational differences, cultural expectations, transnationalism

6. Asian American Gender and Sexuality Studies: Intersection of race and sexuality: Rice queens, effeminacy, hypermasculinity, desexualization of men and hypersexualization of women. Exploration of Asian American literature that explore the intersection of race and sexuality.
7. Housing and Community: Ethnic enclaves, ethnoburbs, settlement, gentrification, environmental justice. Community building. Restaurants. Culinary cultural appropriation and celebration, education, and wealth
8. Media representations: White gaze, Ninjas, Dragon Ladies, Kung-fu masters, prostitutes, Zen masters, youth car culture; food; evil warlords; tiger moms, perpetual foreigners, post crisis stereotypes: 9/11, covid 19, hate crimes and violence, national security. Popular culture, representation, expression, cultural appropriation, cultural celebration, literature, counter narratives.
9. Labor: exploitation, capitalism, railroad, gardeners, dry cleaning, houseboys/maids, IT geeks, lawyers/doctors, tourism, restaurants, sweatshops, taxi drivers
10. Citizenship/Alien-nation/ Belonging/ Resistance and Accommodation: Internment and redress; the rise of the conservative Asian; Chinatowns; aliens ineligible for citizenship; the 1964 student riots; assimilation
11. Political Agency: Grassroots organization in response to anti-Asian sentiment (#stopasianhate), radicalism, mainstream political culture, participation, representation

Lab Content

Course Description

This course will examine Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks. It will explore a range of scholarly, and visual texts in order to understand the interdisciplinary field of Asian American Studies. The course also introduces students to key scholarly works, theories, literature, and frameworks that inform the field of Asian American Studies.

Is Honors

false

Lecture Hours

54.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

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 as analyzed in Asian Pacific American/Desi Studies

2. Apply theory and knowledge produced by Asian Pacific American/Desi 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
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Asian Pacific American and Desi communities
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Pacific Americans and Desi are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Develop and improve critical reading and analytical skills across disciplines and fields as well as analysis of primary and secondary sources

Instruction Methods

- **Discussion**
- **Field trips**
- **Group Activities**
- **Guest Speakers**
- **Internet Presentation/Resources**
- **Lecture**
- **Multimedia presentations**

Evaluation Methods

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

Assignments

- **Some assignments require critical thinking:**

No Sample Entered

- **Other Assignments**

No Sample Entered



All Fields

[New Course Proposal: ART 170 - Photography Fundamentals I](#)

Basic Course Information

Course Discipline ART

Division Fine Arts, Communication and Humanities

Course Number 170

Course Title Photography Fundamentals I

Short Title Photo Funds I

Credit Status

Is this a credit or noncredit course? D - Credit - Degree Applicable

Justification Proposing New Course

Photography is a standard art class that we don't have at Compton College. A photography class will be a great option for art students interested in photography and design, for social media students who want to be able to capture their own images for social platforms, design students who want to pursue marketing and design work, and students who might just have a general interest. Edited assignment to include 1Page Statement per agreement with Originator (mfm 3.21.2024)

Catalog Description

Introduction to the processes, principles, and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, theory, and contemporary trends in photography.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

No

Indicate estimated cost of new library acquisition or specify accommodations for resources.

The library has the capability of supporting this course. However, the library/learning resource will need to have Adobe Cloud installed and available for student use on its computers.

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Art

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

D - Credit - Degree Applicable

This is a CTE Course No

This course has variable units No

This course has activity/lab content Yes

This course is lab only No

Lecture Units/Hours

Min

Lecture Hours (1 unit = 18 hours) 36.000

Activity Units/Hours

Min

Activity Hours (1 unit = 36 hours) 0.000

Lab Units/Hours

Min

Lab Hours (1 unit = 54 hours) 54.000

[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

| Instructional Category | In-Cl |
|---|--------------|
| Lecture (lecture, discussion, seminar, and related work) | 1 |
| Activity (activity, lab w/homework, studio, and similar) | 2 |
| Laboratory (traditional lab, natural science lab, clinical, and similar) | 3 |

Min Outside-of-Class Hours 72.000

Total Units/Hours

Min

Total Units 3.00

Total In-Class Hours 90.00

Total Hours Including Outside of Class Hours 162.00

Grading Method

Grading Method

L - Letter grade only

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)
- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

101100 - Photography

SAM Priority Code

E - Non-Occupational

Repeatability

This course is repeatable No

Credit By Examination

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) Yes

Course Family

Two-Dimensional Design

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours: 36.000

Activity Hours: 0.000

Lab Hours: 54.000

Content

Lecture

Outline

Elements and principles of design as they relate to photography.

Approximate Time In Hours

6.00

Lecture

Outline

Concept development and project based approaches to photography.

Approximate Time In Hours

6.00

Lecture

Outline

Photographic tools, materials and processes, including camera controls, image exposure, image manipulation, processing, and printing.

Approximate Time In Hours

6.00

Lecture

Outline

Safe handling, maintenance, and appropriate use of photography equipment and materials.

Approximate Time In Hours

6.00

Lecture

Outline

Historical and contemporary trends, language, aesthetics and emerging media as they relate to analog and/or digital photography.

Approximate Time In Hours

6.00

Lecture

Outline

Group and individual critiques of photographic images utilizing relevant terminology and concepts.

Approximate Time In Hours

6.00

Lab

Outline

Digital management, editing, software, and printing techniques.

Approximate Time In Hours

20.00

Lab

Outline

Assignment covering photographic tools, materials and processes, compositional techniques and principles, camera controls, and image exposure.

Approximate Time In Hours

20.00

Lab

Outline

Group and individual critiques

Approximate Time In Hours

14.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lab

Objective

Apply the elements and principles of design in finished photographs

Lab

Objective

Create a portfolio of work demonstrating formal, conceptual, and technical development

Lab

Objective

Produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, printing, and presentation

Lecture

Objective

Examine and describe historical and contemporary trends, language, aesthetics and emerging media in photography

Lecture

Objective

Analyze and describe the role of photography in contemporary culture and media

Lecture

Objective

Safely handle and maintain photographic equipment and materials

Lecture

Objective

Evaluate and critique photographic images utilizing relevant terminology and concepts

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Portfolio: Students will be able to create a portfolio of work demonstrating formal, conceptual, and technical development.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

Evaluate and Critique: Students will be able to evaluate and critique photographic images utilizing relevant terminology and concepts.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to

accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Photographic Production: Students will be able to produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, and presentation.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Identify, Define, and Analyze: Students will be able to identify, describe, and analyze historical and contemporary trends, language, aesthetics and emerging media in photography.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking Yes

Sample

Students will have out of class reading and workshop assignments to practice specific photographic concepts techniques discussed in class. Additionally, throughout the course, students will respond creatively to a number of photography prompts. Students will present their final photographs in critique settings.

1. Two sides of you (Diptych): *Critically examine the nuances of your identity by creating a Create a diptych photographic image of yourself. In one image, highlight something about yourself that people know about you. In the second image, photograph yourself in a way that reveals something less known about yourself. Write a supporting 1-page statement that explores how you've conceptualize your identity through your work.*

2. Re:Create: *Consider how photography as a practice and as a process has expanded and evolved since its inception. Find and analyze a photograph that exists in your home that you did not take. Consider the lighting, the type of camera used, colors and mood. Unpack the photograph's composition. Using the photograph as a jumping off point, attempt to recreate it in today's context. Consider how reinterpreting an image from 10, 20, 50 years ago in today's context gives new meaning to the content of the image. Write a supporting 1-page statement that explores your observations, your process recreating the photo, and the decisions you made when producing your new image.*

3. Community Stories: *Research a photographer that we've discussed in class that works with/documents community. Some examples of photographers are Catherine Opie, Noé Montes, Dorothea Lang. During your research, take note of how they photographed their subjects and captured their stories. Expanding on their approach, you will then identify a person within your own community to photograph (with their permission). Drawing upon the photographer you researched and their practices, spend one hour with your subject conducting an interview about their story then photograph them in a space that best captures the essence of their story. Write a supporting 1-page statement that explores your process of documenting your subject and their story, as well as how you drew inspiration from the photographer you researched.*

Reading Assignments Yes

Sample

Students will have a variety of out-of-class readings that will supplement topics discussed throughout the course. Reading topics could include:

1. The history of photography from inception to contemporary times and the photographers who most profoundly impacted the evolution of medium
2. Photography composition theory and concepts
3. Analyses by curators, art historians, academics about specific photographic works
4. Statements by specific photographers illuminating their process and the conceptualizing of their work

Writing Assignments Yes

Sample

Students will have a number of writing assignments responding to a number of different prompts. A potential prompt could be:

1. Write a 5-page analysis of a photographic work. In your analysis, discuss:
 - Photographic techniques used, such as lighting, color balancing, and exposure settings
 - Expanding upon the visual elements of the photograph, unpack the subject of the work by discussing the visual metaphors, symbolism, and conceptual references used
 - Discuss in detail any contextual information important to the work (i.e. was there a specific global event that the work is responding to?); include references to any statements by the artists and interpretations by art historians and academics

Other Assignments Yes

Sample

At the end of the semester, students will create portfolio of their photographs. They will also practice writing about their photographic practice; this writing will be showcased in their portfolios.

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Author(s) Barbara London; Jim Stone

Title Short Course in Photography, A: Digital

Edition 4th edition

Publisher Pearson

ISBN-13

Year 2019

Rationale for older textbook

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Robert Hirsch

Title Light and Lens Thinking About Photography in the Digital Age

Edition 4th edition

Publisher Routledge

ISBN-13

Year 2022

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Author(s) Salt Lake Community College

Title Image Manipulation for Graphic Artists

Edition OER

Publisher Salt Lake Community College

ISBN-13

Year 2022

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No

Manual

Software

Title Adobe Photoshop

Edition/Version CC

Publisher/Manufacturer Adobe

Description

Or Equivalent No

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material No

Title Adobe Lightroom

Edition/Version CC

Publisher/Manufacturer Adobe

Description

Or Equivalent No

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material No

Other Learning Materials

Other

Students will need access to: - A fleet of dSLR cameras that they can check out through a campus lending system - A color photo printer and a large format color printer to practice printing their photographs

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material No

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Laboratory

Lecture

Multimedia presentations

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. Yes

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Yes

Explanation

Photography is an accessible form of artistic expression which is conveyed in the course description. It is also a flexible form for students who may require accommodation due to a disability or impairment. For example, there are many ways to adjust a photo course for a student with sight impairment, including but not limited to: monitor adjustments, accessories to magnify the camera settings/images taken, software to help increase contrast, etc. Everyone is welcome to take the course and discover how to translate their unique experiences and perspectives into photographs.

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Yes

Explanation

Photography is a flexible medium that can appeal to a wide array of student interests, disability/ability, skills, attitudes, and life experience.

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Yes

Explanation

Photographic prompts will relate to IDEA objectives.

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Yes

Explanation

Students will learn about photography as a powerful tool for personal and community expression.

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Yes

Explanation

Photography is a very flexible medium that any student can work with.

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Yes

Explanation

I will prioritize sharing the works of culturally diverse professional photographers in the course materials.

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

I will prioritize sharing the works of culturally diverse professional photographers in the course materials.

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Yes

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Yes

Explanation

Critique is one of the main forms of evaluation in the class. Critique requires peer interactions.

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Yes

Explanation

The course will provide multiple means of engagement, representation, and action & expression for students.

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Yes

Explanation

Students will learn the technical and soft skills required of professional photographers.

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Yes

Explanation

I will provide students with clear rubrics that state my expectations and will also give examples of past student work.

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Emergency Fully Online by Mutual Agreement Statement

A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture 36.000

Online Activity 0.000

Online Lab 54.000

Total Hours per Semester 90

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a

three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture 36.000

Online Activity 0.000

Online Lab 54.000

Total Hours per Semester 90

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture 36.000

Face-to-Face Activity 0.000

Face-to-Face Lab 54.000

Total Hours per Semester 90

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 11/07/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

The ability to offer this course as a DE course gives students flexibility with their education so that they can balance their job/family responsibilities along with their creative pursuits.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Students may not have reliable internet service, the skills to complete the course without in-person assistance, or a suitable place in the home to complete homework. Students may not have access to a computer, camera, or digital art software on a home computer.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and

all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU Yes

UC Request N/A

Effective Term

Effective Year

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 09/28/2023

Course Proposer Rodriguez, Mayela

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 101100 - Photography

Course Control Number

Is this a credit or noncredit course? D - Credit - Degree Applicable

CB05: Transfer Status B - Transferable to CSU only.

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status Y - Credit Course

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category Y - Not Applicable, Credit course

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix ART

Course Number 170

Lecture Content

1. Elements and principles of design as they relate to photography.
2. Concept development and project based approaches to photography.
3. Photographic tools, materials and processes, including camera controls, image exposure, image manipulation, processing, and printing.
4. Safe handling, maintenance, and appropriate use of photography equipment and materials.
5. Historical and contemporary trends, language, aesthetics and emerging media as they relate to analog and/or digital photography.
6. Group and individual critiques of photographic images utilizing relevant terminology and concepts.

Lab Content

1. Digital management, editing, software, and printing techniques.

2. Assignment covering photographic tools, materials and processes, compositional techniques and principles, camera controls, and image exposure.
3. Group and individual critiques

Course Description

Introduction to the processes, principles, and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, theory, and contemporary trends in photography.

Is Honors

false

Lecture Hours

36.000

Lab Hours

54.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. Apply the elements and principles of design in finished photographs
2. Create a portfolio of work demonstrating formal, conceptual, and technical development
3. Produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, printing, and presentation
4. Examine and describe historical and contemporary trends, language, aesthetics and emerging media in photography
5. Analyze and describe the role of photography in contemporary culture and media
6. Safely handle and maintain photographic equipment and materials
7. Evaluate and critique photographic images utilizing relevant terminology and concepts

Instruction Methods

- **Demonstration**
- **Discussion**
- **Field trips**
- **Group Activities**
- **Guest Speakers**
- **Internet Presentation/Resources**
- **Laboratory**
- **Lecture**
- **Multimedia presentations**
- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

- Students will need access to: - A fleet of dSLR cameras that they can check out through a campus lending system - A color photo printer and a large format color printer to practice printing their photographs

Assignments

Some assignments require critical thinking:

No Sample Entered

Reading Assignments

Sample

Students will have a variety of out-of-class readings that will supplement topics discussed throughout the course. Reading topics could include:

1. The history of photography from inception to contemporary times and the photographers who most profoundly impacted the evolution of medium
2. Photography composition theory and concepts
3. Analyses by curators, art historians, academics about specific photographic works
4. Statements by specific photographers illuminating their process and the conceptualizing of their work

Writing Assignments

Sample

Students will have a number of writing assignments responding to a number of different prompts. A potential prompt could be:

1. Write a 5-page analysis of a photographic work. In your analysis, discuss:
 - Photographic techniques used, such as lighting, color balancing, and exposure settings
 - Expanding upon the visual elements of the photograph, unpack the subject of the work by discussing the visual metaphors, symbolism, and conceptual references used
 - Discuss in detail any contextual information important to the work (i.e. was there a specific global event that the work is responding to?); include references to any statements by the artists and interpretations by art historians and academics

Other Assignments

No Sample Entered



All Fields

[New Course Proposal: LSKL 2 - Parenting Strategies I](#)

Basic Course Information

Course Discipline LSKL

Division Social Sciences

Course Number 2

Course Title Parenting Strategies I

Short Title Parenting Strategies I

Credit Status

Is this a credit or noncredit course? N - Non Credit

Justification Proposing New Course

This course offering allows persons who are incarcerated to gain knowledge in parenting strategies that they can incorporate in their daily life with their families. In addition, individuals can earn a certificate upon completion of Parenting Strategies I and Parenting Strategies II.

Catalog Description

Examines the principles of child development, discipline philosophies, communication, and strengthening family relationships.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Psychology

Condition

or

Sociology

Condition

or

Child Development/Early Childhood Education

Condition

or

Counseling

Condition

or

Parent Education: Noncredit

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

N - Non Credit

This is a CTE Course No

Noncredit Courses

Minimum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Maximum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Expected Outside of Class Hours

30.000

Noncredit Category (primary objective) (CB22)

F - Parenting

Does this course meet any of the following characteristics? Select all that apply:

Correctional Facility

Grading Method

Grading Method

P/SP/NP - Pass/Satisfactory Progress/No Pass

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)

- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

130800 - Family Studies

SAM Priority Code

D - Possibly Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R9 - Unlimited Repeats

Justification

4

Credit By Examination

Explain Other

Noncredit class.

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours:

Content

Lecture

Outline

1. Child Growth and Development: physical, social, cognitive, emotional, health and safety, nutrition, play.

Approximate Time In Hours

10.00

Lecture

Outline

2. Role of Parent: Galinsky's stages of parenthood, expectations and realities, societal and cultural differences.

Approximate Time In Hours

5.00

Lecture

Outline

3. Parent-Child Interaction: guidance, discipline, punishment, communication (verbal-non-verbal), parent as teacher, parent as model.

Approximate Time In Hours

10.00

Lecture

Outline

4. Family-Community: resources, diversity, equity.

Approximate Time In Hours

5.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

1. Identify and describe stages of child growth and development.

Lecture

Objective

2. Describe the role of the parent within the family.

Lecture

Objective

3. Describe effective discipline techniques.

Lecture

Objective

4. Identify the skills needed for effective communication.

Lecture

Objective

5. Explore practices that help to establish equity within the family and community.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Analyze effective discipline and guidance strategies for parenting.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

- Write a 1-page paper describing what discipline techniques one could use when parenting.

Other Assignments No

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Author(s) Diana Lang

Title Parenting and Family Diversity Issues

Edition 1st

Publisher LibreTexts

ISBN-

13 [https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Parenting_and_Family_Diversity_Issues_\(Lang\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Parenting_and_Family_Diversity_Issues_(Lang))

Year 2023

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No

Or Equivalent No

Manual

Software

Other Learning Materials

Other

Only Open Educational Resources (OER) will be used for this course. Instructors can build curriculum using variety of OER. Example below:

[https://socialsci.libretexts.org/Bookshelves/Psychology/Introductory_Psychology/Psychology_\(Noba\)/Chapter_6%3A_Development/6.6%3A_The_Developing_Parent](https://socialsci.libretexts.org/Bookshelves/Psychology/Introductory_Psychology/Psychology_(Noba)/Chapter_6%3A_Development/6.6%3A_The_Developing_Parent)

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material No

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Discussion

Lecture

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture

Online Activity

Online Lab

Total Hours per Semester 0

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 0

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 12/05/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This course will be taught asynchronously by MOU between Compton College and the correctional facility. Students can take this non-credit course asynchronously when it is not possible to do it in person. This modality aligns with Compton College's mission, vision, and values to provide courses that are equitable to students.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Compton College will follow the MOU between institutions. However, it is possible that various circumstances can interfere with teaching this course via distance education. For example, events that can happen in the facility outside of Compton College's control and/or faculty. There could also be issues with technology that can impact the way this modality will be used. However, in these cases – Compton College's staff and faculty will work together with the correctional facility to ensure that the course is completed.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

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Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU

UC Request

Effective Term

Effective Year

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/15/2023

Course Proposer Diaz, Corina

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 130800 - Family Studies

Course Control Number

Is this a credit or noncredit course? N - Non Credit

CB05: Transfer Status C - Not transferable

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code D - Possibly Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status L - Non-Enhanced Funding

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category F - Parenting

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix LSKL

Course Number 2

Lecture Content

1. 1. Child Growth and Development: physical, social, cognitive, emotional, health and safety, nutrition, play.
2. 2. Role of Parent: Galinsky's stages of parenthood, expectations and realities, societal and cultural differences.
3. 3. Parent-Child Interaction: guidance, discipline, punishment, communication (verbal-non-verbal), parent as teacher, parent as model.
4. 4. Family-Community: resources, diversity, equity.

Lab Content

Course Description

Examines the principles of child development, discipline philosophies, communication, and strengthening family relationships.

Is Honors

false

Lecture Hours

0.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. 1. Identify and describe stages of child growth and development.
2. 2. Describe the role of the parent within the family.
3. 3. Describe effective discipline techniques.
4. 4. Identify the skills needed for effective communication.
5. 5. Explore practices that help to establish equity within the family and community.

Instruction Methods

- **Discussion**

- **Lecture**
- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

- Only Open Educational Resources (OER) will be used for this course. Instructors can build curriculum using variety of OER. Example below:
[https://socialsci.libretexts.org/Bookshelves/Psychology/Introductory_Psychology/Psychology_\(Noba\)/Chapter_6%3A_Development/6.6%3A_The_Developing_Parent](https://socialsci.libretexts.org/Bookshelves/Psychology/Introductory_Psychology/Psychology_(Noba)/Chapter_6%3A_Development/6.6%3A_The_Developing_Parent)

Assignments

Writing Assignments

Sample

- Write a 1-page paper describing what discipline techniques one could use when parenting.



All Fields

[New Course Proposal: LSKL 3 - Parenting Strategies II](#)

Basic Course Information

Course Discipline LSKL

Division Social Sciences

Course Number 3

Course Title Parenting Strategies II

Short Title Parenting Strategies II

Credit Status

Is this a credit or noncredit course? N - Non Credit

Justification Proposing New Course

This course offering allows persons who are incarcerated to gain knowledge in parenting strategies that they can incorporate in their daily life with their families. In addition, individuals can earn a certificate upon completion of Parenting Strategies I and Parenting Strategies II.

Catalog Description

Explores the responsibilities and benefits of being an effective parent, including an overview of the child development theories and how to build effective relationships with one's children.

Additional topics include parenting styles, effective parenting strategies, and building a positive parent-child relationship.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Psychology

Condition

or

Sociology

Condition

or

Child Development/Early Childhood Education

Condition

or

Counseling

Condition

or

Parent Education: Noncredit

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

N - Non Credit

This is a CTE Course No

Noncredit Courses

Minimum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Maximum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Expected Outside of Class Hours

30.000

Noncredit Category (primary objective) (CB22)

F - Parenting

Does this course meet any of the following characteristics? Select all that apply:

Correctional Facility

Grading Method

Grading Method

P/SP/NP - Pass/Satisfactory Progress/No Pass

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the

dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)

- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

130800 - Family Studies

SAM Priority Code

D - Possibly Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R9 - Unlimited Repeats

Justification

4

Credit By Examination

Explain Other

noncredit course

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours:

Content

Lecture

Outline

Child Development Theories: Erik Erikson- Psychosocial Developmental Theory; Jean Piaget - Cognitive Developmental Theory; Lawrence Kohlberg Stages of Moral Development; John Bowlby-Attachment Theory; Maslow's Hierarchy of Needs and Humanistic Theory; Family Systems Theory.

Approximate Time In Hours

8.00

Lecture

Outline

Parenting Styles - Baumrind's: Authoritative; Permissive; Authoritarian; Uninvolved; DLA; Combinations of the aforementioned.

Approximate Time In Hours

5.00

Lecture

Outline

Positive Parent Child Relationships: being present, quality time, creating a caring environment of trust and respect, reflective practice.

Approximate Time In Hours

8.00

Lecture

Outline

Diversity of Parenting Strategies: love and logic, conscious discipline, active parenting.

Approximate Time In Hours

9.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

1. Explore child development theories and how they impact parenting.

Lecture

Objective

2. List and explain different parenting styles.

Lecture

Objective

3. Explain the characteristic of positive parent-child relationship.

Lecture

Objective

4. Identify diverse parenting tools.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Identify effective parenting strategies for building a positive parent-child relationship.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to

accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

- Write a 1-page paper describing at least three effective parenting strategies for building a positive parent-child relationship.

Other Assignments No

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Author(s) Diana Lang

Title Parenting and Family Diversity Issues

Edition 1st

Publisher LibreTexts

ISBN-

13 [https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Parenting_and_Family_Diversity_Issues_\(Lang\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Parenting_and_Family_Diversity_Issues_(Lang))

Year 2023

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No

Or Equivalent No

Manual

Software

Other Learning Materials

Other

Only Open Educational Resources (OER) will be used for this course. Instructors can use variety of OER. Please see examples below: 1.

[https://socialsci.libretexts.org/Bookshelves/Psychology/Culture_and_Community/Personality_Theory_in_a_Cultural_Context_\(Kelland\)/12%3A_Erik_Erikson/12.04%3A_Erikson's_Eight_Stages_of_Development](https://socialsci.libretexts.org/Bookshelves/Psychology/Culture_and_Community/Personality_Theory_in_a_Cultural_Context_(Kelland)/12%3A_Erik_Erikson/12.04%3A_Erikson's_Eight_Stages_of_Development) 2. <https://iastate.pressbooks.pub/parentingfamilydiversity/chapter/chapter-1-2/> 3. <https://nobaproject.com/modules/attachment-through-the-life-course>

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material No

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Discussion

Lecture

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture

Online Activity

Online Lab

Total Hours per Semester 0

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 0

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 12/05/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This course will be taught asynchronously by MOU between Compton College and the correctional facility. Students can take this non-credit course asynchronously when it is not possible to do it in person. This modality aligns with Compton College's mission, vision, and values to provide courses that are equitable to students.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Compton College will follow the MOU between institutions. However, it is possible that various circumstances can interfere with teaching this course via distance education. For example, events that can happen in the facility outside of Compton College's control and/or faculty. There could also be issues with technology that can impact the way this modality will be used. However, in these cases – Compton College's staff and faculty will work together with the correctional facility to ensure that the course is completed.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-

face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU

UC Request

Effective Term

Effective Year

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/15/2023

Course Proposer Diaz, Corina

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 130800 - Family Studies

Course Control Number

Is this a credit or noncredit course? N - Non Credit

CB05: Transfer Status C - Not transferable

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code D - Possibly Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status L - Non-Enhanced Funding

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category F - Parenting

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix LSKL

Course Number 3

Lecture Content

1. Child Development Theories: Erik Erikson- Psychosocial Developmental Theory; Jean Piaget - Cognitive Developmental Theory; Lawrence Kohlberg Stages of Moral Development; John Bowlby-Attachment Theory; Maslow's Hierarchy of Needs and Humanistic Theory; Family Systems Theory.
2. Parenting Styles - Baumrind's: Authoritative; Permissive; Authoritarian; Uninvolved; DLA; Combinations of the aforementioned.
3. Positive Parent Child Relationships: being present, quality time, creating a caring environment of trust and respect, reflective practice.
4. Diversity of Parenting Strategies: love and logic, conscious discipline, active parenting.

Lab Content

Course Description

Explores the responsibilities and benefits of being an effective parent, including an overview of the child development theories and how to build effective relationships with one's children.

Additional topics include parenting styles, effective parenting strategies, and building a positive parent-child relationship.

Is Honors

false

Lecture Hours

0.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. Explore child development theories and how they impact parenting.
2. List and explain different parenting styles.
3. Explain the characteristic of positive parent-child relationship.
4. Identify diverse parenting tools.

Instruction Methods

- **Discussion**
- **Lecture**
- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

- Only Open Educational Resources (OER) will be used for this course. Instructors can use variety of OER. Please see examples below: 1.
[https://socialsci.libretexts.org/Bookshelves/Psychology/Culture_and_Community/Personality_Theory_in_a_Cultural_Context_\(Kelland\)/12%3A_Erik_Erikson/12.04%3A_Erikson's_Eight_Stages_of_Development](https://socialsci.libretexts.org/Bookshelves/Psychology/Culture_and_Community/Personality_Theory_in_a_Cultural_Context_(Kelland)/12%3A_Erik_Erikson/12.04%3A_Erikson's_Eight_Stages_of_Development) 2.
<https://iastate.pressbooks.pub/parentingfamilydiversity/chapter/chapter-1-2/> 3.
<https://nobaproject.com/modules/attachment-through-the-life-course>

Assignments

Writing Assignments

Sample

- Write a 1-page paper describing at least three effective parenting strategies for building a positive parent-child relationship.



All Fields

[New Course Proposal: LSKL 4 - Anger Management I](#)

Basic Course Information

Course Discipline LSKL

Division Social Sciences

Course Number 4

Course Title Anger Management I

Short Title Anger Management I

Credit Status

Is this a credit or noncredit course? N - Non Credit

Justification Proposing New Course

This course offering allows persons who are incarcerated to gain knowledge in anger management. In addition, individuals can earn a certificate upon completion of Anger Management I and Anger Management II.

Catalog Description

Introduces strategies and techniques for dealing with anger and managing relationships. Topics include defining anger, assessing personality styles, and exploring strategies for managing stress.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Psychology

Condition
or
Sociology
Condition
or
Counseling
Condition
or
Vocational (short-term): Noncredit
Condition
or
Health and Safety: Noncredit
Condition
Required Certifications
Cross Listed Course
Cross Listed Course
Co-Contributor(s)
Co-Contributor(s)
Course Standards
Is this a credit or noncredit course?
N - Non Credit
This is a CTE Course No

Noncredit Courses

Minimum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Maximum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Expected Outside of Class Hours

30.000

Noncredit Category (primary objective) (CB22)

D - Health and Safety

Does this course meet any of the following characteristics? Select all that apply:

Correctional Facility

Grading Method

Grading Method

P/SP/NP - Pass/Satisfactory Progress/No Pass

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)

- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

089900 - Other Education

SAM Priority Code

D - Possibly Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R9 - Unlimited Repeats

Justification

4

Credit By Examination

Explain Other

noncredit class

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours:

Content

Lecture

Outline

1. Understanding Anger: Root causes of trauma-induced anger; trauma response (role of the amygdala, freeze, submit, or hide); underlying emotions (resentment, anxiety, frustrations); methods to manage anger towards self, others, past people-events; anger used toward power, control and respect; behavioral indicators; mental and emotional indicators; strategies for managing the anger response.

Approximate Time In Hours

9.00

Lecture

Outline

2. Managing Past Behavioral Patterns: identifying and intercepting patterns of angry behavior; identify emotional traps and explore self-awareness; Cognitive Behavioral Therapy (CBT) as a solution; the role of honesty in the development of self-respect and self-acceptance.

Approximate Time In Hours

3.00

Lecture

Outline

3. Personality Style and anger: choleric, melancholic, sanguine, phlegmatic; temperament style and traits; differences and strengths of other temperament; effective communication strategies to minimize differences; resolving conflict with different personality styles.

Approximate Time In Hours

3.00

Lecture

Outline

4. Stress Management: examining the forms of stress and stress management, understanding the primary causes of stress; three levels of stress; acute vs chronic stress; coping skills for dealing with stress; how to complete a behavior pattern and stress chart.

Approximate Time In Hours

3.00

Lecture

Outline

5. Stress Releasing Techniques: introduction to mindfulness; mindfully releasing anger; deep-breathing techniques; body-scan technique; time management; visualization.

Approximate Time In Hours

3.00

Lecture

Outline

6. Managing Relationships: the six types of intimacy; dynamics and consequences of domestic violence for families and society.; healthy vs unhealthy relationships; stress management vs anger management; problem solving strategies and communication skills.

Approximate Time In Hours

9.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

1. Examine signs and symptoms of anger and root causes..

Lecture

Objective

2. Examine past behavioral patterns.

Lecture

Objective

3. Assess personality style and impacts on anger.

Lecture

Objective

4. Identify types of stress and coping skills for dealing with stress.

Lecture

Objective

5. Explore stress releasing techniques.

Lecture

Objective

6. Explore stress releasing techniques.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Define anger and identify strategies for anger management.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

- Signature Assignment: write a 1-page paper describing the impact of anger on one's life and strategies for anger and stress management.

Other Assignments No

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Discussion

Lecture

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture

Online Activity

Online Lab

Total Hours per Semester 0

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a

three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 0

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 12/05/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This course will be taught asynchronously by MOU between Compton College and the correctional facility. Students can take this non-credit course asynchronously when it is not possible to do it in person. This modality aligns with Compton College's mission, vision, and values to provide courses that are equitable to students.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Compton College will follow the MOU between institutions. However, it is possible that various circumstances can interfere with teaching this course via distance education. For example, events that can happen in the facility outside of Compton College's control and/or faculty. There could

also be issues with technology that can impact the way this modality will be used. However, in these cases – Compton College’s staff and faculty will work together with the correctional facility to ensure that the course is completed.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents’ content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents’ content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are “imported” from another language (such as faux pas), ensure that any changes in language be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU

UC Request

Effective Term

Effective Year

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is "solely available from the district", is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/19/2023

Course Proposer Diaz, Corina

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 089900 - Other Education

Course Control Number

Is this a credit or noncredit course? N - Non Credit

CB05: Transfer Status C - Not transferable

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code D - Possibly Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status L - Non-Enhanced Funding

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category D - Health and Safety

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix LSKL

Course Number 4

Lecture Content

1. 1. Understanding Anger: Root causes of trauma-induced anger; trauma response (role of the amygdala, freeze, submit, or hide); underlying emotions (resentment, anxiety, frustrations); methods to manage anger towards self, others, past people-events; anger used toward power, control and respect; behavioral indicators; mental and emotional indicators; strategies for managing the anger response.

2. 2. Managing Past Behavioral Patterns: identifying and intercepting patterns of angry behavior; identify emotional traps and explore self-awareness; Cognitive Behavioral Therapy (CBT) as a solution; the role of honesty in the development of self-respect and self-acceptance.
3. 3. Personality Style and anger: choleric, melancholic, sanguine, phlegmatic; temperament style and traits; differences and strengths of other temperaments; effective communication strategies to minimize differences; resolving conflict with different personality styles.
4. 4. Stress Management: examining the forms of stress and stress management, understanding the primary causes of stress; three levels of stress; acute vs chronic stress; coping skills for dealing with stress; how to complete a behavior pattern and stress chart.
5. 5. Stress Releasing Techniques: introduction to mindfulness; mindfully releasing anger; deep-breathing techniques; body-scan technique; time management; visualization.
6. 6. Managing Relationships: the six types of intimacy; dynamics and consequences of domestic violence for families and society.; healthy vs unhealthy relationships; stress management vs anger management; problem solving strategies and communication skills.

Lab Content

Course Description

Introduces strategies and techniques for dealing with anger and managing relationships. Topics include defining anger, assessing personality styles, and exploring strategies for managing stress.

Is Honors

false

Lecture Hours

0.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. 1. Examine signs and symptoms of anger and root causes..
2. 2. Examine past behavioral patterns.
3. 3. Assess personality style and impacts on anger.
4. 4. Identify types of stress and coping skills for dealing with stress.
5. 5. Explore stress releasing techniques.
6. 6. Explore stress releasing techniques.

Instruction Methods

- **Discussion**
- **Lecture**
- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

Assignments

- Writing Assignments**

Sample

- **Signature Assignment:** write a 1-page paper describing the impact of anger on one's life and strategies for anger and stress management.



All Fields

[New Course Proposal: LSKL 5 - Anger Management II](#)

Basic Course Information

Course Discipline LSKL

Division Social Sciences

Course Number 5

Course Title Anger Management II

Short Title Anger Management II

Credit Status

Is this a credit or noncredit course? N - Non Credit

Justification Proposing New Course

This course offering allows persons who are incarcerated to gain knowledge in anger management. In addition, individuals can earn a certificate upon completion of Anger Management I and Anger Management II.

Catalog Description

Examines strategies and techniques for managing anger and response reactions. Learn how to improve relationships through effective communication skills while also addressing underlying causes of anger stemming from the past.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Psychology

Condition

or

Sociology

Condition

or

Counseling

Condition

or

Health and Safety: Noncredit

Condition

or

Vocational (short-term): Noncredit

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

N - Non Credit

This is a CTE Course No

Noncredit Courses

Minimum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Maximum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Expected Outside of Class Hours

30.000

Noncredit Category (primary objective) (CB22)

D - Health and Safety

Does this course meet any of the following characteristics? Select all that apply:

Correctional Facility

Grading Method

Grading Method

P/SP/NP - Pass/Satisfactory Progress/No Pass

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)

- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

089900 - Other Education

SAM Priority Code

D - Possibly Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R9 - Unlimited Repeats

Justification

4

Credit By Examination

Explain Other

noncredit class

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours:

Content

Lecture

Outline

1. Communication: four communication styles; four types of interpersonal communication styles; three modes of non-violent communication (NVC); four parts of NVC process (observation, feelings, needs, and requests).

Approximate Time In Hours

3.00

Lecture

Outline

2. Empathy and Anger: definition of empathy and characteristics; role of emotional intelligence; listening for understanding (attentive listening, questions to understand, mirroring technique); cultural differences; empathy (givers, takers, and matches).

Approximate Time In Hours

5.00

Lecture

Outline

3. Resilience: what is resilience and why is it important?; resilience through self-analysis and facing failure; core qualities of resilience (goal setting and re-evaluating actions); growth vs fixed mindset; deconstructing anger (analyzing situations, taking corrective action, assessing next steps, implementing back-up plans); feedback as assistance; conflict resolution; power in responsibility.

Approximate Time In Hours

6.00

Lecture

Outline

4. Self-Awareness: definitions of self-awareness; self-awareness and personality styles.

Approximate Time In Hours

2.00

Lecture

Outline

5. Work Culture: anger management in the workplace; professionalism and decision-making skills; incorporating self-reflection, adjustment, and emphasizing strengths.

Approximate Time In Hours

2.00

Lecture

Outline

6. Social-Diversity Awareness: impact of gender differences on relationships; gender roles, issues, and challenging gender norms; race and ethnicity; social class; education; respecting cultural differences; examining generational differences.

Approximate Time In Hours

8.00

Lecture

Outline

7. Planning for the future: taking action and responsibility for one's life choices; creating an action plan for anger and stress management coping strategies, educational resources and support.

Approximate Time In Hours

4.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

1. Identify the characteristics of nonviolent communication.

Lecture

Objective

2. Examine the relationship between anger and empathy.

Lecture

Objective

3. Define resilience and how it relates to anger management.

Lecture

Objective

4. Define self-awareness and personality styles.

Lecture

Objective

5. Utilize self-reflection to manage anger in the workplace.

Lecture

Objective

6. Develop social-diversity awareness.

Lecture

Objective

7. Create an anger management action plan for the future

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

- Develop strategies and techniques for managing anger and improving communication skills.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

- Signature Assignment - Write a 1-page paper describing the impact of anger on one's life, by identifying strategies and techniques for managing anger and improving communication skills.

Other Assignments No

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Discussion

Lecture

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Hybrid Only

Emergency Fully Online by Mutual Agreement No

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture

Online Activity

Online Lab

Total Hours per Semester 0

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 0

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 12/05/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This course will be taught asynchronously by MOU between Compton College and the correctional facility. Students can take this non-credit course asynchronously when it is not possible to do it in person. This modality aligns with Compton College's mission, vision, and values to provide courses that are equitable to students.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Compton College will follow the MOU between institutions. However, it is possible that various circumstances can interfere with teaching this course via distance education. For example, events that can happen in the facility outside of Compton College's control and/or faculty. There could also be issues with technology that can impact the way this modality will be used. However, in these cases – Compton College's staff and faculty will work together with the correctional facility to ensure that the course is completed.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and

all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU

UC Request

Effective Term

Effective Year

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/19/2023

Course Proposer Diaz, Corina

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 089900 - Other Education

Course Control Number

Is this a credit or noncredit course? N - Non Credit

CB05: Transfer Status C - Not transferable

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code D - Possibly Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status L - Non-Enhanced Funding

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category D - Health and Safety

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix LSKL

Course Number 5

Lecture Content

1. 1. Communication: four communication styles; four types of interpersonal communication styles; three modes of non-violent communication (NVC); four parts of NVC process (observation, feelings, needs, and requests).
2. 2. Empathy and Anger: definition of empathy and characteristics; role of emotional intelligence; listening for understanding (attentive listening, questions to understand, mirroring technique); cultural differences; empathy (givers, takers, and matches).
3. 3. Resilience: what is resilience and why is it important?; resilience through self-analysis and facing failure; core qualities of resilience (goal setting and re-evaluating actions); growth vs fixed mindset; deconstructing anger (analyzing situations, taking corrective action, assessing next steps, implementing back-up plans); feedback as assistance; conflict resolution; power in responsibility.
4. 4. Self-Awareness: definitions of self-awareness; self-awareness and personality styles.

5. 5. Work Culture: anger management in the workplace; professionalism and decision-making skills; incorporating self-reflection, adjustment, and emphasizing strengths.
6. 6. Social-Diversity Awareness: impact of gender differences on relationships; gender roles, issues, and challenging gender norms; race and ethnicity; social class; education; respecting cultural differences; examining generational differences.
7. 7. Planning for the future: taking action and responsibility for one's life choices; creating an action plan for anger and stress management coping strategies, educational resources and support.

Lab Content

Course Description

Examines strategies and techniques for managing anger and response reactions. Learn how to improve relationships through effective communication skills while also addressing underlying causes of anger stemming from the past.

Is Honors

false

Lecture Hours

0.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. 1. Identify the characteristics of nonviolent communication.
2. 2. Examine the relationship between anger and empathy.
3. 3. Define resilience and how it relates to anger management.
4. 4. Define self-awareness and personality styles.
5. 5. Utilize self-reflection to manage anger in the workplace.
6. 6. Develop social-diversity awareness.
7. 7. Create an anger management action plan for the future

Instruction Methods

- **Discussion**
- **Lecture**
- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

Assignments

□ **Writing Assignments**

Sample

- Signature Assignment - Write a 1-page paper describing the impact of anger on one's life, by identifying strategies and techniques for managing anger and improving communication skills.



All Fields

[New Course Proposal: LSKL 6 - Domestic Violence I](#)

Basic Course Information

Course Discipline LSKL

Division Social Sciences

Course Number 6

Course Title Domestic Violence I

Short Title Domestic Violence I

Credit Status

Is this a credit or noncredit course? N - Non Credit

Justification Proposing New Course

This course offering allows persons who are incarcerated to gain knowledge in domestic violence. In addition, individuals can earn a certificate upon completion of Domestic Violence I and Domestic Violence II.

Catalog Description

Examines domestic violence and different types of abuse. Topics to be covered include the signs, symptoms, and causes of abuse, including physical, emotional, psychological, sexual, financial, and digital abuse, sexual exploitation, and the cycle of violence.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Psychology

Condition

or

Sociology

Condition

or

Counseling

Condition

or

Health and Safety: Noncredit

Condition

or

Vocational (short-term): Noncredit

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

N - Non Credit

This is a CTE Course No

Noncredit Courses

Minimum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Maximum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Expected Outside of Class Hours

30.000

Noncredit Category (primary objective) (CB22)

D - Health and Safety

Does this course meet any of the following characteristics? Select all that apply:

Correctional Facility

Grading Method

Grading Method

P/SP/NP - Pass/Satisfactory Progress/No Pass

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)

- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

089900 - Other Education

SAM Priority Code

D - Possibly Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R9 - Unlimited Repeats

Justification

4

Credit By Examination

Explain Other

noncredit class

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours:

Content

Lecture

Outline

1. Physical Abuse: warning signs, signs and symptoms, causes, resources.

Approximate Time In Hours

4.00

Lecture

Outline

2. Emotional-Neglect Abuse: warning signs, signs and symptoms, causes, resources.

Approximate Time In Hours

6.00

Lecture

Outline

3. Psychological Abuse: warning signs, signs and symptoms, causes, resources.

Approximate Time In Hours

6.00

Lecture

Outline

4. Sexual Abuse: warning signs, signs and symptoms, causes, resources.

Approximate Time In Hours

3.00

Lecture

Outline

5. Sexual Exploitations: warning signs, signs and symptoms, causes, resources.

Approximate Time In Hours

3.00

Lecture

Outline

6. Financial Abuse: warning signs, signs and symptoms, causes, resources.

Approximate Time In Hours

2.00

Lecture

Outline

7. The Cycle of Violence: tension-building phase, acute or crisis phase, calm or honeymoon phase

Approximate Time In Hours

6.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

1. Examine the symptoms of the different types of domestic violence and abuse.

Lecture

Objective

2. List the warning signs and causes of of the different types of domestic violence and abuse.

Lecture

Objective

3. Identify the phases in the cycle of violence.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Define domestic violence and identify the different types of abuse.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

- Signature Assignment: Write a 1-page paper defining and describing domestic violence as well as the different types of abuse.

Other Assignments No

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Discussion

Lecture

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture

Online Activity

Online Lab

Total Hours per Semester 0

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 0

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs

- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 12/05/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This course will be taught asynchronously by MOU between Compton College and the correctional facility. Students can take this non-credit course asynchronously when it is not possible to do it in person. This modality aligns with Compton College's mission, vision, and values to provide courses that are equitable to students.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Compton College will follow the MOU between institutions. However, it is possible that various circumstances can interfere with teaching this course via distance education. For example, events that can happen in the facility outside of Compton College's control and/or faculty. There could also be issues with technology that can impact the way this modality will be used. However, in these cases – Compton College's staff and faculty will work together with the correctional facility to ensure that the course is completed.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and

accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are “imported” from another language (such as faux pas), ensure that any changes in language be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center

and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

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Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups

- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes
Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU

UC Request

Effective Term

Effective Year

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/15/2023

Course Proposer Diaz, Corina

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 089900 - Other Education

Course Control Number

Is this a credit or noncredit course? N - Non Credit

CB05: Transfer Status C - Not transferable

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code D - Possibly Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status L - Non-Enhanced Funding

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category D - Health and Safety

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix LSKL

Course Number 6

Lecture Content

1. 1. Physical Abuse: warning signs, signs and symptoms, causes, resources.
2. 2. Emotional-Neglect Abuse: warning signs, signs and symptoms, causes, resources.
3. 3. Psychological Abuse: warning signs, signs and symptoms, causes, resources.
4. 4. Sexual Abuse: warning signs, signs and symptoms, causes, resources.
5. 5. Sexual Exploitations: warning signs, signs and symptoms, causes, resources.
6. 6. Financial Abuse: warning signs, signs and symptoms, causes, resources.
7. 7. The Cycle of Violence: tension-building phase, acute or crisis phase, calm or honeymoon phase

Lab Content

Course Description

Examines domestic violence and different types of abuse. Topics to be covered include the signs, symptoms, and causes of abuse, including physical, emotional, psychological, sexual, financial, and digital abuse, sexual exploitation, and the cycle of violence.

Is Honors

false

Lecture Hours

0.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. 1. Examine the symptoms of the different types of domestic violence and abuse.
2. 2. List the warning signs and causes of of the different types of domestic violence and abuse.
3. 3. Identify the phases in the cycle of violence.

Instruction Methods

- **Discussion**
- **Lecture**
- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations

- Exams/Quizzes

Other Texts

Assignments

Writing Assignments

Sample

- Signature Assignment: Write a 1-page paper defining and describing domestic violence as well as the different types of abuse.



All Fields

[New Course Proposal: LSKL 7 - Domestic Violence II](#)

Basic Course Information

Course Discipline LSKL

Division Social Sciences

Course Number 7

Course Title Domestic Violence II

Short Title Domestic Violence II

Credit Status

Is this a credit or noncredit course? N - Non Credit

Justification Proposing New Course

This course offering allows persons who are incarcerated to gain knowledge in domestic violence. In addition, individuals can earn a certificate upon completion of Domestic Violence I and Domestic Violence II.

Catalog Description

Analyzes domestic violence and how to end the cycle of abuse. Topics to be covered include why violence occurs, signs of controlling someone, the healing process, prevention of rage, and treatment and support options.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Psychology

Condition

or

Sociology

Condition

or

Counseling

Condition

or

Health and Safety: Noncredit

Condition

or

Vocational (short-term): Noncredit

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

N - Non Credit

This is a CTE Course No

Noncredit Courses

Minimum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Maximum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Expected Outside of Class Hours

30.000

Noncredit Category (primary objective) (CB22)

D - Health and Safety

Does this course meet any of the following characteristics? Select all that apply:

Correctional Facility

Grading Method

Grading Method

P/SP/NP - Pass/Satisfactory Progress/No Pass

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)

- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

089900 - Other Education

SAM Priority Code

D - Possibly Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R9 - Unlimited Repeats

Justification

4

Credit By Examination

Explain Other

noncredit class

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours:

Content

Lecture

Outline

1. Domestic Violence: who is affected? Why it happens? When it happens? A healthy relationship checklist.

Approximate Time In Hours

3.00

Lecture

Outline

2. Understanding why it Happens: childhood experience, trauma, lack of coping skills.

Approximate Time In Hours

8.00

Lecture

Outline

3. Controlling Behavior: demand, criticize, isolate, attaching conditions to love, guilt, checking-up, possessive, lack of respect.

Approximate Time In Hours

4.00

Lecture

Outline

4. Prevent Rage: brain anatomy, rage warning, slow motions, time out, desire to change (definitions, domestic violence laws, who is hurt?; something better).

Approximate Time In Hours

6.00

Lecture

Outline

5. Challenging Thoughts: journaling, distorted thinking, different endings, power and control wheel, measure progress (evaluation, learning from mistakes).

Approximate Time In Hours

6.00

Lecture

Outline

6. Support and Treatment Option Groups: A. Support groups (for victim, for abuser, for children). B. Treatment programs (individual counseling, group counseling, educational classes). C. Resources (books, videos).

Approximate Time In Hours

3.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

1. Identify characteristics of domestic violence.

Lecture

Objective

2. Explain why domestic violence and abuse occur.

Lecture

Objective

3. Describe signs of controlling behaviors.

Lecture

Objective

4. Identify strategies for preventing rage.

Lecture

Objective

5. Define stages of the healing process.

Lecture

Objective

6. Identify treatment and support options for both the abuser and the victim.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Formulate a plan to start the healing process and end the domestic violence cycle.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

Other Assignments No

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Discussion

Lecture

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture

Online Activity

Online Lab

Total Hours per Semester 0

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 0

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat

- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 12/05/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This course will be taught asynchronously by MOU between Compton College and the correctional facility. Students can take this non-credit course asynchronously when it is not possible to do it in person. This modality aligns with Compton College's mission, vision, and values to provide courses that are equitable to students.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Compton College will follow the MOU between institutions. However, it is possible that various circumstances can interfere with teaching this course via distance education. For example, events that can happen in the facility outside of Compton College's control and/or faculty. There could also be issues with technology that can impact the way this modality will be used. However, in these cases – Compton College's staff and faculty will work together with the correctional facility to ensure that the course is completed.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

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I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
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- Office hours (face to face, phone, virtual)
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- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

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CSU

UC Request

Effective Term

Effective Year

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Local GE No

CSU GE No

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Transfer and Articulation

C-ID No

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Course Articulation

Submit for Course-to-Course Articulation No

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Material Fee Amount

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A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/15/2023

Course Proposer Diaz, Corina

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 089900 - Other Education

Course Control Number

Is this a credit or noncredit course? N - Non Credit

CB05: Transfer Status C - Not transferable

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code D - Possibly Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status L - Non-Enhanced Funding

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category D - Health and Safety

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix LSKL

Course Number 7

Lecture Content

1. 1. Domestic Violence: who is affected? Why it happens? When it happens? A healthy relationship checklist.
2. 2. Understanding why it Happens: childhood experience, trauma, lack of coping skills.
3. 3. Controlling Behavior: demand, criticize, isolate, attaching conditions to love, guilt, checking-up, possessive, lack of respect.
4. 4. Prevent Rage: brain anatomy, rage warning, slow motions, time out, desire to change (definitions, domestic violence laws, who is hurt?; something better).
5. 5. Challenging Thoughts: journaling, distorted thinking, different endings, power and control wheel, measure progress (evaluation, learning from mistakes).
6. 6. Support and Treatment Option Groups: A. Support groups (for victim, for abuser, for children). B. Treatment programs (individual counseling, group counseling, educational classes). C. Resources (books, videos).

Lab Content

Course Description

Analyzes domestic violence and how to end the cycle of abuse. Topics to be covered include why violence occurs, signs of controlling someone, the healing process, prevention of rage, and treatment and support options.

Is Honors

false

Lecture Hours

0.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. 1. Identify characteristics of domestic violence.

2. 2. Explain why domestic violence and abuse occur.
3. 3. Describe signs of controlling behaviors.
4. 4. Identify strategies for preventing rage.
5. 5. Define stages of the healing process.
6. 6. Identify treatment and support options for both the abuser and the victim.

Instruction Methods

- **Discussion**
- **Lecture**
- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

Assignments

- Writing Assignments**

No Sample Entered



All Fields

[New Course Proposal: LSKL 8 - Addiction and Substance Abuse I](#)

Basic Course Information

Course Discipline LSKL

Division Social Sciences

Course Number 8

Course Title Addiction and Substance Abuse I

Short Title Addiction-Substance Abuse I

Credit Status

Is this a credit or noncredit course? N - Non Credit

Justification Proposing New Course

This course offering allows persons who are incarcerated to gain knowledge in addiction and substance abuse. In addition, individuals can earn a certificate upon completion of Addiction and Substance Abuse I and Addiction and Substance Abuse II.

Catalog Description

Introduces the concepts of addiction and substance abuse for the individual, the family and the community. Students will acquire knowledge about the dynamics of addiction and evaluate one's personal situation. Topics include: treatment options, the disease of addiction, trauma issues such as HIV/AIDS, domestic violence, sexual abuse and dislocation, the impact on family and friends, co-dependency.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Psychology

Condition

or

Sociology

Condition

or

Counseling

Condition

or

Addiction Paraprofessional Training

Condition

or

Health and Safety: Noncredit

Condition

or

Vocational (short-term): Noncredit

Condition

Required Certifications

.

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

N - Non Credit

This is a CTE Course No

Noncredit Courses

Minimum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Maximum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Expected Outside of Class Hours

30.000

Noncredit Category (primary objective) (CB22)

D - Health and Safety

Does this course meet any of the following characteristics? Select all that apply:

Correctional Facility

Grading Method

Grading Method

P/SP/NP - Pass/Satisfactory Progress/No Pass

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)
- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

083700 - Health Education

SAM Priority Code

E - Non-Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R9 - Unlimited Repeats

Justification

4

Credit By Examination

Explain Other

noncredit course

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours:

Content

Lecture

Outline

1. Causes of Addiction: the role of genetics; environmental variable; mental illness; emotional issues; relapse; characteristics of addiction (triggers, causes, warning signs, what to do?)

Approximate Time In Hours

6.00

Lecture

Outline

2. Violence and Substance Abuse: suffering abuse; perpetrating abuse.

Approximate Time In Hours

2.00

Lecture

Outline

3. Family Dynamics of Addiction: emotional disconnection; pursuers vs avoiders; over vs under functioning; impulsive vs rigid; gradiosity vs low self-worth; denial vs despair; abuse vs victimization; built vs anger.

Approximate Time In Hours

4.00

Lecture

Outline

4. Adult Children of Trauma and Addiction: learned helplessness; depression; anxiety; loss of faith and trust; self-medication; relationship issues.

Approximate Time In Hours

6.00

Lecture

Outline

5. Consequences of Addiction: legal (large fines, jail sentences, probation); physical (HIV/AIDS, TB, organ damage); social (relationships, divorce, job loss); mental-emotional (depression, anxiety, memory loss, mood swings, paranoia, aggression); goals neglected; fear of success; increase risk of death (suicide, homicide, accident, illness).

Approximate Time In Hours

6.00

Lecture

Outline

6. 12-Step Recovery Programs: Individual Co-Dependency Anonymous (CODA); Adult Children of Alcoholics (ACA); Alateen (for teenagers); Al-Anon; Family Anonymous.

Approximate Time In Hours

3.00

Lecture

Outline

7. Resources: Alcoholic Anonymous; Narcotic Anonymous; National Council of Alcoholism and Drug Dependency; treatment center options.

Approximate Time In Hours

3.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

1. Identify the characteristics and causes of addiction and relapse.

Lecture

Objective

2. List resources for those suffering from an addiction.

Lecture

Objective

3. Outline 12 step programs for individuals and family members.

Lecture

Objective

4. Explore the different codependency roles within families.

Lecture

Objective

5. Explore the connection between violence and abuse.

Lecture

Objective

6. Examine the consequences of addiction.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

1. Analyze addiction as a disease.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

2. Identify the impact of substance abuse on the family and friends.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

Signature Assignments:

- Write a 1-page paper listing and defining the characteristics of addiction as a disease, as well as describing the causes. (SLO #1).
- Write a 1-page paper describing the impact of substance abuse on the family unit (SLO #2).

Other Assignments No

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Discussion

Lecture

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture

Online Activity

Online Lab

Total Hours per Semester 0

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 0

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 12/05/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This course will be taught asynchronously by MOU between Compton College and the correctional facility. Students can take this non-credit course asynchronously when it is not possible to do it in person. This modality aligns with Compton College's mission, vision, and values to provide courses that are equitable to students.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Compton College will follow the MOU between institutions. However, it is possible that various circumstances can interfere with teaching this course via distance education. For example, events that can happen in the facility outside of Compton College's control and/or faculty. There could also be issues with technology that can impact the way this modality will be used. However, in these cases – Compton College's staff and faculty will work together with the correctional facility to ensure that the course is completed.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center

and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are “imported” from another language (such as faux pas), ensure that any changes in language be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance

Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?
Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?
Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur; at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU

UC Request

Effective Term

Effective Year

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/19/2023

Course Proposer Diaz, Corina

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 083700 - Health Education

Course Control Number

Is this a credit or noncredit course? N - Non Credit

CB05: Transfer Status C - Not transferable

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status L - Non-Enhanced Funding

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category D - Health and Safety

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix LSKL

Course Number 8

Lecture Content

1. 1. Causes of Addiction: the role of genetics; environmental variable; mental illness; emotional issues; relapse; characteristics of addiction (triggers, causes, warning signs, what to do?)
2. 2. Violence and Substance Abuse: suffering abuse; perpetrating abuse.
3. 3. Family Dynamics of Addiction: emotional disconnection; pursuers vs avoiders; over vs under functioning; impulsive vs rigid; grandiosity vs low self-worth; denial vs despair; abuse vs victimization; built vs anger.
4. 4. Adult Children of Trauma and Addiction: learned helplessness; depression; anxiety; loss of faith and trust; self-medication; relationship issues.
5. 5. Consequences of Addiction: legal (large fines, jail sentences, probation); physical (HIV/AIDS, TB, organ damage); social (relationships, divorce, job loss); mental-emotional (depression, anxiety, memory loss, mood swings, paranoia, aggression); goals neglected; fear of success; increase risk of death (suicide, homicide, accident, illness).
6. 6. 12-Step Recovery Programs: Individual Co-Dependency Anonymous (CODA); Adult Children of Alcoholics (ACA); Alateen (for teenagers); Al-Anon; Family Anonymous.
7. 7. Resources: Alcoholic Anonymous; Narcotic Anonymous; National Council of Alcoholism and Drug Dependency; treatment center options.

Lab Content

Course Description

Introduces the concepts of addiction and substance abuse for the individual, the family and the community. Students will acquire knowledge about the dynamics of addiction and evaluate one's personal situation. Topics include: treatment options, the disease of addiction, trauma issues such as HIV/AIDS, domestic violence, sexual abuse and dislocation, the impact on family and friends, co-dependency.

Is Honors

false

Lecture Hours

0.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. 1. Identify the characteristics and causes of addiction and relapse.
2. 2. List resources for those suffering from a addiction.
3. 3. Outline 12 step programs for individuals and family members.
4. 4. Explore the different codependency roles within families.
5. 5. Explore the connection between violence and abuse.
6. 6. Examine the consequences of addiction.

Instruction Methods

- **Discussion**
- **Lecture**

- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

Assignments

Writing Assignments

Sample

Signature Assignments:

- Write a 1-page paper listing and defining the characteristics of addiction as a disease, as well as describing the causes. (SLO #1).
- Write a 1-page paper describing the impact of substance abuse on the family unit (SLO #2).



All Fields

[New Course Proposal: LSKL 9 - Addiction and Substance Abuse II](#)

Basic Course Information

Course Discipline LSKL

Division Social Sciences

Course Number 9

Course Title Addiction and Substance Abuse II

Short Title Addiction-Substance Abuse II

Credit Status

Is this a credit or noncredit course? N - Non Credit

Justification Proposing New Course

This course offering allows persons who are incarcerated to gain knowledge in addiction and substance abuse. In addition, individuals can earn a certificate upon completion of Addiction and Substance Abuse I and Addiction and Substance Abuse II.

Catalog Description

Examines drug and alcohol abuse from a sociological and psychological perspective. Students will learn about various aspects of recovery and the recovery process. Topics include: treatment options, the detox processes, and support groups.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?

Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Psychology

Condition

or

Sociology

Condition

or

Counseling

Condition

or

Addiction Paraprofessional Training

Condition

or

Health and Safety: Noncredit

Condition

or

Vocational (short-term): Noncredit

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

Is this a credit or noncredit course?

N - Non Credit

This is a CTE Course No

Noncredit Courses

Minimum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Maximum total regularly scheduled hours of instruction required for student to achieve course objectives

30.000

Expected Outside of Class Hours

30.000

Noncredit Category (primary objective) (CB22)

D - Health and Safety

Does this course meet any of the following characteristics? Select all that apply:

Correctional Facility

Grading Method

Grading Method

P/SP/NP - Pass/Satisfactory Progress/No Pass

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

- If "This is a CTE Course" is checked, and TOP Code is CTE code (displaying an asterisk), then SAM Priority Codes A - D are available for selection and display in the dropdown as (A - Apprenticeship, B - Advanced Occupational, C - Clearly Occupational, D - Possibly Occupational)
- If "This is a CTE Course" is **not** checked, and TOP Code is **not** CTE code (**not** displaying an asterisk), then the only SAM Priority Code available to select from the dropdown is "E - Non-Occupational"
- Otherwise the SAM Priority Code dropdown will be blank with no selections available

TOP Code

083700 - Health Education

SAM Priority Code

E - Non-Occupational

Repeatability

This course is repeatable Yes

Number of Repeats Allowed

R9 - Unlimited Repeats

Justification

4

Credit By Examination

Explain Other

noncredit class

Approved Special Class

This class is an approved special class for disabled students No

Active Participatory Course

This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No

This is a Basic Skills Course. No

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not applicable

Content

Lecture and Lab Hours

Lecture Hours:

Activity Hours:

Lab Hours:

Content

Lecture

Outline

1. Recovery Road Maps: the first step-deciding to quit; fear about living sober; the roads to clean and sober living.

Approximate Time In Hours

8.00

Lecture

Outline

2. Treatment Options: inpatient treatment; outpatient treatment.

Approximate Time In Hours

3.00

Lecture

Outline

3. Detoxification: home or hospital; withdrawal process; mental process; physical process.

Approximate Time In Hours

5.00

Lecture

Outline

4. Support and Recovery Groups: Alcoholics Anonymous; Narcotic Anonymous; Sponsorship.

Approximate Time In Hours

5.00

Lecture

Outline

5. Maintaining Sobriety: staying clean and sober; resources; family relationship; employment; life after treatment (new friends, support systems).

Approximate Time In Hours

9.00

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives

Lecture

Objective

1. Identify the process for getting sober.

Lecture

Objective

2. Explain differences between inpatient and outpatient treatment.

Lecture

Objective

3. Define the physical and mental process of detoxification.

Lecture

Objective

4. Evaluate the benefits of recovery and support groups and sponsorship.

Lecture

Objective

5. Assess options for maintaining a sober lifestyle and utilizing available resources.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Identify the recovery road maps and various treatment options to sober living.

Please check all that align with the Institutional Learning Outcomes (ILOs)

1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Methods of Evaluation and Examination

Evaluation Method

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

- Write a 1-page paper describing the different road maps to recovery and the resources needed to maintain a sober lifestyle.

Other Assignments No

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Attached File

Course Materials

Textbook (Minimum 3 Recommended)

Manual

Software

Other Learning Materials

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees?

No

Enrollment Conditions

Is this course an open entry/open exit?

No

Requisites

Course Requisites

Does this course need course requisites?

No

Content Review

This course requires content review

No

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Demonstration

Lecture

Role Play

Simulation

Other (please specify) No

IDEA

IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.

If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.

Check this box to complete the IDEA section. No

Course Description

The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?

Explanation

Content

1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.

Explanation

2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.

Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.

Explanation

Course Objectives

1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.

Explanation

2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.

Explanation

3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.

Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture

Online Activity

Online Lab

Total Hours per Semester 0

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 0

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs

- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

Assessment No

General Information

Date Division / Faculty notified of DE petition? 12/05/2023

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

This course will be taught asynchronously by MOU between Compton College and the correctional facility. Students can take this non-credit course asynchronously when it is not possible to do it in person. This modality aligns with Compton College's mission, vision, and values to provide courses that are equitable to students.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Compton College will follow the MOU between institutions. However, it is possible that various circumstances can interfere with teaching this course via distance education. For example, events that can happen in the facility outside of Compton College's control and/or faculty. There could also be issues with technology that can impact the way this modality will be used. However, in these cases – Compton College's staff and faculty will work together with the correctional facility to ensure that the course is completed.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and

accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are “imported” from another language (such as faux pas), ensure that any changes in language be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center

and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups

- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes
Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.

Yes

General Education/Transfer

CSU

UC Request

Effective Term

Effective Year

General Education

Local GE No

CSU GE No

IGETC No

Transfer and Articulation

C-ID No

UC-TCA No

Course Articulation

Submit for Course-to-Course Articulation No

Material Fees

Course routinely requires a materials fee No

Material Fee Amount

Check one

This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No

This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No

A waiver is to be provided for students who wish to provide their own materials. No

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is “solely available from the district”, is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 11/19/2023

Course Proposer Diaz, Corina

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 083700 - Health Education

Course Control Number

Is this a credit or noncredit course? N - Non Credit

CB05: Transfer Status C - Not transferable

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status L - Non-Enhanced Funding

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category D - Health and Safety

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix LSKL

Course Number 9

Lecture Content

1. 1. Recovery Road Maps: the first step-deciding to quit; fear about living sober; the roads to clean and sober living.
2. 2. Treatment Options: inpatient treatment; outpatient treatment.
3. 3. Detoxification: home or hospital; withdrawal process; mental process; physical process.
4. 4. Support and Recovery Groups: Alcoholics Anonymous; Narcotic Anonymous; Sponsorship.
5. 5. Maintaining Sobriety: staying clean and sober; resources; family relationship; employment; life after treatment (new friends, support systems).

Lab Content

Course Description

Examines drug and alcohol abuse from a sociological and psychological perspective. Students will learn about various aspects of recovery and the recovery process. Topics include: treatment options, the detox processes, and support groups.

Is Honors

false

Lecture Hours

0.000

Lab Hours

0.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Other

Objectives

1. 1. Identify the process for getting sober.
2. 2. Explain differences between inpatient and outpatient treatment.
3. 3. Define the physical and mental process of detoxification.
4. 4. Evaluate the benefits of recovery and support groups and sponsorship.
5. 5. Assess options for maintaining a sober lifestyle and utilizing available resources.

Instruction Methods

- **Demonstration**
- **Lecture**
- **Role Play**
- **Simulation**

Evaluation Methods

- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts

Assignments

Writing Assignments

Sample

- Write a 1-page paper describing the different road maps to recovery and the resources needed to maintain a sober lifestyle.