College Curriculum Committee

Meeting Agenda Package

April 23, 2024

Table of Contents

College Curriculum Committee Meeting Agenda

Facilitator: Sean Moore—Curriculum Committee Chair
Recorder: Noemi Montorosso / **Time Keeper:** Michael Vanoverbeck
Date: April 23, 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__; Arneshia 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:** April 23, 2024.
2. **Approval of Minutes:** March 26, 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 Items:**
   a) *2-Year CTE Course Review—No Proposed Changes—Distance Education*: BUS 129 - Oral Business Communications.
   b) *Course Review—SLO Update:* COMS 100 - Public Speaking.
5. **Action Items:**
   a) *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.
   b) *New Course 2nd Read*: CIS 165 - Advanced Application Development Swift (1st read was at the 2/27/24 College Curriculum Committee meeting).
   c) Vote to increase the local GE pattern from 21 units to 24 units (all divisions voted yes).

d) College Curriculum Committee Chair term ends this semester. The nominations for the position will take place at the May 16, 2024 Academic Senate meeting.

6. **Discussion Items:**
   a) Dr. Berger: CCCCO Assembly Bill 1111 memo.
   b) Dr. Berger: GE Pattern Document.

7. **Informational Items:**
   a) Mark Svorinic, CEO of CurriQunet, will be presenting information to our team on May 14, 2024 regarding COR template revisions.
   b) College Curriculum Committee STEM and Counselor vacancies.
   c) Our first LGBTQIA+ course, English 229 - LGBTQ Literature course remained scheduled for the second 8-weeks.
   d) 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.

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:**
   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: March 26, 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, Kendahl Radcliffe, Andree Valdry, Ahmad Manzoor, Michael VanOverbeck, Nathan Lopez, Brad Conn, David McPatchell, Noemi Monterroso, Sean Moore, Melain McIntosh, Sheri Berger, Mayela Rodriguez, Jose Martinez, Paul Flor, Shay Brown, Susan Johnson

AGENDA:

10. **Approval of Agenda:** March 26, 2024.
    - **Ahmad M. motioned to approve agenda. Brad C. seconded. Approved**

11. **Approval of Minutes:** March 12, 2024.
    - **Shay B. motioned to approve minutes. Victoria M. seconded. Approved**

12. **Reports and Follow-up Questions From Attendees:**
    - **Michael V. motioned to open items 3a-3e. David McP. seconded**
    f) Vice President, Academic Affairs
    g) Curriculum Analyst
       o The current Compton College Course Review Schedule is available on the Curriculum Committee website. https://www.compton.edu/about/campus-committees/curriuculum-committee/index.aspx This information includes all courses and identifies the date they were last reviewed and the term they are scheduled for their next review. The courses are organized by division, which is identified in the upper right corner of the spreadsheet. The schedule also includes sections of courses due in 2024 and courses that are past due.
       o As Curriculum Committee representatives to your division, please inform your division that this information is available for review.
    h) Articulation Officer

i)   Distance Education Faculty Coordinator
j)   SLO Coordinator
- **Michael V. motioned to close items 3a-3e. David McP. seconded**

13. Consent Agenda Items:
- **Michael V. motioned to approve Consent Agenda Items 4a-4b. Shay B. seconded. Approved**
c)   *2-Year CTE Course Review—No proposed changes—DE Addendum*: BUS 127 - Effective English for Business; and BUS 128 - Written Business Communications.
d)   *Standard Course Review—Revise Conditions of Enrollment—Remove Prerequisite*: MATH 165 - Calculus for Business and Social Sciences.

14. Action Items:
e)   None.

15. Discussion Items:
- **Michael V. motioned to open Discussion Item 6a. David McP. seconded**
c)   Finalizing forming a team to implement revisions to Associate Degree Regulations. Implementation, Title 5 § 55060-55062—see attached document. An email update of the draft document was sent to our union on 3-14-24. Curriculum Committee Chair will share the finalized document with our union for advisement.
   o   Team composition: 1 faculty per GPD (5 total), 1 Counselor, 1 Articulation Officer, 1 Curriculum Analyst, 1 VP Academic Affairs, 1 Curriculum Chair
   o   Suggestion: Define the parameters and expectations from faculty to determine the actual number of participants and time commitment needed
   o   Goals include:
      ▪   Complete work and have it approved by end of Fall 2024 so it can be included in the January catalog addendum
      ▪   The team will determine/recommend if the new GE requirements will be required 21 units or increase to 24 units to include the Health/PE area
      ▪   Maya and Melain have already identified which courses do not match with the new GE pattern (which align with IGETC). The team will determine where mismatched courses will go (if included in GE pattern). The group will be trained and review law and regulations to make informed decisions/recommendations
      ▪   Another area to address is if ESTU courses will stay in ESTU area only or also be included in SBS area. Also, identify if there are other courses that meet ESTU competency requirements
   o   Representatives will add curriculum update as agenda item in next division meeting to discuss the Title 5 changes and ask for volunteers for team
   o   Timeline: work will start Spring 2024 and finalize in Summer. Work should be completed to present a draft to divisions during Flex (August 2024). Feedback will be included by first curriculum committee meeting
   o   Eligibility: full-time faculty, available in summer

- Meetings proposal: 12 meetings total. 2 meetings per month April, May, June, July, August, September 2024. 2-hour meetings. Include 5 hours per participant for outside of meetings work. Not to exceed 232 hours for all work
- **Ahmad M. motioned to approve draft and forward to Union for advisement. Jose M. seconded. Approved**

16. Informational Items:
- **Michael V. motioned to open Information Items. David McP. seconded**
- e) The updated Compton College Course Schedule for Spring 2024 was emailed to deans and division chairs on March 15, 2024. Document will be updated on our curriculum webpage.
- f) OER/ZTC in COR has been updated in the Course Materials sections: textbooks, manual, software, and other learning materials.
- g) Curriculum Committee Chair attended a demonstration/meeting on 3-20-24 about the upcoming CNET revisions to our CORs. There will need to be additional revisions to review before finalized and requested our articulation officer be invited at the next demonstration. Requested a CNET representative attend a Curriculum Committee meeting to demonstrate the new platform before going live.
- h) Requested user friendly minor update to the DE addendum in the COR in CNET during the training—adding check boxes for all the three DE modalities.
- i) College Curriculum Committee STEM and Counselor vacancies.
- **Michael V. motioned to close Information Items. Shay B. seconded**

17. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):
- b) CCC representatives may provide a comment or future agenda item recommendation(s).
  - **Michael V. motioned to open item 8a. Susan J. seconded**
  - **Michael V. motioned to close item 8a. David McP. seconded**

18. Public Comment:
- b) Public comments may be presented by any person not on the CCC roster in attendance.
  - **Michael V. motioned to open item 9a. Nathan L. seconded**
  - **Brad C. motioned to close item 9a. Shay B. seconded**

Meeting adjourned 3:27pm

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-C
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 ator 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:
- Annoucements 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 Enetered
  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)

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

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:

- Annoucements 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 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

Assignments

Writing Assignments

Sample

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

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, councious 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)

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 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:

- Annoucements 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, councious 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. 1. Explore child development theories and how they impact parenting.
2. 2. List and explain different parenting styles.
3. 3. Explain the characteristic of positive parent-child relationship.
4. 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 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-awarenes; 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 streghts 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:

- Annoucements 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-awarenes; 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 streghts of other temperament; 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.

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; empahty (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 strenghts.

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:
- Annoucements 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; empahty (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 strenghts.
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:

- Annoucements 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 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.

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 ciolence laws, who is hurt?; something better).
Approximate Time In Hours
6.00
Lecture
Outline
5. Challenging Throughts: 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:
- Annoucements 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 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 ciolence laws, who is hurt?; something better).
5. 5. Challenging Throughts: 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

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; relationshiop issues.

Approximate Time In Hours

6.00

Lecture

Outline

5. Consequences of Addiction: legal (large fines, jail sentences, probation); psysical (HIV/AIDS, TB, organ damage); social (relationships, divorce, job loss); mental-emotional (depression, anxiety, memory loss, modd 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 Anomymous.

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 a 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 addition 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:

- Annoucements 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; gradiosity 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; relationshiop issues.

5. 5. Consequences of Addiction: legal (large fines, jail sentences, probation); psysical (HIV/AIDS, TB, organ damage); social (relationships, divorce, job loss); mental-emotional (depression, anxiety, memory loss, modd 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 Anomymous.
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 addition 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:

- Annoucements 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.

New Course Proposal: CIS 165 - Advanced Application Development Swift

Basic Course Information
Course Discipline CIS
Division Business and Industrial Studies
Course Number 165
Course Title Advanced Application Development Swift
Short Title CIS165

Credit Status

Is this a credit or noncredit course? D - Credit - Degree Applicable
Justification Proposing New Course
To create a credit version of CIS 65.
Catalog Description
This is a capstone course in advanced application development using Swift for iOS devices. This is an advanced programming course designed to teach students the concepts of the Swift programming language within the XCode development environment. The course will include creating a real-world IOS application by designing, coding, debugging, testing, and documenting programs using Swift/XCode.
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

Computer Information Systems

Condition

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Course Standards

This is a CTE Course Yes

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-C
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 Hours 90.00

Grading Method

Grading Method

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

070200 - Computer Information Systems

SAM Priority Code

C - Clearly 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: 36.000

Activity Hours: 0.000

Lab Hours: 54.000

Content

Lab

Outline

Roster check. Syllabus review.

Range Hours No

Approximate Time In Hours

4.00

Lab

Outline

Start discussions with students regarding their apps.

Range Hours No

Approximate Time In Hours

5.00

Lecture

Outline

Brainstorming (or fleshing out) the apps using content from Lesson 21 of the Intro course.

Range Hours No

Approximate Time In Hours

6.00

Lab

Outline

Presentation: Storyboarding your app using Xcode

Range Hours No

Approximate Time In Hours

5.00

Lecture

Outline

App documentation using Pages and Keynote

Range Hours No

Approximate Time In Hours

5.00

Lab

Outline

App development and debugging using Xcode's debugger

Range Hours No

Approximate Time In Hours

5.00

Lecture

Outline

App 1: Storyboarding and design

Range Hours No

Approximate Time In Hours

5.00

Lab

Outline

App 1 development and debugging using Xcode

Range Hours No

Approximate Time In Hours

5.00

Lab

Outline

Submit App 1 with preliminary documenta4on to Canvas.

Range Hours No

Approximate Time In Hours

5.00

Lecture

Outline

App 2: Storyboarding and design

Range Hours No

Approximate Time In Hours

5.00

Lab

Outline

App 2 development and debugging using Xcode

Range Hours No

Approximate Time In Hours

5.00

Lab

Outline

Submit App 2 with preliminary documenta4on to Canvas.

Range Hours No

Approximate Time In Hours

5.00

Lecture

Outline

App 3: Storyboarding and design

Range Hours No

Approximate Time In Hours

5.00

Lab

Outline

App 3 development and debugging using Xcode

Range Hours No

Approximate Time In Hours

5.00

Lecture

Outline

Submit App 3 with preliminary documentaon to Canvas.

Range Hours No

Approximate Time In Hours

5.00

Lab

Outline

App make-ready for app store, including icon development

Range Hours No

Approximate Time In Hours

5.00

Lecture

Outline

Presenta4ons of the app porHolios

Range Hours No

Approximate Time In Hours

5.00

Lab
Outline
Submit porHolio to Canvas.
Range Hours No
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
Lab
Objective
Demonstrate an understanding of Swift in the development of a portfolio of mobile apps using iOS, Xcode, and other tools in the Xcode development environment.
Lab
Objective
Create programs that contain clear and concise program documentation.
Lecture
Objective
Demonstrate an understanding on how to design, prototype, and architect and app on your own.
Lecture
Objective
Demonstrate an understanding on how to build scroll views, table views, and complex input screens for apps.
Lecture
Objective
Understanding how to request information from a web service, how to turn that information into structures or classes you can use within your app, and how to make your app run smoothly with long running networking operations.
Student Learning Outcomes
Please list each outcome individually.
Upon completion of this course, the student should be able to
Learning Outcomes
Demonstrate an understanding of the fundamentals of Swift, building modern mobile apps, iOS, Xcode, and other tools in the Xcode development environment.
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.
Create a basic iOS app to get familiar using Xcode.

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.

Test and debug apps in a Mac, using the Simulator from Xcode.

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.

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

Assignment: development and debugging Compton College Student Body App using XCode

Build a Compton College Student Body App that allows Students to post and share ideas/pictures/ participate to vote and election on social media, students explore how having online data can impact privacy and result in other unanticipated consequences. Make sure images are captured and processed by a mobile device and how a social media service handles posts.

Reading Assignments No

Writing Assignments Yes

Sample

Build a fully functional iOS mobile app of your choice.

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) Apple Education

Title Develop in Swift Fundamentals

Edition

Publisher Apple Inc. - Education

ISBN-13

Year 2020

Or Equivalent No

Author(s) Apple Education

Title Develop in Swift Explorations
Edition
Publisher Apple Inc. - Education
ISBN-13
Year 2020
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?
Yes
Course Requisites
Recommended Prep - Courses
Subject CIS - Computer Information Systems
Requisite Course CIS 164 - Programming Fundamentals II: Apple Swift II (Active)3.000 - 3.000
Condition
Open Parenthesis
Close Parenthesis
Content Review
This course requires content review
Yes
Content Review
CIS 164 - Programming Fundamentals II: Apple Swift II (Active)
Content Review Type
Objective to Objective
Current Course Objectives
Lecture. Demonstrate an understanding on how to build scroll views, table views, and complex input screens for apps.
Lab. Create programs that contain clear and concise program documentation.
Lab. Demonstrate an understanding of Swift in the development of a portfolio of mobile apps using iOS, Xcode, and other tools in the Xcode development environment.
Requisite Course Objective(s)
Lecture. Demonstrate an understanding of the fundamentals of Swift, building modern mobile apps, iOS, Xcode, and other tools in the Xcode development environment.
Lecture. Demonstrate good documentation style in all the programs written in this course.

Lab. Create a basic iOS app to get familiar using Xcode.

Lab. Create visual interfaces using the Interface Builder from Xcode.

Lab. Test and debug apps in a Mac, using the Simulator from Xcode.

Prerequisite/Corequisite Validation

Comparable to

Methods of Instruction

Check all that apply:

Laboratory

Lecture

Other (please specify) No

Distance Education

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

Form of Distance Education

Mode of delivery

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 36.000

Online Activity 0.000

Online 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:

- Annoucements 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? 05/08/2020
What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.
Whether you're a full-time student hoping to gain additional qualifications for admission to transfer to a university of your choice or a member of the workforce looking to make the leap to a better job, distance learning presents a breadth and depth of solutions to today's challenges. With adequate time management in place, distance learning offers students the chance to uniquely balance work, school and family life. Distance education will give students who may not otherwise be able to attend campus a learning opportunity. Student populations such as reentry, working adults, and those who may have challenges attending class in person will have a learning opportunity with the use of technology via computer, tablet, and application via the Learning Management System.
What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.
The anticipated challenges to offering online instruction may be the following: Students may not have the technological requirements or knowledge necessary to complete online instruction. Also students may not be able to independently complete the coursework without face to face instruction. The online course will provide a readiness link for students to access their readiness for online learning. https://apps.3cmediasolutions.org/oei/modules/intro/index.html
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

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.

Supporting Documents

Attached File

Codes and Dates

Date

CCC First Read Date

02/27/2024

Academic Senate Approval

Course Origination Date 10/14/2020

Course Proposer Yahye, Abdirashid

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 070200 - Computer Information Systems

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 C - Clearly Occupational

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

CB11: Course Classification Status Y - Credit Course

CB 13: Approved Special Class N - Course is not a special class.

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

CID Code

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request

ASSIST Preview

Prefix CIS

Course Number 165

Lecture Content

1. Brainstorming (or fleshing out) the apps using content from Lesson 21 of the Intro course.
2. App documentation using Pages and Keynote
3. App 1: Storyboarding and design
4. App 2: Storyboarding and design
5. App 3: Storyboarding and design
6. Submit App 3 with preliminary documentaon to Canvas.
7. Presenta4ons of the app porHolios

Lab Content

1. Roster check. Syllabus review.
2. Start discussions with students regarding their apps.
3. Presentation: Storyboarding your app using Xcode
4. App development and debugging using Xcode's debugger
5. App 1 development and debugging using Xcode
6. Submit App 1 with preliminary documenta4on to Canvas.
7. App 2 development and debugging using Xcode
8. Submit App 2 with preliminary documenta4on to Canvas.
9. App 3 development and debugging using Xcode
10. App make-ready for app store, including icon development
11. Submit porHolio to Canvas.

Course Description

This is a capstone course in advanced application development using Swift for iOS devices. This is an advanced programming course designed to teach students the concepts of the Swift programming language within the XCode development environment. The course will include

creating a real-world IOS application by designing, coding, debugging, testing, and documenting programs using Swift/XCode.

Is Honors

false

Lecture Hours

36.000

Lab Hours

54.000

Outline Approval Date

Outline Effective Date

Prerequisites

Corequisites

Recommended Prep

Recommended Prep - Courses

CIS 164

Other

Objectives

1. Demonstrate an understanding of Swift in the development of a portfolio of mobile apps using iOS, Xcode, and other tools in the Xcode development environment. (Requires Critical Thinking)
2. Create programs that contain clear and concise program documentation. (Requires Critical Thinking)
3. Demonstrate an understanding on how to design, prototype, and architect and app on your own. (Requires Critical Thinking)
4. Demonstrate an understanding on how to build scroll views, table views, and complex input screens for apps. (Requires Critical Thinking)
5. Understanding how to request information from a web service, how to turn that information into structures or classes you can use within your app, and how to make your app run smoothly with long running networking operations. (Requires Critical Thinking)

Instruction Methods

- **Laboratory**
- **Lecture**

Evaluation Methods

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

Other Texts

Assignments

   Some assignments require critical thinking:

No Sample Enetered

   Writing Assignments

Sample

Build a fully functional iOS mobile app of your choice.

California Community Colleges

TO: Chief Executive Officers Chief Instructional Officers
Chief Student Services Officers Academic Senate Presidents

FROM: John Stanskas, Vice Chancellor, Academic Affairs Equitable Student Learning,
Experience & Impact Office

Common Course Numbering Update

MEMORANDUM

April 15, 2024

This memo provides an update on Phase I of the common course numbering (CCN) implementation as well as upcoming support activities.

Background

Assembly Bill 1111 (Berman 2021) called on the California Community Colleges to adopt a student-facing CCN system to "streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation." To spur this effort, the California Community Colleges Chancellor's Office (Chancellor's Office) formed the AB 1111 CCN Task Force (CCN Task Force) to make recommendations for a systemwide plan. The CCN Task Force published their final report and, in doing so, proposed a phased approach to meet the mandates of AB 1111. In Phase I, which will be completed in 2024, faculty will work in collaboration with intersegmental leadership teams to develop CCN Descriptors for an initial set of high-enrollment courses to generate an initial set of CCN-aligned courses for fall 2025. During Phase II, a second cluster of courses will be used to evaluate and refine the development processes and templates, test technology-based implementation, test-drive convening practices and validate intersegmental collaboration. The goal for Phase III is to implement potential technology solutions and roll out the remaining transfer courses.

Within the recommended implementation plan, the CCN Task Force proposed a CCN Council to inform strategic direction and goals, guide the work of implementation workgroups, and identify policy barriers to strong implementation of CCN. A subset of CCN Council members form a Council Steering Group to collaborate with the Chancellor's Office in planning CCN Council meeting agendas and other related matters. To carry the work forward, the CCN Task Force also recommended two workgroups, specifically focused on CCN development and CCN technology and processes. The Council and

Chancellor's Office, Equitable Student Learning, Experience and Impact
1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

A11Y 4/12/24

Workgroups include representation from the Chief Student Services Officers (CSSOs), Chief Instructional Officers (CIOs), Chief Executive Officers (CEOs), Community College League of California, University of California Office of the President (UCOP), California State University System Office (CSUSO), Student Senate for California Community Colleges (SSCCC), Academic Senate for California Community Colleges (ASCCC), UC and CSU faculty (including Articulation Officers), Association of Independent California Colleges and Universities (AICCU), California Association of Community College Registrars and Admissions Officers (CACCRAO), and California Community Colleges Chief Information Systems Officers Association (CCCCISOA). The work of the Council and Workgroups will continue for at least the next three years.

The CCN system will establish a structure that maximizes credit mobility for all students, strengthening equitable transfer and student success. More specifically, it will support students in areas such as building cohesive academic plans, understanding how required courses transfer and apply to completion, and making informed course selections that support degree completion. This effort will require the coordinated engagement of many stakeholders, including faculty, administrators, staff, and system officials. The goal is to implement CCN in concert with a new vision for dramatically improved transfer and articulation across the state of California, supported by a resourced infrastructure for intersegmental faculty collaboration (including the California Community Colleges, UC, CSU, and AICCU).

Urgency and Phase I

CCN presents a historic opportunity to make our colleges easier to navigate and finally address a long-recognized barrier that impedes countless students. The Chancellor's Office is continuously providing progress updates to the legislature and communicating the need for a timeline extension on behalf of the system. At the same time, it is imperative that we continue to show substantial progress toward meeting the existing mandates to demonstrate our commitment to satisfying the law's intent. The CCN Council acknowledges the urgency for this work to be completed per the legislative mandates and is moving quickly. Phase I priorities include 1) finalizing CCN taxonomy, 2) convening (in collaboration with the ASCCC) intersegmental faculty discipline groups to define and develop CCN elements and components, and 3) identifying the technology-enabled steps needed for commonly numbered courses to become student-facing.

As an immediate key priority, the CCN Steering Committee identified and recommended the selection of a cluster of courses for Phase I based on a set of high-enrollment data and in alignment with CalGETC as recommended by the CCN Task Force.

Table 1. Phase I Courses

Course	Enrollment Data (2022-23)	CalGETC Category
College Composition	300K-330K	1A
Argumentative Writing and Critical Thinking	115K-140K	1B
Public Speaking	150K-175K	1C
Introduction to Statistics	185K-225K	2
Introduction to American Government and Politics	125K-160K	4
Introduction to Psychology	145K-170K	4

These courses will improve transfer and articulation for approximately 1 million students. The Phase I cluster of courses will inform processes, templates, and professional development needed for complete implementation. Throughout spring and summer 2024, as a part of a collaboration between the Chancellor's Office and the ASCCC, faculty from the California Community Colleges, CSU and UC will convene to define the common elements necessary for the first set of cohort classes with an eye toward improving articulation processes and maintaining the autonomy of the local curricular needs for all three segments.

Funding

In Fall 2024, the Chancellor's Office will release a one-time $105 million appropriation to support colleges with the implementation of CCN. Funds allocated may be used for, but are not limited to, all of the following purposes: 1) aligning existing course curricula to a CCN system, 2) updating course catalogs and other digital course registries, 3) supporting faculty costs associated with course differentiation and curriculum approval, and 4) campus communication efforts to inform students of revised course numbers and curricula. The funding formula and reporting requirements are under development, and additional information and guidance is forthcoming.

Strategic Communications

Strategic communications are crucial to the success of the CCN Council and the implementation of CCN. The Chancellor's Office has a CCN website and will equip internal and external stakeholders with the guidance, tools, and information necessary to promote the integration of CCN across all

systems of higher education in California. Consistent communications will amplify that current course numbering is a barrier for California community college students to transfer and/or stay on track to earn a degree/certificate.

If you have any questions, please send them to

transfer@cccco.edu. cc: Common Course Numbering

Council

> Erin Larson, Dean, Educational Services and
>
> Support Bob Quinn, Specialist, Educational
>
> Services and Support Sean Madden, CCPA,
>
> Educational Services and Support