CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

SABBATICAL LEAVE OF ABSENCE REPORT CERTIFICATION FORM

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: McGurk   Julia   I

                    (Last)   *(First)*   *(Middle)*

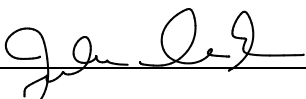DIVISION: Las Positas College Arts and Humanities

SUBJECT
AREA: English as a Second Language

Period of Sabbatical Leave:

Semester: [X] Fall   [ ] Spring   Academic Year: 2022

Semester: [ ] Fall   [X] Spring   Academic Year: 2023

Certification:

I certify that I have completed the Sabbatical Leave of Absence Program and the objectives listed and described on my approved Sabbatical Leave of Absence Application, including any approved modification of the Leave Application.

                                                      June 19, 2023

(Signature)   *(Date)*

Please submit Certification and Sabbatical Leave Report to your college's Office of the Vice President, Academic Services.

Contents

The research is clear. Effective partnerships between parents and their children's schools benefit families, support student achievement, and help schools improve, and the effects ripple out, impacting entire communities. According to the Dual Capacity-Building Framework, an organization dedicated to developing family engagement strategies, policies and programs in collaboration with the US Department of Education, "Over 50 years of research links the various roles that families play in a child's education…with … student achievement including student grades, achievement test scores, lower drop-out rates, students' sense of personal competence and efficacy for learning, and students' beliefs about the importance of education." Research also shows that effective parent engagement is a significant issue for principals and teachers across the country and is often rated lowest in school accomplishments and analyses (https://www2.ed.gov/documents/family-community/partners-education.pdf). Further compounding the issue, "Parents…particularly low-income and limited-English-proficient parents—face multiple barriers to engagement, often lacking access to the social capital and understanding of the school system necessary to take effective action on behalf of their children" (https://www.dualcapacity.org/). The goal of this sabbatical project was to research existing school partnership programs, speak with local experts, survey local parents and teachers, and based on that data, create curriculum specifically designed to help English Learner parents acquire the language skills necessary to engage at their children's schools. The research shows that parent engagement, student achievement and school improvement are closely connected. The goal is to avoid "random acts of engagement", and rather to provide instruction in the language skills necessary to allow parent/school partnerships to flourish. Where there are greater partnerships, there are greater outcomes.

What does that mean for Livermore and the Tri-Vally? And for Las Positas College, and the greater community of English Learners we serve? First, it means there are limits. The Tri-Valley alone has three different K-12 public school districts. Because the LPC ESL Department serves community members not only from the Tri-Valley, and because the majority of our ESL students have children in the K-12 system, we are serving a population of English Learner parents with children in numerous different school districts, at different levels, across many different cities. We must collaborate with our partners – local school districts, local libraries,

local Adult Schools, and other non-profit organizations - to provide resources and targeted support for populations in each city. The LPC ESL School Matters Program will provide one more resource in a large network of support programs. The following report will detail every step that I took to arrive at creating the LPC ESL School Matters Program, but briefly, the program will focus on English language acquisition, paired with action-based capacity building, to empower English Learner parents to become advocates, decision-makers, and collaborators at their children's schools.

The Dual Capacity-Building Framework supports the idea of developing the 4 C's, and I have been granted permission to apply this framework to our new program: students will focus on developing Capabilities (English language skills and vocabulary), Connections (building networks – reading, writing, speaking and listening in English), Cognition (articulating beliefs and values in English), and Confidence (autonomy and self-efficacy in English). Parents will learn language to help them become decision makers (join the PTO, for example), supporters (what does their child's teacher need help with?), collaborators (with school staff, for example), and encouragers (helping their child with school assignments in English, for example). According to Dual Capacity, a successful family engagement program, "…focuses on empowering and enabling participants to be confident, active, knowledgeable, and informed stakeholders" (https://www.dualcapacity.org/). The School Matters Program aims to serve that purpose.

This sabbatical project gave me the opportunity to engage with teachers, administrators, leaders and parents from our community. It's been inspiring. There are so many people in our area doing good and important work. The more connected we are, the more likely our chances are to benefit our community. I'm so grateful that LPC has given me this time and opportunity, and I want to extend a heartfelt thank you to all of the folks at CLPCCD, including Theresa Puckett my Sabbatical Mentor, and the Sabbatical Committee, who have generously provided their time and support. I believe in this program, and its ability to have a beneficial impact on parents, children, teachers and our community.

1. **Objective 1:** Meet with program coordinators of existing similar programs (5%)
A variety of program models exist targeting EL parents with children in the K-12 system, including online programs, programs offered on site, etc.

    I will organize meetings and discussions with at least 5 different program coordinators and/or faculty to gather information about program implementation, necessary resources (for example, child care), obstacles and successes.

    Documentation:
    A. List of contacts and dates of discussions
    B. Details of each program model
    C. Summaries, reflections and conclusions for each meeting

2. I met with the leaders from six organizations and researched an additional two programs. The meetings provided me with the opportunity to connect with local experts and specialists and learn more about existing opportunities for English Learners in our area. It was wonderful to collaborate with leaders in our community, and I was galvanized by the enthusiasm and support for this project.

    - Anika Johnson Crittendon, the Education and Literacy Services Manager for Alameda County Libraries

    - Aida White and Sylvia Avila, CAPE Headstart, Livermore

    - Jeannette Ramirez, Principal, Fiesta Gardens International School

    - Nicole Thomas (Recreation Supervisor, Preschool, Youth & Teens; Georgia Gordet (Program Assistant), Gingerbread Preschool, Pleasanton

    - Andrea McGinley, Tri-Valley SELPA (Special Education Local Plan Area)

    - Colleen Jamison, Special Education Specialist

    - Hively, Pleasanton

    - School Smarts, California State PTA Parent Engagement Program

3. **Appendix A – Objective 1**: The documents attached to verify the work include:
    a. a meeting log with dates and times of meetings
    b. meeting notes, including details about program models, needs analysis, summary reflections and plans for follow up.

1. **Objective 2:** Establish collaboration with Livermore School District (25%)

   I will meet with 5-10 administrators/employees from LVJUSD and the surrounding Tri-Valley area, in order to research need, interest in partnering and willingness to help distribute surveys to instructors, EL parents, etc.

   I will organize at least 3-5 meetings with local organizations, for example La Familia and La Clinica, supporting parents of ELs in the local K-12 school systems to research need and willingness to partner.

   I will reach out to the principals of all 9 elementary schools in Livermore to establish a collaborative connection and assess interest in partnering.

   I will organize any necessary independent follow-up meetings.

   Documentation:
      A. Detailed schedule of all meetings that I organized and participated in
      B. Meeting notes and minutes
      C. Written summaries and reflections for each meeting, including any follow up plans

2. I met with six leaders from the local school districts. I also met with leaders from five different local organizations. After meeting with the LVJUSD's Director of Elementary Education, Chris Connor, I connected with all nine principals from the Elementary School system in Livermore.

   I was once again encouraged by the enthusiasm and support for this program development. Leaders from the district and local organizations consistently reiterated the need for a program like this to serve our English Learner community.

   It's important to note that I did get pushback from the leaders of Livermore Adult School and the Livermore District English Learner Advisory Committee in a join meeting. Both leaders stated that they felt my efforts were duplicating curriculum in the community.

   I want to be very clear that Livermore Adult School and LVJUSD organizations, like Livermore Learns, offer important, valuable resources for English Learners, as do the local libraries and other organizations. The LPC ESL Department supports all of these efforts, and shares them readily with our students at LPC. I am not interested in duplicating efforts, and prior to my sabbatical application, at the time of our meeting and until now, neither organization was offering curriculum similar to my program proposal.

   I'd also like to be clear that this reaction was in sharp contrast to all other meetings I had with leaders across Livermore, including teachers, principals and district and organization leaders, and elsewhere in Alameda County, where the support was overwhelmingly enthusiastic and collaborative.

In an effort to be transparent and to collaborate with our community partners, I offered to share all of the data I gathered with all of the groups and individuals I met with once data was collected.

Meet with 5-10 administrators/employees from LVJUSD and the surrounding Tri-Valley area:

- Chris Connor, Director of Elementary Education, LVJUSD

- Carla Hildago-Estrada, English Language Development and Title 1 Coordinator, LVJUSD (DELAC)

- Sara Wilke, Principal, Livermore Valley Adult School

- Michelle Dawson (Coordinator of Community Engagement) and Liisa Hanninen-Danner (Wellness Coordinator), Livermore Learns

- Jamie Mather and Viviana Suarez, PUSD Mariachi Program

- Lilia Tsui, Coordinator, Region 4 EL Specialist, Contra Costa Country Office of Education

3-5 meetings with local organizations:

- Shammi Gil and Mary Ayers, Librarians, Dublin Library

- Nallely Cervantes, Librarian, Livermore Library, Rincon Branch

- Carey Jones, Literacy Program Coordinator, Livermore Library, Civic Center Branch

- Lori Carducci and Julie Eseltine, Adult Literacy & Reference Services, Pleasanton Library

- Jeanette Lema, Family Resource Center Coordinator, Hively

3. **Appendix B - Objective 2**: The documents attached to verify the work include:
    a. a meeting log with dates and times of meetings
    b. meeting notes, including details about program models, needs analysis, summary reflections and plans for follow up.

1. **Objective 3**: Create needs assessment (10%)
   Informed by objectives 1-2, I will create two needs assessment tools: one for instructors and administrators, and one for EL parents. The help of LPC Institutional Research will be needed.

   Documentation:
   - Copies of both tools

2. David Rodriguez, LPC Institutional Research, met with me twice and was instrumental in my ability to successfully complete Objective 3.
   I drafted both tools and met with David prior to administrating the surveys. He helped me carefully examine my assumptions and question how my survey will help me test those assumptions. He helped me consider types of questions, including open ended questions, and use of data post survey for outreach. He provided example surveys and helped me consider how to administer the survey, including how to introduce myself and the purpose of the survey. He also helped me understand how to safeguard personal information of respondents. In short, he helped me create a more valid and useful tool. I'm eternally grateful.
   After I administered the surveys, David met with me again to basically provide a tutorial on how to use excel to analyze the data and convert it into usable tables. He also helped me consider the best way to graph data for presentations. He was generous with his time with me, and again, I'm eternally grateful.

3. **Appendix C - Objective 3**: The documents attached to verify the work include:
   a. Notes and details from meetings with David Rodriguez
   b. Institutional Research Request Form
   c. Copy of the Teacher Survey*
   d. Copy of the Parent Survey*

* Google Forms were converted for the purpose of inclusion in this final report, so formatting on the Teacher Survey and Parent Survey differ slightly from their original forms. However, all content is the same. Copies of the original tools can be provided upon request.

1. **Objective 4:** Needs assessment of instructors and administrators, EL parents and analysis (20%)

   Informed by objectives 2-3, I will distribute the needs assessment tool to an approved list of participants, including: 1) 20-40 instructors and administrators, and 2) 20-40 EL parents.

   I will utilize multiple strategies for survey distribution, possibly including PeachJar, homeroom instructors, school offices, EL instructors, DELAC, LPC ESL students, etc.

   I will work with LPC Institutional Research to analyze results of the needs assessment tools.

   <u>Documentation</u>:
   A. Example responses, number of responses
   B. Data analysis graphs with written summaries and reflections
   C. Written summaries and reflections for each needs assessment overall

2. Both surveys were created in Google Forms. Teacher Surveys were distributed via an email link that I sent to all nine Elementary School Principals in the Livermore School District, who then distributed to teachers as they saw fit. Some schools opted to complete the survey during teacher meetings while some principals simply shared the link with teachers as something they could optionally complete. In addition, I shared the email link with English Learner teacher contacts I had at Livermore High and Granada High. 43 teachers completed the survey.

   The Parent Surveys were distributed in a few ways. LPC ESL Reading and Writing students completed the surveys on paper in their classes. Livermore, Dublin and Pleasanton libraries distributed paper copies of the surveys to their English Learner groups (for example, conversation groups), and an email link was shared by the libraries in their newsletters to English Learners as well. I picked up all paper copies after three weeks and input each into the google form by hand, maintaining the paper copies for records in my office at LPC. 189 English Learners completed the survey.

   I compiled all data into a presentation that includes analysis of the limits of the surveys, teacher responses, parent responses, and then a side-by-side analysis of teacher/parent responses. It was interesting to see where teacher/parent responses lined up, but also where they differed. A summary/reflection is provided at the end of the presentation.

   In addition, I was also able to gather helpful data for the ESL department from the Parent Survey, for example, preferred modality, preferred time of classes, and challenges to taking classes. The end of the survey had a short answer question that allowed

respondents to indicate if there were other classes that they were interested in. An overwhelming majority of respondents indicated a desire to improve their spoken English skills. As a result, I expanded my sabbatical project to include Speaking and Listening curriculum revision and development, which I will detail in the Objective 5 final report.

Lastly, in an effort to be transparent and to collaborate with our community partners, I shared my School Matters Data Presentation with all of the groups and individuals I met with. The more resources we offer members of our English Learner community, the better, so I hope that the data I shared can be helpful in program/curriculum development throughout the Tri-Valley.

3. **Appendix D - Objective 4**: The documents attached to verify the work include:
   a. School Matters Data Presentation

1. **Objective 5:** Program Planning and Implementation (40%)

   Based on the data analysis, I will create a plan for the development and implementation of LPC support programs for local EL parents.

   I will begin curriculum development and the program approval processes.

   I will coordinate with the LPC administration and the LPC ESL Program as well as the LVJUSD to make plans for budget, location and marketing of the program.

   Documentation:
   A. Documentation of future plans with proposed timelines.
   B. Follow Up Meetings: I will organize meetings the LVJUSD to discuss how to maintain the LPC/LVJUSD connection moving forward. I will provide information on program development, make a plan for program pilot, including scheduling/finalizing locations, and best practices for ongoing communication/outreach. I will provide meeting notes, summaries and reflections, including contacts present at meetings and dates.
   C. Curriculum: I will provide documentation of draft course outlines of record for any noncredit curriculum/programs created.
   D. Outreach: I will provide documentation of any marketing/outreach materials
   E. Funding: I will meet with LPC college administrators to determine the best funding solutions for the program (FTEF? CTE funds? Grants?) This may include partnerships with the LPC Childhood Development Center. I will provide meeting notes, summaries and reflections, including contacts present at meetings and dates. I will provide copies of any grant applications if applicable.
   F. Faculty Training: I will organize a meeting in spring 2023 with the ESL department faculty interested in teaching the first pilot of the program to share data analysis and program implementation plans.
   G. College Presentations: I will present program overview and data analysis to campus partners like SEA, MLEA and the Academic Senate, and possible department or division presentations: ESL, English, A&H. I will provide all presentation materials, like Power Points slides and/or handouts.

2. **Follow-up Meetings**: After I completed data analysis, I shared my School Matters Program Presentation with our community partners, including LVJUSD and the Tri-Valley Libraries. Many of the groups are interested in collaborating and have offered to host the School Matters classes at their sites. I will pilot the classes at LPC in the fall, and then follow up with our partners to make decisions about the best places to offer the courses in spring 2024.

   Curriculum:
   - School Matters Program, effective Spring 2024:

- o Two CDCP Noncredit ESL courses have been approved (NESL 203 and NESL 204).
  - o School Matters Program Noncredit Certificate will be presented at the first Academic Senate meeting in Fall 2023.
  - o I created example syllabi for NESL 203 and NESL 204.
  - o I created NESL 203 and NESL 204 weekly schedules.
  - o I created a beginning and ending of course survey to be administered to students per the course outline of record.
  - o CSLOs and PSLOs for the School Matters Program and Courses have been approved by the SLO Committee.
- Speaking and Listening Curriculum updates, effective Spring 2024:
  - o I revised all four existing ESL Oral Communication and Pronunciation courses.
  - o I created noncredit courses to mirror all four existing ESL Oral Communication and Pronunciation courses so that by next spring students will have the ability to take the courses in either credit or noncredit modalities.
  - o I wrote a new Advanced Oral Communication class to help address the needs of students looking to improve their Advanced English language speaking and listening skills: ESL 113 Speaking and Listening Fluency for Academic and Professional Purposes.
  - o I researched and reviewed new Oral Communication textbooks to be adopted in spring of 2024 with a focus on up-to-date language information and affordability.
  - o Two new Oral Communication Noncredit Certificates will be presented at the first Academic Senate meeting in Fall 2023.
  - o CSLOs and PSLOs for all new Oral Communication courses and programs have been approved by the SLO Committee.

Outreach: I created new outreach flyers to showcase our updated ESL and NESL Curriculum in both handout and PPT formats. These flyers are formatted in a way that is more consistent with other LPC College Program Mapping so that we can be sure we align with the rest of the college. We will use the PPT during presentations, like our ESL Open House, and handouts can be used by LPC counselors and across the Tri-Valley by our community partners. We will also use the handouts for in-reach to recruit students from our own classes (Level 2 and above) for the fall pilot of School Matters, as well as end of semester registration workshops which we offer our students every semester. In addition, I have created a master list of outreach and community partners for the ESL Department.

Funding: After meeting with the ESL Department, we have decided we have the ability to allot a portion of our current FTEF to offer the new School Matters courses. After the initial piloting of the courses during the 2023-2024 Academic Year, we may consider seeking funding through Noncredit SCFF funds, or by requesting additional FTEF from CEMC, but we currently have enough funding to offer the courses.

Faculty Training: Based on discussions with the other full-time faculty in the ESL department, I have moved faculty training from Spring 2023, to Fall 2023. We are organizing an ESL Department meeting where I will present my School Matters Data Presentation, and we will discuss the direction we are heading as a department based on that data, including new courses/programs and a sustainable outreach program.

College Presentations: I met many times with the full-time faculty members of the ESL Department to discuss the direction we are going as a department and to ensure that the work I have done during my sabbatical is staying in line with department goals. I will be presenting to all of the ESL faculty in Fall 2023. I also met with Dean Amy Mattern to discuss project progress, ask questions and ensure I was staying in line with college-wide expectations and goals.

I met with members of the Curriculum Committee (Liz McWhorter and Erick Bell) for help during curriculum creation and joined a number of their meetings to present on new and revised curriculum. I met twice with the SLO Committee to have my CSLOs and SLOS approved. Once the curriculum is effective in Spring 2024, I will then be able to update eLumen to input the new PSLOs and CSLOs.

Because so much of this project is centered on equity for underserved populations, I presented my School Matters Data Presentation to the SEA and MLEA committees in May. I am grateful for their time and support.

I attended an Academic Senate meeting at the end of the semester to discuss my new program proposals. Because I didn't understand the requirements for presenting a new program, the Senate graciously has offered to have me present at their first meeting in the fall. I was disappointed to not have been prepared and followed up with Sarah Thompson, who followed up with Craig Kutil, to see if something can be done in CurricUNET to prevent faculty from pushing through a program before going through the appropriate process with the Academic Senate first. I hope that will save another faculty from making the same mistake that I did, and I appreciate their understanding and support.

I corresponded with Joel Gagnon, and will present information to the Counseling Department about our updated curriculum and programs in Fall 2023.

3. **Appendix E - Objective 5**: The documents attached to verify the work include:
   a. School Matters:
      i. Course Outline NESL 203 (School Matters 1 – Language Skills for Supporting Your Child's Learning)
      ii. Course Outline NESL 204 (School Matters 2 – Language Skills for Your Child's School Community)
      iii. Approved PSLOs and CSLOs for NESL 203 and NESL 204
      iv. Example Syllabi, NESL 203 and NESL 204
      v. Weekly Schedule, NESL 203 and NESL 204
      vi. Beginning and End of course student survey
   b. Oral Communication Course Outlines:
      i. NESL 213: Speaking and Listening Fluency for Academic and Professional Purposes
      ii. NESL 223: Intermediate Oral Communication
      iii. NESL 226: Intermediate Pronunciation
      iv. NESL 233: Beginning Oral Communication
      v. NESL 236: Beginning Pronunciation
      vi. Approved PSLOs and CSLOs for all new Oral Communication courses and programs
   c. Certificate Programs:
      i. PDF of Launched Certificate: School Matters Program (tentative approval effective Fall 2024)
      ii. PDF of Launched Certificate: ESL Pre-College Speaking and Listening Fluency Pathway (tentative approval effective Fall 2024)
      iii. PDF of Launched Certificate: ESL College Speaking and Listening Fluency Pathway (tentative approval effective Fall 2024)
   d. Outreach:
      i. Handout
   e. College Meetings:
      i. Please find attached the agendas and/or minutes from all college-wide meetings that I attended and presented at during spring 2023.

Appendix A – Objective 1

Log of Meeting Dates, Times and Parties

AUGUST 2022:
- 8/25/22: 3-4, ESL Department Meeting w/ Leslie Payne and Jonathan Brickman
- 8/30/22: 8:45-9:15, Livermore Public Library Meeting w/ Carey Jones
- 8/30/22: 11:00-11:20, Pleasanton Library, Julie Eseltine and Lori Carducci
- 8/30/22: 1:00-1:30, Livermore Adult School, Talia Petit
- 8/30/22: 3:00-3:30, Dublin Library, Shammi Gill and Mary Ayers, Librarians
- 8/30/22: 4:14-4:45, Fiesta Gardens Bilingual School, Jeannette Ramirez, Principal

SEPTEMBER:
- 9/2/22: 11:15-11:45, Livermore Elementary Education Coordinator, Chris Cooper
- 9/2/22: 1:00-1:30, PUSD Mariachi Program, Jaime Mather, Viviana Suarez
- 9/3/22: 1:00-2:00, Special Education Specialist, Colleen Jamison
- 9/7/22: 11:30-12:15 Livermore Learns, Michelle Dawson (Coordinator of Community Engagement), Liisa Hanninen-Danner (Wellness Coordinator)
- 9/8/22: 11:00-12:00 David Rodriguez, LPC Institutional Research Specialist
- 9/8/22: 2:00-2:30, Lilia Tsui, EL Specialist Coordinator, Contra Costa County Office of Education
- 9/14/22: 9:30-10:00, Gingerbread Preschool, Nicole Thomas (Recreation Supervisor, Preschool, Youth & Teens), Georgia Gordet (Program Assistant)
- 9/19/22: 8:30-9:40, Livermore High School, Observed senior EL English course with Renee Hennessey
- 9/20/22: 9:00-9:30, Rafael Valle, LPC Counselor (program outreach)
- 9/20/22: 2:30-3:00, Anika Johnson Crittendon, Education & Literacy Services Manager (Libraries)
- 9/27/22: 2:00-2:25, Nallely Cervantes, Rincon Library, Librarian, Livermore

OCTOBER:
- 10/4/22: 11:00-11:15, Angela McGinley, Tri-Valley SELPA
- 10/6/22: 10:00-11:00, Carla Estrada-Hildago (ELD and Title 1 Coordinator, LVJUSD), Sara Wilke (LVAS Principal)
- 10/6/22: 1:00-2:00, Leslie Payne, LPC ESL Program Coordinator
- 10/7/22: 2:00-2:30, Aida White and Sylvia Avila, CAPE Headstart

Program Research, Meeting Notes and Reflections

Meeting with Jeanette Ramirez, Principal, Fiesta Gardens International School
By Phone, 8/30/22, 415-435

Notes:
- Food – bring their families (share a meal and talk during)
- and Kid's presenting (they enjoy seeing their families)
- Modality: offer childcare (they offer it at every event); if you can't come in-person, you can hop on zoom (she thinks in-person is better because it allows people to socialize, engage with each other) – they are offering both
- Check out: Fiesta Gardens!
- They have a community worker, engages with parents to put on their events
    - PTA! Check out their model (cooperation between PTA and Jeanette the Principal)
        - How can we change things? How can we make it better? Make things more equitable and reach more families? Everything is connected to student growth
        - Parent engagement nights!
        - ELAC, Parent advisory, etc.
    - How do I flip it to allow students to present and practice? Maybe the curriculum model needs to incorporate this?

I can come and observe!

Reflections:
This was another great call! Different perspective because she is running a bilingual school, but had great insight into how to engage parents, and do out reach. This might benefit my volunteer work at the kids' PTO/school, and less on the curriculum side, but definitely bring new perspective to that. She also talked about how important and organized their PTA is. I was feeling a bit nervous about reaching out to the PTOs at the different schools, but this conversation did really inspire in me the fact that those groups are super engaged and looking to make the schools better. She offered some great questions to reach out with, so my next steps will be following up with the local Livermore PTOs, and maybe even Pleasanton and Dublin. After my conversation with the Dublin Library, it seems like those schools might be a great starting point too!

Next Steps:
1. Check out their calendar and choose a meeting to attend and observe! (DONE)
2. Get in touch with the Livermore PTOs; consider reaching out to the Dublin Elementary schools Shammi suggested. (DONE)
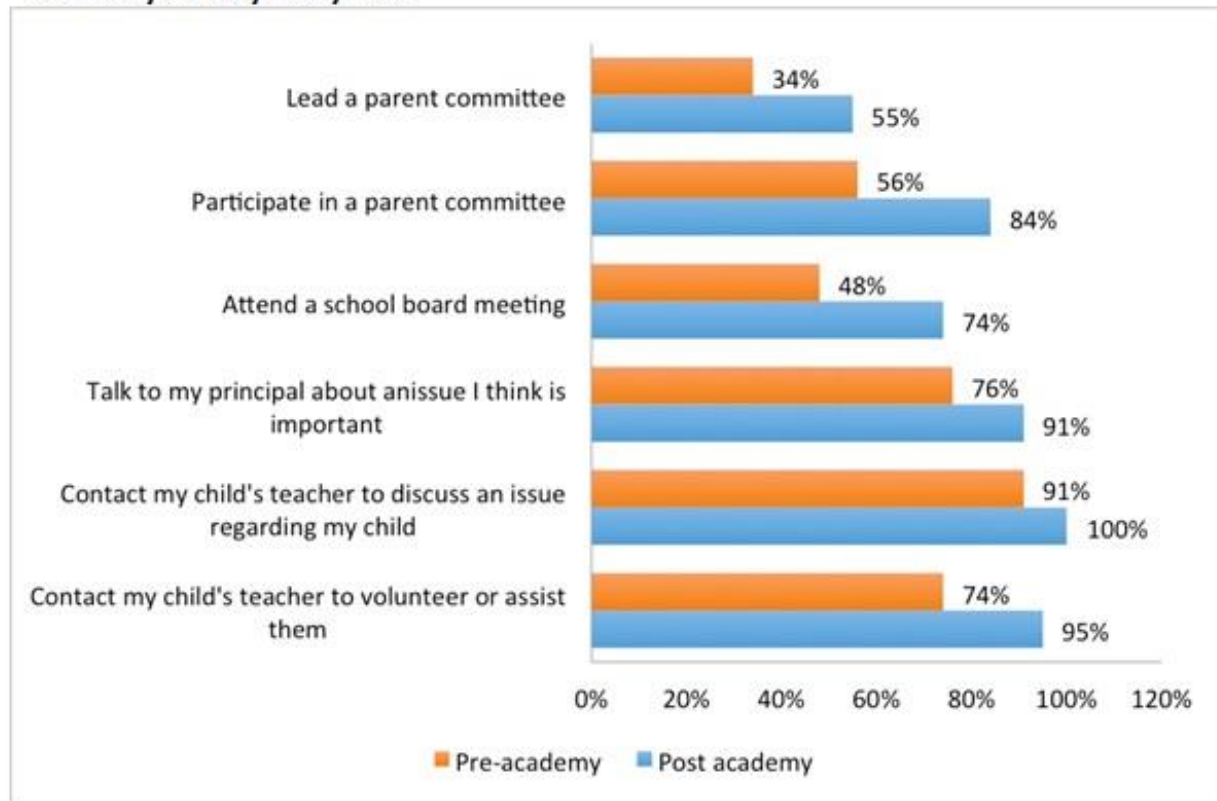
9/2/22 Research

SCHOOL SMARTS MATTERS! https://capta.org/programs-events/school-smarts/why-school-smarts-matters/

school smarts

CALIFORNIA STATE **PTA** PARENT ENGAGEMENT PROGRAM

The School Smarts Parent Engagement Program began as a pilot in 13 elementary schools in four school districts in 2010. It currently operates in collaboration with more than 29 school districts and 130 schools and has been expanding – and is available to all elementary schools in the state as additional school districts become aware of the program. Evaluation results show that:
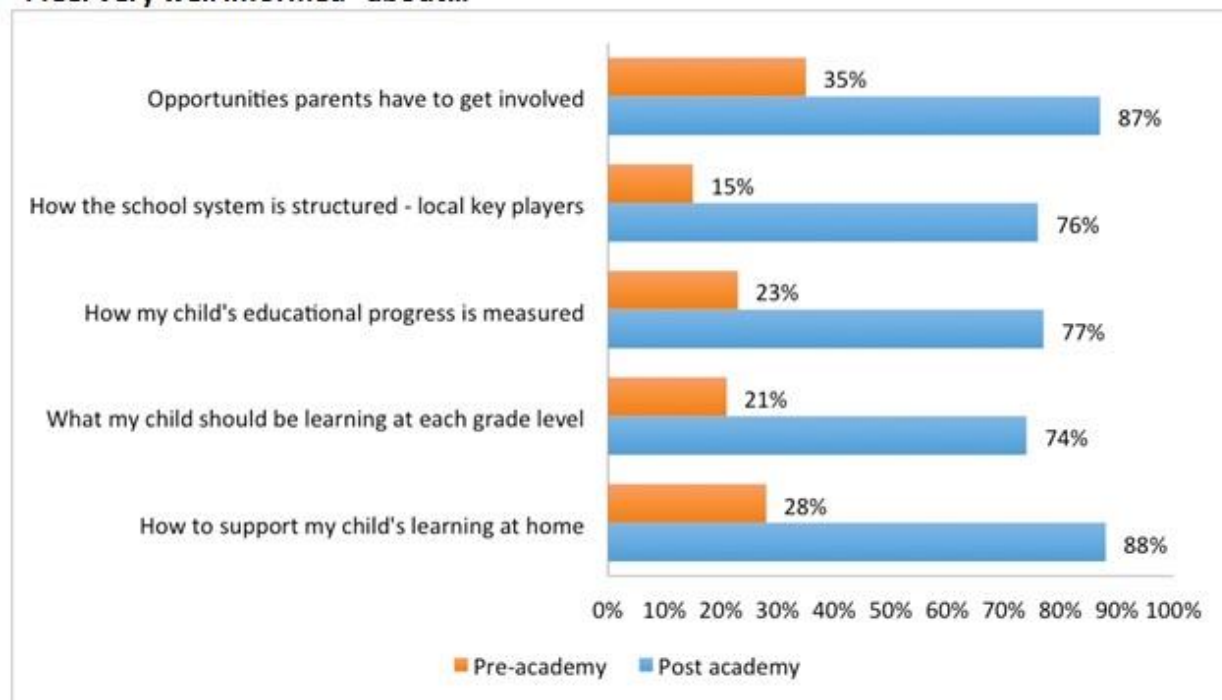
• Participation in the School Smarts academy **helped parents improve understanding** of the K–12 school system and what they can do at home to support their children

"Definitely or very likely" to...

	Pre-academy	Post academy
Lead a parent committee	34%	55%
Participate in a parent committee	56%	84%
Attend a school board meeting	48%	74%
Talk to my principal about an issue I think is important	76%	91%
Contact my child's teacher to discuss an issue regarding my child	91%	100%
Contact my child's teacher to volunteer or assist them	74%	95%

- Generally, **parents indicated greater willingness and desire** to attend school-wide meetings and began demonstrating leadership through involvement and advocacy
- School Smarts **created a sense of community** for parents from diverse backgrounds
- **Parents appreciated meeting school leaders and their school principal** as part of the program, felt more secure in their relationships with school personnel, and gained confidence in asking questions
- School districts reported **more parents who felt comfortable and informed** to participate in

"I feel very well informed" about...

	Pre-academy	Post academy
Opportunities parents have to get involved	35%	87%
How the school system is structured - local key players	15%	76%
How my child's educational progress is measured	23%	77%
What my child should be learning at each grade level	21%	74%
How to support my child's learning at home	28%	88%

school decision-making, including the LCAP
- **Graduates served as leaders** in their local PTAs and on school and school district committees.

SNAPSHOT OF PROGRAM IMPACT
Pre- and post-academy questionnaires show that parents feel more informed and are likely to be involved than before participating in the School Smarts program.

Reflections:
This is an amazing program and is similar in many ways to what I want to build. It was helpful to explore their survey results, curriculum areas, and get better insight from folks who have been running this program successfully for years.
I will definitely incorporate a pre and post class survey. I love the idea of inviting administrators to come to classes to speak to and meet students.

Next steps: Review School Smarts information during curriculum development process.

Understanding IEPs, Colleen Jamison, Special Education Specialist/teacher
Phone, 9/3/22, 1:00-1:30

Notes:
When do you meet?
- mandated to have an annual meeting, to talk about goals, what goals were accomplished, placement (regular class, self-contained placement, etc), transportation, summer school (extended school year), other services (social worker involved, behavior specialist)
Why are they difficult?
- At meetings there's a lot of jargon and a lot of people: administrator, upper level special ed person, speech therapist, regular teacher, special ed teacher
How do kids get signed up for IEPs? (Process)
- Teacher initiates after seeing trouble with progress; Student Services team: teachers meet (sometimes with parent) to discuss other options besides being put into special ed (for example, less work, small group work, etc.); this happens for about 6 weeks
    - After the 6 weeks, there is another meeting, discuss results, try different interventions (doing everything to keep out of special education services)
- If that doesn't work, move forward to looking for disabilities; each of the different workers test and then there is a follow up meeting, discuss results, the IEP is next steps to move forward
- Parents can write directly to the school and request testing
    - Like a back door to getting assessment plan done

Why not IEPs?
    - Expensive
    - Difficult for kids to be labeled special ed
    - Some kids really just need support services, or language classes
    - More restrictive pathway/classes (reading strategies, SIM strategies, writing strategies)

Reflections:
This was a really helpful meeting. I keep getting consistent feedback that folks need help with understanding IEPs. I really don't have any basic knowledge about IEPs, so meeting with Colleen helped me begin to understand the process surrounding getting and IEP, why a child is put on an IEP, and what those meetings look like.

It sounds like the processes will vary by state, and even district. Colleen outlined the reasons IEPs are beneficial, and also reasons why they can be difficult socially for students depending on the situation.

One of the main things I realized was that if I am to create a class around this, I will need a lot of information from the experts to guide the curriculum. This felt like the first of what could be a few follow up meetings.

Next steps: I'm grateful to have a better understanding of the IEP process; I don't think this aligns with curriculum development, but rather as a part of resource information for faculty and parents.

Gingerbread Preschool, Pleasanton
Via Zoom, 9/14/22 9:30-10:00
Nicole Thomas (Recreation Supervisor, Preschool, Youth & Teens; Georgia Gordet (Program Assistant)

- oversees Gingerbread preschool, youth commission, summer,
- writes curriculum, supports teachers, etc.

Notes
- Introduce myself; Pleasanton Library (Lori and Julie) suggested I reach out
- Since your program supports children and their families, I was hoping I could talk with you, ask a few questions to learn from you.
- Here is what I'd like to do briefly

1. In your program, what are the kinds of things that parents need help with to best support their children?
- families who are taking the bus, transportation to LPC would be very difficult, usually only one driver
- Understanding the program, what it's like to be in school in the US.
- How to navigate the school system, how to register, find your local school,

Elementary age programs:
- summer camp, many Spanish speaking, work with the school social workers for help with registration (work with translators)

2. What obstacles do you encounter?
- They don't think this will be a good fit because outreach would be difficult
- Transportation - getting to LPC will be hard

3. What has been the best way for you to connect with those parents? How do you do outreach?
- some advertising, word of mouth is a lot of how
- Library and activity guides, social media outreach
- Maybe could run a free class, ESL class,

4. Surveys: purpose and can I send to you either teacher/administrator, OR Parent Survey? Format?
- NO

4. Any suggestions for further contacts or programs I should research?
- Hively: programs for families, childcare resource, (seems like it might be a good fit); free shopping (help for new families, need funds or resources, etc.) Pleasanton
- School social workers

Reflections:
This was good research. I don't think there will be opportunities to collaborate, but it was great to learn about their program and how they do outreach.

Next Steps:
Georgia shared information about Hively from Pleasanton, and suggested that what I'm trying to do might be a great fit with them, so my next step will be to reach out to them.
Hively, Pleasanton, Donna Marie (in charge of workshops)
email, 9/14/22, 10:00

Reflections:
I sent a few emails to Hively representatives but have not heard back from anyone. I did get on a mailing list for Alameda First 5, and plan on attending their next quarterly meeting. I'm gong to add this organizing to our list of organizations to reach out to.

Next steps: Include Hively in ESL outreach. Follow up as curriculum develops.

Meeting Notes: Anika Johnson Crittendon, Education and Literacy Services Manager, Alameda County
9/20/22, 2:30-3:00, via Zoom

In what capacity do you work with Shammi at Dublin Library? Any other libraries?
        - staff of two

1. This is what I'm trying to do

2. Do you think there is a need from the community members you see? Do you know of any similar programs? What are questions you get from your students about services they are looking for?
        - previously in Solano county, beginning English speakers
        - they explored having a group to help folks navigate engaging with schools; thinks it's a HUGE need
        - speaking portion and reading portion (everything is online) it's how you communicate with teachers, and see progress
        - families need technology help, in Solano, kids getting chrome books, how to use, feel comfortable, needing hotspots, etc.

3. Would I be able to survey your students? (3-5 questions)
        - If yes, what does that look like? How to administer (don't want to cause extra work for the lib)
                - ask branch managers, Anika willing to reach out and ask to make sure that I can
drop   off the surveys

4. Any suggestions on people to reach out to or connect with?
        - She will connect me with some folks in her organization to help answer this
        - What about the unincorporated areas? Food and Basic Needs Coordination, Alini Farook; they have meetings once a month

5. Best way to follow up?
        - students or colleagues in the future who are struggling in class, need one on one support, match them with volunteers

Reflections: I'm grateful for the time Anika spent with me today. She agreed that there is a need they see in our communities for a program like this. I've got the go ahead to work directly with the librarians at the different sites, and Anika connected me via email to some other great folks/resources in Alameda County.

Next steps: Keep collaborating with the Tri-Valley libraries!

Phone Meeting with Andrea McGinley, Tri-Valley SELPA
10/4/22, 11:00-11:15

The purpose of this meeting was to better understand IEP resources for parents.

They are where the money is funneled through for these workshops, resources, etc.
      She suggested that I reach out to each of the district's Special Education Programs

SELPA Resources: http://tri-valleyselpa.org/parent-resources/

- Parent handbook on the website: explains the IEP process, how to get started, what your rights are
- Parent Resources are vast, including terminology and informational resources
- Check out their events page
- Join the mailing list

I think this could be a great resource for parents. It could be included in a 'finding resources for my child' workshop, and it is a great stepping off point for developing English curriculum around the IEP process.

Before doing any sort of curriculum development around IEPs, I would want to talk to the school districts/experts to investigate what kind of information would be the most helpful for my students. I do feel this is beyond my expertise and what would normally happen in an ESL classroom, so I will have to carefully think about this – is this something we develop into an actual class, or is this something that becomes more of an informational resource that we can provide to parents in our classes?

Next steps:
After reflecting more on the above question, it is clear to me that this area is something that we need to leave to the experts. We should use the information to connect our students with the experts and area resources.

I can't figure out how to join the mailing list, so I need to follow up on that. This is a resource that should be shared with our ESL teachers, and probably the Tri-Valley MACC group.

Aida White and Sylvia Avila, CAPE Headstart
Via Zoom, 10/7/22, 2:00-2:30

Notes:
1. This is what I'm trying to do
2. Do you think there is a need from the community members you see? Do you know of any similar programs? What are questions you get from your students about services they are looking for?
       conversational English, practicing with other parents (daily life, employers, etc.)
       not as intense as typical ESL classes
3. Any suggestions on people to reach out to or connect with?
       district and library
       Tri-Valley Career Stop

4. Best way to follow up?
       keep in touch and follow up
       could do a focus group
       send a link to Aida
       Sylvia Avila - include her email
       City Serve in Livermore (might be a resource I can share with them); access, open house
       la clinica

Reflections:
It was wonderful to meet with Aida and Sylvia. They offered valuable insight into a community population that I'm guessing we don't serve as often and could probably connect with better. I enjoyed learning about the services they provide and the needs of their clients. I think this will be a great partner for us to stay in touch with and work on developing a relationship with.

Next Steps:
Follow up with CAPE as curriculum develops.

Appendix B - Objective 2

Log of Meeting Dates, Times and Parties

AUGUST 2022:
- 8/25/22: 3-4, ESL Department Meeting w/ Leslie Payne and Jonathan Brickman
- 8/30/22: 8:45-9:15, Livermore Public Library Meeting w/ Carey Jones
- 8/30/22: 11:00-11:20, Pleasanton Library, Julie Eseltine and Lori Carducci
- 8/30/22: 1:00-1:30, Livermore Adult School, Talia Petit
- 8/30/22: 3:00-3:30, Dublin Library, Shammi Gill and Mary Ayers, Librarians
- 8/30/22: 4:14-4:45, Fiesta Gardens Bilingual School, Jeannette Ramirez, Principal

SEPTEMBER:
- 9/2/22: 11:15-11:45, Livermore Elementary Education Coordinator, Chris Cooper
- 9/2/22: 1:00-1:30, PUSD Mariachi Program, Jaime Mather, Viviana Suarez
- 9/3/22: 1:00-2:00, Special Education Specialist, Colleen Jamison
- 9/7/22: 11:30-12:15 Livermore Learns, Michelle Dawson (Coordinator of Community Engagement), Liisa Hanninen-Danner (Wellness Coordinator)
- 9/8/22: 11:00-12:00 David Rodriguez, LPC Institutional Research Specialist
- 9/8/22: 2:00-2:30, Lilia Tsui, EL Specialist Coordinator, Contra Costa County Office of Education
- 9/14/22: 9:30-10:00, Gingerbread Preschool, Nicole Thomas (Recreation Supervisor, Preschool, Youth & Teens), Georgia Gordet (Program Assistant)
- 9/19/22: 8:30-9:40, Livermore High School, Observed senior EL English course with Renee Hennessey
- 9/20/22: 9:00-9:30, Rafael Valle, LPC Counselor (program outreach)
- 9/20/22: 2:30-3:00, Anika Johnson Crittendon, Education & Literacy Services Manager (Libraries)
- 9/27/22: 2:00-2:25, Nallely Cervantes, Rincon Library, Librarian, Livermore

OCTOBER:
- 10/4/22: 11:00-11:15, Angela McGinley, Tri-Valley SELPA
- 10/6/22: 10:00-11:00, Carla Estrada-Hildago (ELD and Title 1 Coordinator, LVJUSD), Sara Wilke (LVAS Principal)
- 10/6/22: 1:00-2:00, Leslie Payne, LPC ESL Program Coordinator
- 10/7/22: 2:00-2:30, Aida White and Sylvia Avila, CAPE Headstart

Meeting Notes, District and Local Meetings

Livermore Public Library Meeting: Carey Jones (Literacy Coordinator)

8/30/22, 8:45-9:15

Notes:

1. This is what I'm trying to do

2. Do you think there is a need from the community members you see? Do you know of any similar programs? What are questions you get from your students about services they are looking for?
- not getting questions from conversation group
- In one-on-one tutoring students set goals, frequent goals include:
  - helping a family member with studying
  - navigating the school system (K-12 system and how it works, not beyond)
  - what to expect at a parent/teacher conference
    - often is set as a goal, but not something that is met
      - one difficulty is that the child is always progressing, so keeping up can be difficult
      - definitely hearing it identified as a goal
    - SAT prep? What are the options? (parents looking to help their kids, but cost is high!)
    - Parents ask: What does the K-12 system look like? For example:
  - Translators?
  - How are things communicated? Email communication?
  - How many teacher conferences?
  - Is there an open house? Etc.

3. Would I be able to survey your students? (3-5 questions)
- If yes, what does that look like? How to administer (don't want to cause extra work for the lib)
  - Sure! Share a link and also a paper option

4. Any suggestions on people to reach out to or connect with?
- homeless population/city serve?
- Tri-Valley Haven?
- Rincon Library has a homework club
  - ** Talk to other branches in Livermore (Springtown and Rincon)
- Talk to K-12 teachers: get a teacher wish list

5. Best way to follow up?
- Email when survey is ready

Reflections:

This was a helpful brainstorming meeting. Carey talked about what she hears from students and tutors. Two things really stuck out to me: 1) Students set goals in their one-on-one meetings, and something that is frequently brought up is helping their children in school, but it is a goal that is often not met. That makes sense on many levels because it's a big goal. I think drilling down that idea and what it means will be a helpful way forward, and hopefully something the survey can help with getting down to what that means specifically and then creating curriculum around that. 2) I need to expand my ideas about who I am reaching out to. a) I should reach out to Rincon and Springtown Library branches. Because I have worked frequently with Carey over the years, I didn't reach out to the other branches. She mentioned that Rincon has a Homework Club and other programs with difference perspectives on the parent community I am trying to reach. b) I should consider reaching out to City Serve, Tri-Valley Haven, etc. Carey noted that she isn't sure if those contacts would be able to help me, but that is an interesting direction to pursue, especially since I am getting very little response from the Livermore School District. Admittedly, there are some politics involved with collaborating with the district, especially since Livermore Adult is very territorial and has made is clear over the years that they are not interested in collaborating in an open way with LPC ESL. Perhaps I should have considered that more carefully when writing this proposal. I feel hopeful about pursuing other contacts in the community that serve this community and seem really enthusiastic about the project, including members of CAPE and Mariachi from Pleasanton.

Questions:

1. SURVEY: Is it better to leave the survey open ended or to make specific suggestions? For example, helping my kid in school. Do you offer options like "communicating through email with teachers," "understanding my teacher/parent conference," "finding tutors/resources for my children," etc.

Next Steps:

1. Reach out to Rincon and Springtown Library Branches. Follow up email info from Carey: *This morning I mentioned Homework Help offered at the Rincon Library (to resume September 12th). As you're gathering information, it seems the staff there may have a helpful perspective. I just talked with the Branch Librarian, Nallely Cervantes, and she said you're welcome to get in touch with her:* ncervantes@livermoreca.gov. (DONE)

2. Follow up with CAPE. (DONE)

3. Reach out to City Serve and Tri-Valley Haven. (AFTER RESEARCH, DECIDED ON NO FOLLOW UP)

4. Follow up with Carey after I create the survey.

Pleasanton Library Meeting Notes:

Julie Eseltine and Lori Carducci, Adult Literacy & Reference Services, Pleasanton Librarians

8/30/22 11:00-11:20

Notes:

1. This is what I'm trying to do

2. Do you think there is a need from the community members you see? Do you know of any similar programs? What are questions you get from your students about services they are looking for?

      - Yes! Students are often looking for help in that area.

3. Would I be able to survey your students? (3-5 questions)

      - If yes, what does that look like? How to administer (don't want to cause extra work for the lib)

          - could go out through newsletter or via email

          - could even do in-person surveys in the new year or maybe even classes

4. Any suggestions on people to reach out to or connect with?

      - in the mornings, and on zoom (would help with childcare and transportation issues), some students may be interested in in-person too

      - Gingerbread Preschool (Nicole Thomas – nthomas@cityofpleasantonca; 925-931-3432 or 3430)

      - Mariachi

      - Talk to Talia with Livermore Adult School

5. Best way to follow up?

      - via email

Reflections:

This was another helpful meeting. There seems to be a consistent need and enthusiasm/support for the project. The meeting was a little different from the Livermore meeting in that Julie and Lori offered suggestions for times/ways to offer the classes that they thought would benefit potential students. They also offered a new contact at Gingerbread Preschool who I will follow up with.

I'm happy that I will be able to offer out surveys through the libraries to try to expand the students I can reach! The next big thing will be figuring out how to survey teachers and connect with them, especially if my connection with LVJUSD remains silent.

Next steps:

1. Send Thank you notes to all of the people I am meeting with (DONE)

2. Send Lori and Julie my contacts at CAPE

3. Contact Gingerbread Preschool (DONE)

Meeting with Dublin Library, Shammi Gill and Mary Ayers, Librarians
Via Zoom, 8/30/22, 3:00-3:30

1. This is what I'm trying to do
2. Do you think there is a need from the community members you see? Do you know of any
similar programs? What are questions you get from your students about services they are looking
for?
      - Students say "I can't help with their HW"
      - Both ESL and native speakers, who to talk to at the school? What questions do I need to
      ask? How to manage an IEP?
      - many families are bringing older children to translate during meetings
      - they serve students who are looking for tutors for English (just hired an ESL manager)
      - ESL Coordinator at one of the Dublin Schools (Dougherty or Dublin Elementary) –
          ** They can send me contacts

- CAPE in Dublin would be a good out reach
- Dublin Adult School
- City of Dublin, Spanish Immersion Program (being offered at the library)
- City Serve (connecting folks to resources, mentioned by Pleasanton too)
- Access Community Health (Pleasanton)

3. Would I be able to survey your students? (3-5 questions)
    - If yes, what does that look like? How to administer (don't want to cause extra work for
the lib)
        - They would be willing to share out with Peach Jar to the school community
        - hard copies could be put out at the library
        - Consider attending or having surveys ready for dia de los Muertos activities
4. Any suggestions on people to reach out to or connect with?
    - Curriculum suggestion: Benefits of getting a library card, what resources do the
libraries, Discover and Go, Hiking backpacks,
    - in-person is preferred; especially at the Branch
    - probably mornings would be best, maybe evening course with optional childcare
    - 10/3 and maybe 10/16? Dia de Los Muertos programs, put out my survey
    - Last week of Sept into Oct for class visits (would bring the survey out then)

5. Best way to follow up?

Reflections
This was another great meeting! I'm excited to see that the work I've put into these relationships
over the years has really put me in a good positive position to collaborate with our libraries!
Each of the meetings with the three difference libraries provided different insight.

Something that I found particularly helpful from this meeting was that often families are bringing
their older children to translate for them. This echoes what I heard from my contact at CAPE
who said the ones who suffer the most are the eldest children who are depended on for
translation. I need to keep this in mind. I'm not sure if/how it affects the curriculum

development, but perhaps even having classes that parents and kids can take together is a possible model?

The library suggested creating a course about 'the benefits of a library card.' They also offered to have us offer the class at the library, which I think could be an ideal set up!

A constant refrain from meetings is how difficult the IEP process is, even for native speakers. I will turn some of my research energy into focusing on that aspect and seeing teachers and families need.

Next Steps:
1. Look into what community events are happening and see if I can be there, or leave copies of the survey there!
2. Look for Shammi's email for Dublin teacher contacts! (DONE)
3. Get in touch with the new ESL manager at Dublin Library! (DONE)
4. Follow up with schools! (DONE!)

Meeting with Chris Conner, Livermore Elementary Education Coordinator
9/2/22, 11:15-11:45, via zoom

Notes:
1. This is what I'm trying to do
• Elementary: understanding IEP language, language for parent/teacher conferences, emails etc
• I can engage students already enrolled in LPC, but would love to engage with the LVJUSD, make sure you know who I am, my goals, and ideally make sure they align with yours, so it would benefit students/families and in the Livermore school district
• I would like to engage with current EL instructors to create courses informed directly by teachers/students.
• For example, could we teach language/skills needed to access your ELPAC resource page (practice tests, etc.), or help to navigate the EL Master Plan?
• HS ESL teachers: working with parents on understanding post-graduation college options/vernacular

2. Do you think there is a need from the community members you see (parents and teachers)?
> **- definitely a need to support EL families and new families to the district;**
> **- nothing like this exists in Livermore and there is definitely a need**

I know about Livermore Learns and have a meeting set with them, are there any other similar programs already being offered in Livermore?
> - NO
3. Would I be able to survey the teachers? (3-5 questions)
> - If yes, what does that look like? How to administer (don't want to cause extra work for the lib)

** ask principals if I could survey the parents/teachers maybe at a staff meeting
** Talk with principals first
> - school events, fund raiser more appropriate for PTO
** topics might change for different sites
> - behavior and how what we do at home connects to school
> - parents were interested in understanding the system (elementary school to middle school, high school and how it connects to higher ed)
> - share about your family values, potlucks help to connect better school

4. Any suggestions on people to reach out to or connect with?

School smarts: https://capta.org/programs-events/school-smarts-2/

- 7 sessions, ran for consecutive Tuesday nights, provided child care
- Parent involvement, committees can be involved in
- Learning theories (how your child learns)
- Education systems (school level, district level - communication, advocate, etc)
- Last sessions was a celebration with a certificate

- Academy where you fill empowered, use your skills to launch a project to do at school, and then a new parent would step up and be the parent
- Joined school site council, PTA, etc.

- Chris recommends, tailor to the local interests, behavior and how to help kids with growth mindset, etc.
- Doesn't need to be principal facilitated, but should have a parent facilitator (maybe me and some of the LPC students)
- Use food! Supervisor from school in another classroom, could come right after work,

Connect with Rosa Isela Torre - Parent Liaison at Valley View (Parent Education); Chris Connor shared your name (she helped him establish School Smarts

5. Best way to follow up?
- email (put Vanessa Castro on any emails) give an update and follow up

Reflections:

This was another helpful meeting. Chris reiterated what I've been hearing at other meetings - that there is a need and that there isn't anything similar in Livermore.

Something really helpful that came from the meeting was the system of communication that I should plan on using - contacting principals at each of the sites (he recommended starting with Jones @ Jackson, and we already met last academic year, so I know he is on board). The principals are the individuals that will be able to release surveys to faculty (perhaps at faculty meetings), and possibly to the parents as well.

He shared a model called "School Smarts" which sounds very similar to what I'm looking to create. I'll research that and try reaching out to a coordinator to ask a few questions. Chris suggested a contact a Valley View in Pleasanton who helped him with School Smarts, so I will reach out to her as well.

A few more thoughts:

- come up with a creative name for the program like 'School Smarts'
- Liked the session model from School Smarts - 7 sessions, every Tuesday for a month in the evening, providing food and child care
- I like the idea of students then choose how they are going to engage in the school at the end of the curriculum (either a project, or a committee, event, etc.)
- I should survey the parents at the end of course - more informed? More likely to engage? Etc.
    - Maybe do this in the beginning of the course and at the end for more data???
- I like the idea of inviting participating students back to be a student leader during the following session

Next steps:
1. Research School Smarts: https://capta.org/programs-events/school-smarts-2/

2. Connect with a School Smarts coordinator and/or Rosa Isela Torre (parent liaison, Valley View)
3. Research noncredit simplified app
4. Need to meet with Tamica to talk about how to get these students enrolled (community ed? Is that fee based? Noncredit simplified app?)
5. Reach out to Kristi - how do you provide food for Math Jam? Could funding be sources from Ted and Kaye Grant? From the foundation? How can I institutionalize? Can this program have a budget like other programs do?
    1. Maybe I can reach out to Amy about that.
6. Where do you hold the classes? At each site? Rotating? At the college? Can I fund child care (yard supervisors?)? Fundraisers? PTO funding?

9/2/22 PUSD Mariachi Program Meeting 1:00-1:40
Jamie Mather, Viviana Suarez

Notes:
• Introduce myself; heard about your from Amy Brown who runs Middle College
• Since your program supports students and their families, I was hoping I could talk with you, ask a few questions to learn from you.
• Here is what I'd like to do briefly

1. In your program, what are the kinds of things that parents need help with to best support their children?
- inability to access the system, understand the system
- Lots of resources already exist for their students
- Day to day instruction, college prep courses, etc.
- How can parents advocate for their kids?
- 504 plan = student with disability that can have access to resources
    - Using parent liaisons to push out important information
- Not enough material to help EL students and not enough training
    - Parent liaisons are being used for translations services; helping students who never used a computer, wifi hotspots/laptops
- navigating the systems that the schools use like Blackboard, schoology
- Economic realities can be really tough for these families

2. Do you have support courses, workshops, etc? What are they? Where do you offer them and in what modality? Do they need child care? Would online be a better option? Time?
- offering sessions/workshops
- I could offer workshops there;
- They are already offering School Smarts
- Dinner, youngerEnrichment for older students

3. What has been the best way for you to connect with those parents? How do you do outreach?
- through emails, peachjar, parent liaisons, principals, in-person

4. What obstacles do you encounter? Any suggestions for further contacts or programs I should research?
- How do we gate keep from privileged families vs. families with lots of needs
- Transportation
- Communication (email isn't good for Latino families), answering forms, WhatsApp group (doesn't even use email)
- Sometimes kids just show up for Saturday academy; have to be flexible - may or may not come consistently

- Reach out to
- Contacting Peachjar through the district, HEART,
- Motivating parents to sign up for English classes
- See if I can find the Livermore parent liaison
- Parents of HS students, concurrent enrollment, programs that are offered, post HS planning, Puente, how to validate your degree (needs to be faculty who speak Spanish)
- Follow up to see if I can do some sort of workshop/presentation, etc.

Send information about what LPC has to offer

Reflections:
Another great meeting! It sounds like Mariachi is already doing a lot of the things that I want to develop for my program. They are also implementing "School Smarts", so probably offering my courses in Pleasanton would be duplicating that effort, though both Jaime and Viviana seemed very interested in finding ways to collaborate.

It sounds like LPC could support Mariachi by doing some Open House Presentations there - Puente, Counseling, Middle College, ESL, etc. Viviana said it would be most beneficial to do those things in Spanish. They are very interested in learning more about what LPC has to offer, how to finance, etc. They have 12 seniors participating currently who could benefit from that. It might be a good idea to connect with Miguel Alvarez and ask about options for scheduling a presentation there.

Moving forward they seem like great partners. They seem willing to answer questions and help and are open to us becoming more involved and supporting them as well.

After talking with Viviana, I think reaching out to the parent liaisons would be a great way to do outreach for ESL moving forward.

Regarding the curriculum development for my sabbatical, Viviana and Jaime both said start with dinner/food! Complete courses from there. I really feel that the creation of this program will allow to serve a new group of community members in addition to those that are already attending LPC.

I once again feel excited by the amount of support and enthusiasm there is for the development of this program. I think that if developed carefully, the courses will really benefit students, and as I was hoping even the creation of it is helping me to make contacts across the Tri-Valley, learn more about existing programs and students needs, and bridge community members to LPC and LPC ESL.

Follow up:
1. Join the Mariachi assembly next Thursday @ 5:30.
2. Send LPC ESL information and other program information to Jaime and Viviana.

Livermore Learns Meeting: Michelle Dawson (Coordinator of Community Engagement), Liisa Hanninen-Danner (Wellness Coordinator)

Via Zoom, 9/7/22, 11:30-12:15

Notes:

1. This is what I'm trying to do, reaching out to community organizations, schools across the bay area, preschools, etc. to learn from them - I follow your program (I have two kids at Jackson), and I wanted to introduce myself, to ask some questions, see if there is anyway to collaborate:

2. Do you think there is a need from the community members you see? Do you know of any similar programs? What are questions you get from your students about services they are looking for?
     See below

3. How do you connect with your community members? How do you decide what to offer?
In-person can be difficult because of timing/availability
Do they want to be online?

Academic Spanish speaking presenter is having a baby! Who are we going to get to do some Spanish instruction?
     - English instruction sees about 80-100 attendees, they will come to classes @ 7 Tue, Wed, Thur
          - don't have to figure out child care, etc.
     - Virtual works really well for them
     - Spn speaking classes are lower enrolled, difficulties in reaching the community (peach jar, Spanish flyer, principals involved, etc.)
     - did courses in Spanish in-person (@ Marilyn), speaker felt that it was only for Marilyn - offering it online doesn't limit who thinks they can come

Michelle's ideas for courses:

• Classes for parent engagement:elementary school
• separate classes for HS (FAFSA, etc.),
• Special education department would need to be involved in IEP workshops, etc.

Hour long format for Livermore Learns
     - they like formal presentations
     - want to build trust with the community members (long-term success is the goal);
     - need to invest at the site level, start at different sites, maybe Jackson
     - going out to the college would be next step
          - attend the online webinar after site interactions, can be a launching pad

How do we partner?
- resource workshop? This is what Livermore Learns is, etc
- multi-part series, that travels school to school
- duplicated info
- community liaisons at each of those sites
- promoted through the schools, comfort level might be higher on site

Marilyn and Junction already have parent centers set up; helps if it's promoted by parent liaisons
- start @ 8:45 right after drop off, potentially offer food/child care
- space might be a challenge?
- could even offer LPC ESL program info (feel free to send out
- If you are looking for content, maybe in the spring I can offer a few of our classes through Livermore learns to pilot?

4. Any suggestions on people to reach out to or connect with?
- La Familia: reach out to them again! Will help with the needs of the Spanish speaking population
- CAPE: reach out to Aita White (again!)
- Horizons?

5. Best way to follow up?
- email with info about the college, etc.

- they are going to reach out to parent liaisons

- they will reach out to me and see how I can be involved

- share the data from surveys

Reflections:

This was another great meeting. It was wonderful to speak with Liisa and Michelle. They both seem enthusiastic and eager to collaborate. We ended the meeting with a few ideas that will require follow up. Nothing solid is set for future, but as a start they seem interested in me presenting about what LPC has to offer. I can handle the ESL side of things, but I will follow up with LPC folks to see who is doing this currently.

I am finding that there are a lot of passionate folks in our area eager to serve my target community members and eager to collaborate. I think in the long run this will be good for the new program development, but on a broader level, will be a great benefit to our ESL program at LPC in general.

I told Liisa and Michelle that I would share the survey data results when I have it. I think this is a great way to demonstrate collaboration and get us moving in the right direction. I also offered to volunteer and do a few presentations for Livermore Learns this year while program development is under way.

They are especially interested in working with someone who can offer workshops in Spanish. I have two thoughts about this. First, I shared that our ESL population at LPC has diverse language backgrounds, so I

am interested in English language instruction. I think it was important to communicate this, so everyone understood what my goals with the program are. I often see that resources are available for Spanish speakers, but that is the only language for translated flyers, etc. Perhaps one thing I can do during my project is to research actual language numbers in the Tri-Valley and advocate for expanding services to those groups. Second, we do know there is a large Spanish speaking population in Livermore. We lost those students in our program a number of years ago, but seem to be slowly growing those numbers over the last two semesters, which is exciting. With the level of diversity in our ESL classrooms, and the number of languages represented, speaking Spanish has not been a top priority for me. However, after meeting with a few groups in Livermore and Pleasanton, I can see that I need to go back and study Spanish again.

I will follow up with Livermore Learns in the coming weeks.

Meeting with Lilia Tsui, Coordinator, Region 4 EL Specialist, Contra Costa County Office of Education
9/8/22, 2:00-2:30

Notes:
1. This is what I'm trying to do, what is your position now?

2. Do you think there is a need from the community members you see (parents and teachers)?
- courses for adults are necessary, would draw more folks because so many people care about their kids, are here for their kids

- Get support from the districts, use them to access the adults

- Draw from the teachers, ask for specific language to develop the courses

- IEP courses, reach out to special education teachers for help with this

- Interview the parents, use interpreters tell them what I want to do, what is missing? What would you like help with?

3. Any suggestions on people to reach out to or programs to connect with?

- ELAC and DELAC folks: contact in Dublin (made up of mostly parents from the sites and at the district - parent advisory committees; start with district level and go from there
          - Partner with them to create something
          - Attend meetings, ask about what the needs are there
          - Pilot classes with them

- Districts might want to know what I'm basing my research on, having literature to back up your approach,
- Check out dual capacity partnerships (make my work based on research/data): www.dualcapacity.org/
- Share the framework that I'm trying to develop the program around
- Which areas do I want to develop content for?
- Move from a one way schools are informing parents, work for a true partnership, but they should be giving me input to, use that to create the next thing - work towards a two-way partnership
- Reach out to Dublin and the EL specialist at the District level
      - Share that I want to get input from parents and teachers
- @ Dublin Elementary they had a parent advisory committee" Votes Con Power (co-founded with a parent); was for immigrant families, new school system, culture, way of life, etc. - KEPT it PARENT DRIVEN
- See if there are other groups like that where I can get input
- Parent Engagement Series - CDE (migrant families)
      - Might help with what topics to create a vocabulary course around
Maybe I need to consider ways to collaborate with on-site

5. Best way to follow up?
- email! She wants to hear about how it goes and how the development comes along; other districts might want to use it!

Reflections:
This was a really helpful meeting. Lilia is informed and was a great resource of information and ideas. Subsequent to our meeting, she followed up by email with me with more resources. She was very enthusiastic about this! I'm getting a lot of reinforcement from folks around the Tri-Valley who are active with these populations - there is a need, and folks are excited and ready to support my efforts.

Next steps:
- Review resources Lilia shared with me.
- Follow up with Lilia as curriculum develops.

Nallely Cervantes, Rincon Branch, Librarian
9/27/22, 2:00-2:15

1. This is what I'm trying to do
2. Do you think there is a need from the community members you see? Do you know of any similar programs? What are questions you get from your students about services they are looking for?
3. Would I be able to survey your students? (3-5 questions)
      - If yes, what does that look like? How to administer (don't want to cause extra work for the lib)
- Maybe during HW help (usually non-native speakers)
- HW Help Monday-Thursday (3-5); Wednesday 2-4 - Volunteer tutors (mostly retired teachers, or just a space to complete the work, computers/printing, supplies (poster board, pencils/pens/crayons, reading coaching
4. Any suggestions on people to reach out to or connect with?
- Pedrozi young scholars program: Maggie Tufts (program manager), been around for more than 5 years (each group is a cohort - Cohort 22-23, for example
  - Provide support, resources from around the community
- Nominations for kids going into 5th grade (follow them from 5th grade to 12th grade), offer them scholarships
- Meetings every quarter (maybe) - meeting in October

5. Best way to follow up?
- Come into Rincon (check out HW help)
- Email Nallely (checking in about surveys

Nallely shared some great resources with me! I'm going to look into the Pedrozi Young Scholars Program and see if I can attend their upcoming meeting in October. I'm also going to go and check out Homework Help at the Rincon Branch which is offered to K-12 children four days a week - what an amazing resource we should be sharing with our students. If I develop a resources workshop, I definitely think that should be part of it.

I need to follow up with Nallely in the next few days to see if I can drop off some surveys to be shared during HW club (children under 9 must have an accompanying guardian, and most are non-native speakers).

Another great meeting with new leads and hopefully new resources I can share with my target population!

Carla Hildago-Estrada, ELD and Title 1 Coordinator
Sara Wilke, LVAS Principal
Thursday, 10/6, 10:00-11:00, @ Vineyard 1401 Almond Ave, Livermore, CA 94550

Notes:
Introduce myself and what I do, Trying to understand everyone's roles -
1. Carla, I found your contact information as I was trying to learn more about DELAC which sounds like a great resource, when to a meeting and met Lilly - can you tell me a little bit more about what you do as the ELD Coordinator and who you work with?
2. How do your two offices coordinate?

- Problems I've encountered with VESL, prompting me to do research
- Research across bay area: Bilingual schools in San Mateo, Programs in Oakland, Alameda County Libraries – head of literacy, English Learner Specialist in Contra Costa County, Mariachi in Pleasanton
- Research across Tri-Valley: Tri-Valley SELPA, you all, Dublin and Pleasanton AS, all of the libraries, teachers across the Tri-Valley, Livermore Learns

- Do you think there is a need for classes like this? Do you see a need in the populations that you are working with? Any suggestions?
   o Various levels – thinks it would be overwhelming, unless we target higher level folks
   o Need childcare and snacks
   o Really want in-person meetings
      ▪ Might need to assess students
   o Sara: legislation and regulations don't change, but each district will be different, terminology and grades/report cards
      ▪ Pleasanton / Dublin might be doing something/using
      ▪ LAS got a grant for digital and family involvement with special emphasis on digital skills – implementation in January; one year grant will allow some ideas for whether or not it's working, etc. might be able to continue to do it (will be presented in English and also Spanish)
   o CAPE and WIIOA
      ▪ Annually required to do performance assessments; COAPPS (EL Civics) – many are written to this
      ▪ Use it to demonstrate though CASAS and in part EL Civics – this is how they get funding
         • Could make for some overlap between courses
         • PCRP – Parent Connection and Resource Program (workshop series) – completely in Spanish
         • Each district has some sort of Parent Engagement (This is tied to Title I funding)
            o Livermore Learns
            o Parent Liasions – Pleasanton/ Mariachi
            o Dublin – who is this?
      ▪ Sara thinks this is redundant

- Need is there, and maybe needs to improve and increase services
- Livermore already has 2 projects that will be similar
- Not sure if we will get traction (different students are served at each institution)
- Title I – unduplicated (Jackson, Junction, Marilyn): required to provide this type of instruction
    o How could we partner with the school districts? Don't want to duplicate
- They are interested in teachers of color, bilingual teachers; recruiting and retaining teachers
    o Maybe our collaboration looks more like this – CA teaching credentials
        ▪ Maybe PE, art, elementary, science, math, all across the boards
        ▪ Emergency credentials
        ▪ How do we help students who have credentials from their own countries, and create a partnership with the local districts – degree evaluations, placement service, partner with other companies to find employment

- Do you have any recommendations for me on programs to research or folks to reach out to?
    o Keep them in the loop; how do the conversations with Dublin and Pleasanton go
    o Check in with Emerald
    o Hosting a pilot program,
- Would you like me to follow up with you about anything? Is there a good way to do that? When classes are ready could I share out that information with you to pass on to the parents in your area?
    o LVAS?
    o LVJUSD – peach jar?

Reflections:
This was an interesting meeting. The meeting went well from my point of view. It was interesting to hear from both administrators that they thought I was duplicating efforts when every other program I have met with has been excited about this program, stating a need for it and a lack of similar programs in our area.

It was helpful to hear about the new projects that LVAS has coming up and to hear about the goals of the district in hiring more teachers of color.

Next steps:
I think next steps will be to share information with both groups as curriculum develops. I also think it will be important to work hard to differentiate what I'm doing with our program at LPC, and to share why it's needed. I think basing curriculum development on my research, continuing collaboration with the people and programs I have met with, and creating a dynamic, engaging and outcome driven program will allow this program to stand out as a unique and valuable resource to our immigrant population, their children and our local teachers.

Appendix C - Objective 3

Meeting Notes

Notes on conversation with David Rodriguez, 9/8/22, 11:00-12:00

What assumptions are being made? How do I know they are the right assumptions to make? How will I test my assumptions within the survey?

** In my intro try to establish from credibility with the respondents

- What are some of the barriers you have? Open ended leaves room, response set is our assumption
- Consider how I ask the questions (internal validity - asking a question that is similar
- Consider demographic questions: see David's list (helps to answer how much did we cover? Was it a good sample?)
    - More representative sample = better analysis
    - WHAT IS YOUR CITY OF RESIDENCE?
- Have you taken English classes? (Might allow for more flexibility in the survey)
- motivation question can help with marketing post survey
- What stops you from taking English classes? T
    - Transportation, cost, child care
- "free" can skew the survey data; maybe change the wording? Leave those towards the middle or end
- Should they be able to opt out from the questions? Should I make them optional ? Decline to answer? Prefer not to answer
- Maybe also in the grade section
- Select one (online, in-person, both) (this makes data sorting easier)
- Timing: how should we ask? If there are lots of options, then you should use check all that apply; maybe just select one if there is morning, evening, or both (draw back here is that you might only get the one they prefer…)
    - Yes, no, not sure (USE THE MULTIPLE CHOICE GRID)
    - That would give us the data for each
- The most important thing for me is to understand the types of classes they are interested in:
    - MULITIPLE CHOICE GRID!
        - Yes no does not apply
        - What about leaving is open ended? OTHER
- Paper copies: I will need to input the paper documentation into the online survey format
    - I can use a QR code to embed on top, so they can complete on their phones!

- For parent surveys, maybe use of survey monkey would limit by IP address
    - Paid options are available in Survey Monkey

Questions types

Is English your first language? Yes, no

Life challenges affecting education (not a problem, somewhat a problem, significant problem

- finances, health, work , housing family,

- check out link from David

- if I'm collecting personal info, need some safe guards (check out edits to the parent survey; confidentiality aspect - needs a sentence on the purpose (what it's for), time and length, let them know if the survey is anonymous, or confidential, and how it will be used; we won't share any personal information, we are only recording group information

- for contact portion at the end add ANOTHER confidentiality clause this information will not be linked back to your survey responses, and will only be used to respond to your questions or comment.

On IR website there are copies of all of the surveys they have done

Meeting with David Rodriguez, LPC IR

Tuesday, 11/22 @ 9:30

1. process for making graphs/visuals for presentations

State how many responded, and how many are valid responses, you can also add in how many responded to the question (this allows you to take out the 'unknown' but also be transparent in the data; put this on each slide (this is how many answered out of 189)

2. Create through excel
      1. Control a, then data, then filter (use this to clean up the groups)
      2. Control a, insert, pivot table
            1. Drag in to values
            2. Copy and paste in a new sheet
                  1. Use paste clipboard and choose the number %
                  2. Copy and paste question
                        1. Do we want to include blanks? (Make a note of how many 'unknowns' you have) - we can we test this assumption
                        2. Highlight as we go
                        3. Insert, chart, recommended, chart title, bar chart
                              1. Use the plus sign, then data labels,
                              2. BEFORE I MAKE THE GRAPH
                                    1. Reorder the columns, so that YES is first
                                    2. Remove the fist part of the question and add it as the title, then you can just keep the specific type of class

   - 2-3 options - pie graphs is OK

   - More than that bar graphs are better

   - In PPT click the clipboard paste, 'embed workbook' - then you can edit the chart just like you would in Excel (only makes changes in the ppt)

3. Tips on ways to manipulate the data/catch
4. something I might not have seen/categorize
                  1. Export to excel (make an original and then a modified version)
Reflections:

David basically walked me how to use excel to analyze my survey results and convert them into usable data. He took an extended amount of time with so that I could better analyze the results of the data. David deserves and award!

LPC Research Request Form

Thanks for filling out LPC Research Request Form

Here's what was received.

LPC Research Request Form

Thanks for your interest in requesting services from the Office of Research, Planning, and Institutional Effectiveness. Due to a large number of existing projects and being short-staffed, we have had to put requests largely on hold. However, we still encourage to fill out the research request below. Please be sure to fill out this form completely with as much information as possible. We encourage all comprehensive research requests to be communicated to your supervisor or committee chair.
Email *

jmcgurk@laspositascollege.edu
GENERAL INFORMATION

Name *

Julia McGurk
Department, Program or Service Area *

ESL
 What is your role at LPC? *

	Faculty

	Classified Professional Staff

	Administrator

	Student

	Community Member

Phone number
Required Format: (###) ###-####
(925) 292-4566
Date of Request
Format: MM/DD/YY
08/30/22
Suggested due date: *
Format: MM/DD/YY - (Keep in mind that research requests may take 2-4 weeks to complete.)
09/16/22
RESEARCH REQUEST

Research/Data Question (Description of Research Request) *
What questions or problems do you want this research/data to address?
I am creating two brief surveys to help me research specific needs for parents with English learner children in the K-12 system. One survey would go to the parents. The second survey would go to teachers who work with EL children and parents. It will be my first time creating something like this, so I wanted to discuss it with someone from IR to get some feedback and to ensure that I'm staying aligned with LPC needs.
What is your hypothesis?
What do you expect the results of this research to indicate?
I think English Learners parents have very specific needs (for example, "communicating with my child's teacher through email", etc.) and once I can confirm those, the goal is to create noncredit, short-term courses to meet those needs. I also believe that teachers working with ELs will have very specific 'wish lists' of what would help EL parents engage and support their EL children. The courses I develop will benefit greatly from direct feedback from those community members, so the surveys are really important.
Purpose of your request (please check all that apply): *
How will this research or information be used?

		Program Review - Resource Request

		Program Review - Establish goals/benchmarks

		Department/Area Planning (Developing interventions, strategies, etc.)

| | | External Reporting (Federal, State, Licensing Agency) |

| | | Grant Proposal |

| | | Grant Evaluation |

| | | Outreach Efforts |

| | | Accreditation purposes |

| | | Project Planning (Goals, benchmarking, etc.) |

| | | Project Evaluation |

| | | Committee Project/Inquiry |

| ✓ | | Curriculum planning/review |

| | | Other: |

Which of the following college-wide plans or initiatives are linked to your research request? *

	College Planning Priorities

	SSSP - Student Success and Support Program

✓	Student Equity Plan

	Accreditation

✓	College Goals (from the Educational Master Plan)

	Other:

Which Educational Master Plan goals are linked to your request *

✓	Educational Excellence

✓	Community Collaboration

| ✓ | | Supportive Organizational Resources |

| | | Organizational Effectiveness |

| | | None of the above |

Which college-wide planning priority is linked to your request *

| | | Implement the integration of all ACCJC standards throughout campus structure and processes. |

| ✓ | | Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities. |

| ✓ | | Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus. |

| | | None of the above |

Who will be the primary end-users of the information? *
(Who is the intended audience? Will the results be published or for internal discussion only?)
If I understand this question correctly, then I would use the surveys, and data could be shared with the ESL department. It would inform my curriculum development and would be part of my sabbatical report.
RESEARCH DETAILS

Who is your population of interest? Describe the group, population or cohort you are interested in measuring. *

Please be specific and detailed. Include at least the following: [1] Population type (Employees, students, participants, special population, etc.)? [2] Level of inquiry (College-wide, course-level, program/intervention level, etc.)? [3] Demographic or other disaggregations?

Non-native English speaking parents who have children in the Tri-Valley K-12 systems; Teachers in the Tri-Valley K-12 system who work with English Learners.

What time frame do you want the research to cover? *

Time period and breakdown: By semester or academic year? Which semesters (Fall, spring and/or summer) do you want included in the data? Time range?

I just would like a review of the surveys before sending them out to our community partners. It would be great to meet and review over the next few weeks in September, so I can send out the surveys by end of the Sept and/or October.

What type of data are you interested in? *

Trends or comparisons? Success rates, Persistence (Fall-to-Fall, Fall-to-Spring), cohort tracking, or other?

N/A

Level of Data Analysis *

What type data output or research support are you requesting?

		Data tables and charts

		Survey design and/or administration

		Other:

Teacher Survey – EL Parent School Engagement

Hi! My name is Julia McGurk, and I'm an ESL teacher at Las Positas College. The majority of our ESL students at LPC have children in the K-12 systems in Livermore, Dublin, and Pleasanton. Based on requests from our students, I am developing free English classes for parents to support school engagement.

The program is being designed to foster English language confidence, build community and encourage school engagement for our English Learner families in the Tri-Valley. My hope is that children, families and teachers see benefits from the program.

I'm reaching out to you to elicit information about needs you see in your classrooms from English Learner families to inform my curriculum development. What do you wish parents knew, so they could better engage with you and support their child's learning?

The survey should take no more than 5 minutes, and all information will be kept confidential and used only to record group data. As a teacher, your input is invaluable to my curriculum development.

Thank you for your time!

Julia McGurk
ESL Instructor, Las Positas College
jmcgurk@laspositascollege.edu

1. Where do you teach?

2. Do you have children in your classes who are from English Learner families? Mark only one oval.
Yes   No   Not sure

 3. Are you satisfied with the frequency of communication with parents from your English Learner families? Mark only one oval.

Very satisfied Satisfied   Neither satisfied nor dissatisfied   Needs to improve

4. Are you satisfied with the effectiveness of communication with parents from your English Learner families? Mark only one oval.

Very satisfied Satisfied   Neither satisfied nor dissatisfied   Needs to improve

5. Which topics do you think would benefit English Learner parents and thus the English learner children in your classrooms? Mark only one oval per row.

    Yes   No   Not sure

- How to contact and communicate with my child's teacher
- How to support my child's learning at home
- How the school system is organized (Elementary, Middle, and High School)
- How to volunteer or assist in my child's classroom
- How to talk to my principal about an important issue
- Understanding my teacher/parent conference
- Finding resources for my children
- Understanding what happens after High School
- How to find English classes in my area

6. Do you have other topics you believe would benefit English Learner parents?

7. I have a question or comment. Would you like to be contacted? If yes, please leave your contact information. (All provided contact information will be kept confidential. Contact information will not be linked back to your survey responses and will only be used to respond to your request for follow-up.)

Parent Survey - Helping your child at school

Do you have children in K-12 classes? Do you want to learn English? Las Positas College wants to offer you free English classes, so you can help your child at school. These classes will help you learn English, so you feel comfortable communicating with your child's teacher, and participating in your child's education.

This survey is about 5 minutes. This survey is confidential, so we will not share any of your information or answers. Please answer the questions, so we can offer classes that fit your needs.

1. Where do you live? Mark only one oval.
Dublin   Pleasanton   Livermore   Other: _____

2. Have you taken English classes? Mark only one oval.
Yes   No   No, but I want to take English classes

3. What makes taking English class difficult? Mark only one oval per row.
Yes   No   Not sure
- Cost
- Transportation
- Childcare
- Time of classes
- Other

4. Do you have school-age children? Mark only one oval.
Yes   No   Prefer not to answer

5. What grades are your children in? Check all that apply.
- K-5
- 6-8
- 9-12
- Prefer not to answer

6. Are you interested in taking free English classes, so you can help your child at school? Mark only one oval.
Yes   No   Not sure

7. When do you prefer to take classes? Mark only one oval per row.
Yes   No   Not sure
- Morning
- Afternoon
- Evening
- Weekend

8. How do you prefer to take English classes? Check all that apply.
- In person
- Online

9. Do you need childcare to take classes? Mark only one oval.
Yes   No   Not sure

10. Are you interested in taking these classes? Mark only one oval per row.
Yes   No   Not sure
- How to contact and communicate with my child's teacher
- How to support my child's learning at home
- How the school system is organized (Elementary, Middle, and High School)
- How to volunteer or assist in my child's classroom
- How to talk to my principal about an important issue
- Understanding my teacher/parent conference
- How to use school websites (like Schoology, etc.)
- Finding resources for my children
- Understanding my child's choices after High School
- English classes in my area

11. Are there other class topics you are interested in?

12. I have a question/please contact me. Please give your name and contact information.
(All provided contact information is confidential and will only be used to respond to your request for follow-up.)

Appendix D – Objective 4

Slide 1

Slide 2

Slide 3

Slide 4

Slide 5

SURVEYS

- Importance of removing guesswork, seeking input directly from the community

- Surveys designed with input/validation assessment from LPC Institutional Research

- Teacher surveys:
  - Google forms shared via an electronic link
  - Distributed by LVJUSD Principals
  - Data received from 43 respondents (7 elementary schools and LHS)

- EL Parent Surveys
  - Google forms shared via an electronic link and as paper copies
  - Distributed by LPC instructors, and Livermore, Dublin and Pleasanton Libraries
  - Data received from 189 respondents

Slide 6

**SURVEY
DATA ANALYSIS**

- Part I: Teacher Responses
- Part II: English Learner Responses
- Part III: Side by Side Analysis of Desired Course Content – English Learner and Teacher Responses
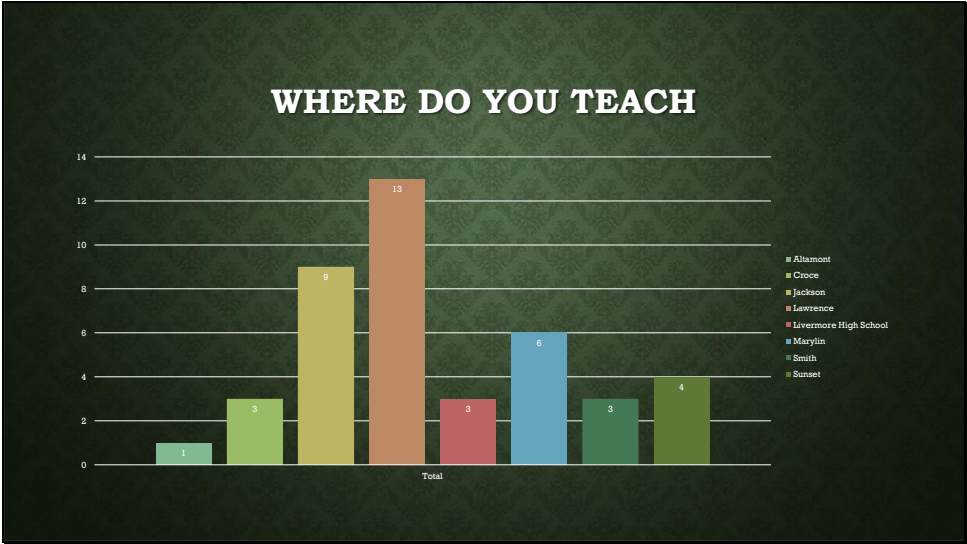
Slide 7

DATA ANALYSIS

- Special thanks to LPC Institutional Research, especially David Rodriguez
- 189 EL respondents: LPC ESL students, Tri-valley Library EL groups
- 43 LVJUSD teacher responses
- Data was gathered and analyzed as accurately as possible, however:
  - Not everyone responded to every question, so there are small variations in the # of responses
  - Approximately 28% of the English Learners who responded do not have school age children in the K-12 districts
    - These respondents provided important data on preferred time and modality of classes
    - 90% of the time these respondents left questions about parent/school engagement blank, but this does skew the data slightly for some questions
    - This data confirms that the majority of ESL students at LPC are parents
- Data will be presented in three parts, with the final part comparing teacher to English Learner responses on desired course content

Slide 8

DATA ANALYSIS PART I
Teacher Survey Responses

Note: Respondents who left questions blank/unanswered have been removed from graphs, so you will notice small variations in the number of respondents.
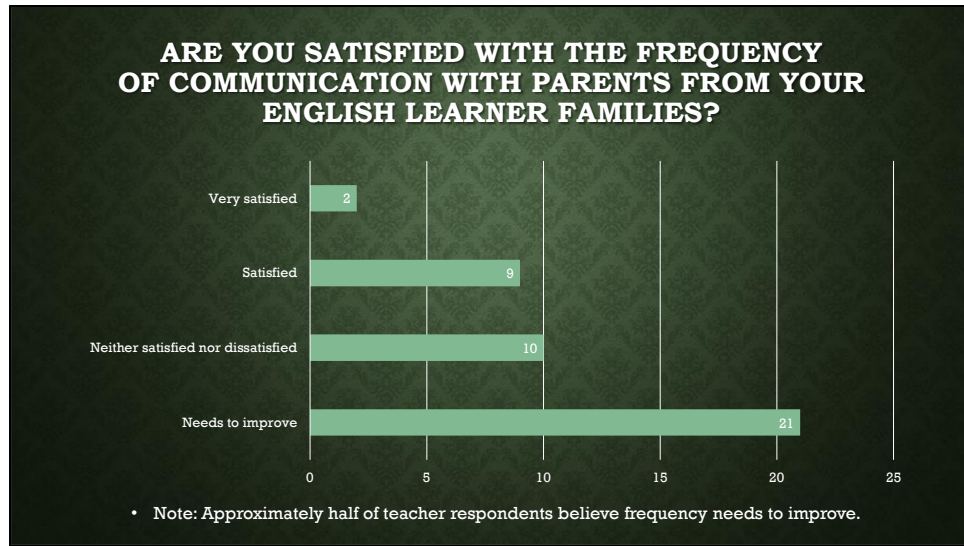
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Slide 10

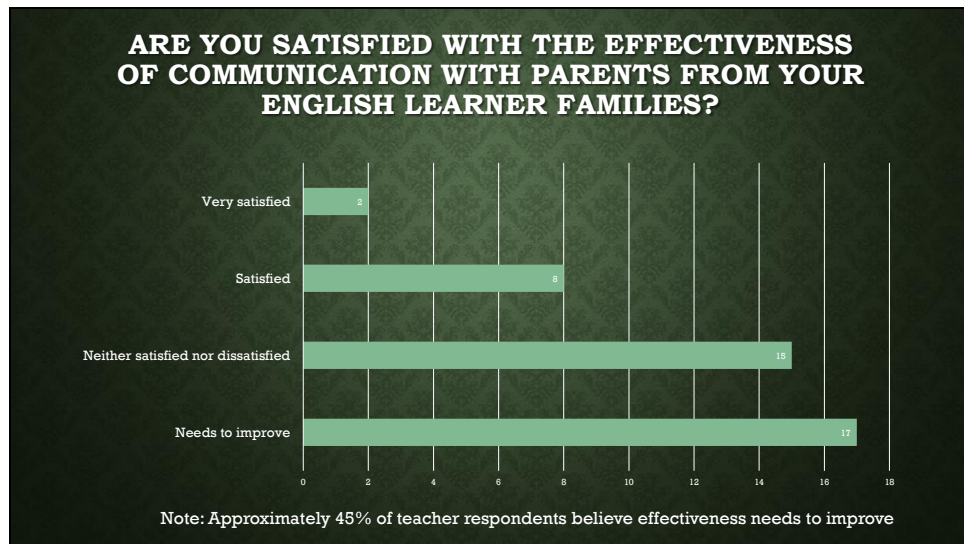Slide 11

Slide 12

Slide 13
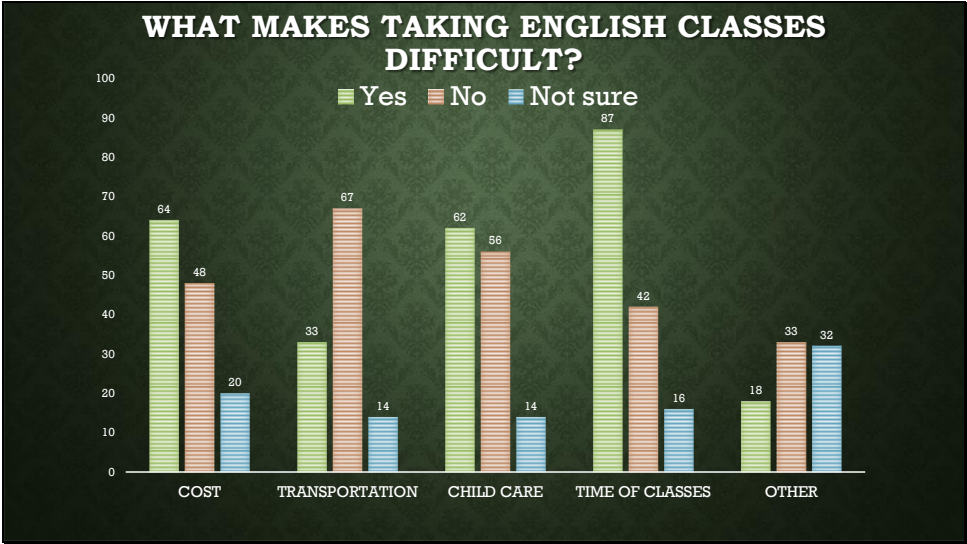
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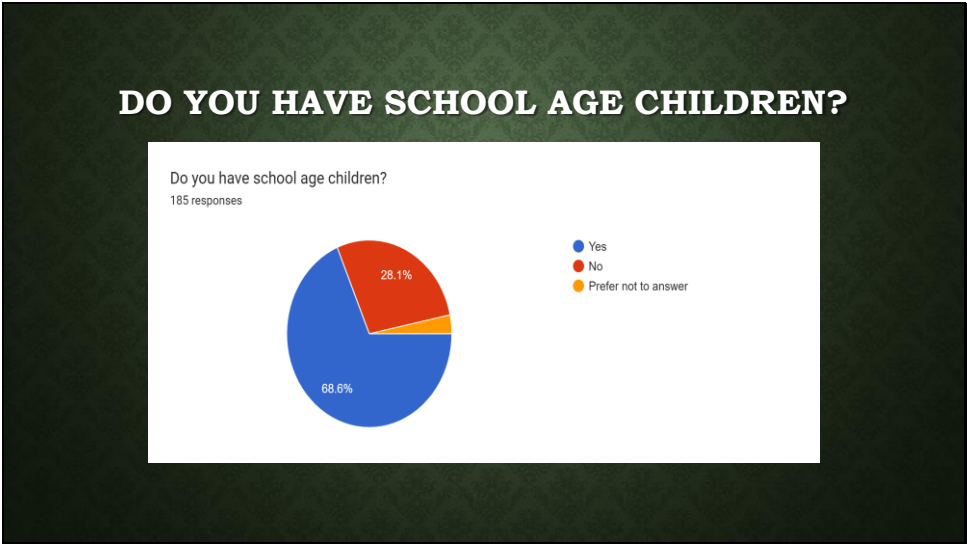
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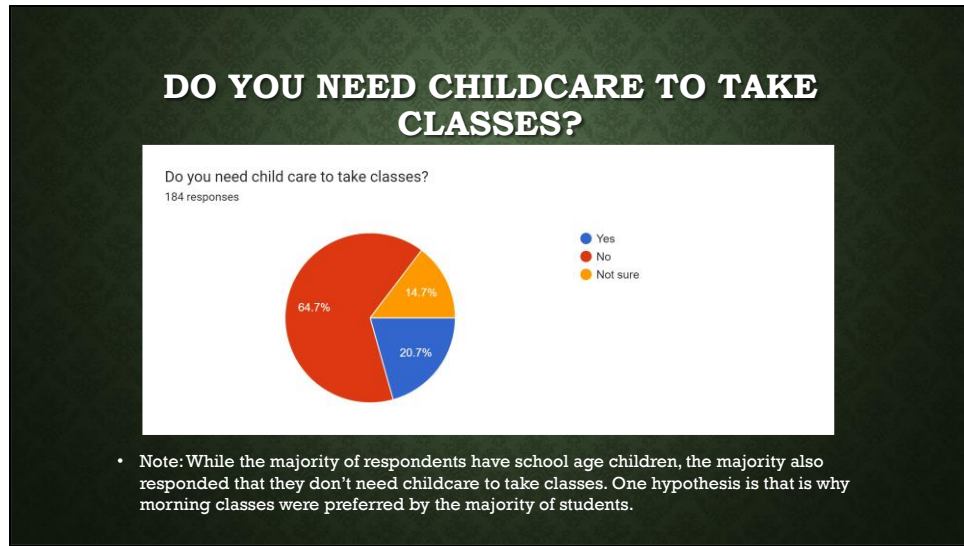
Slide 18
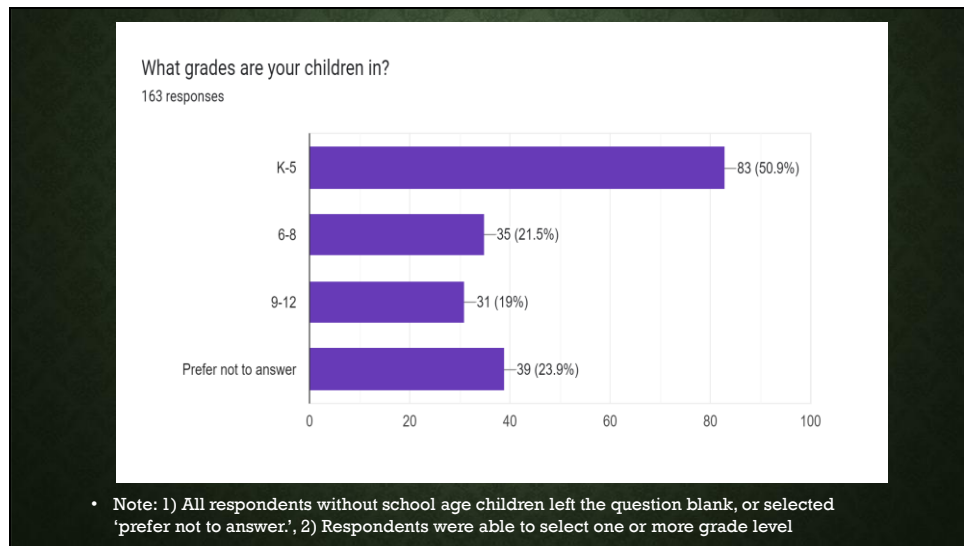
Slide 19
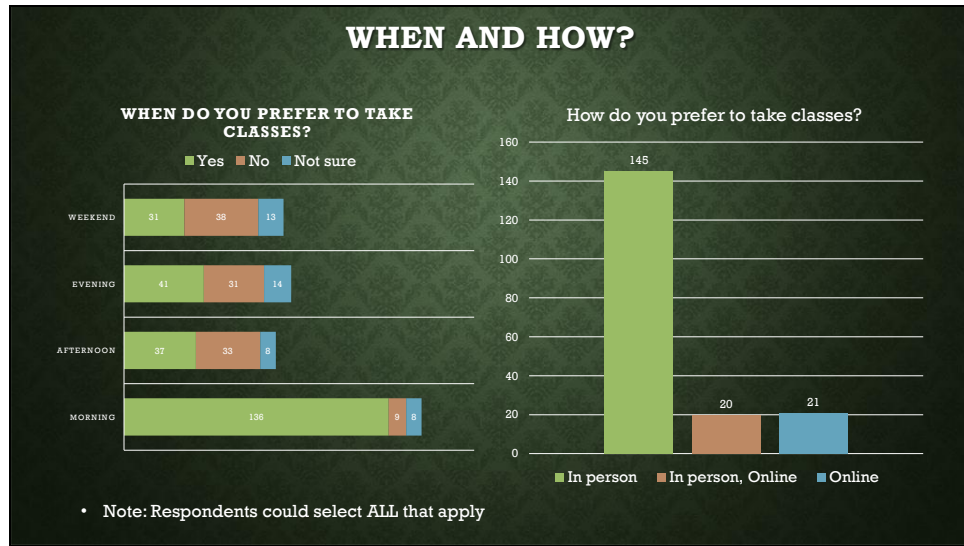
Margin of error in data because of blanks, respondents without children, etc

Slide 20
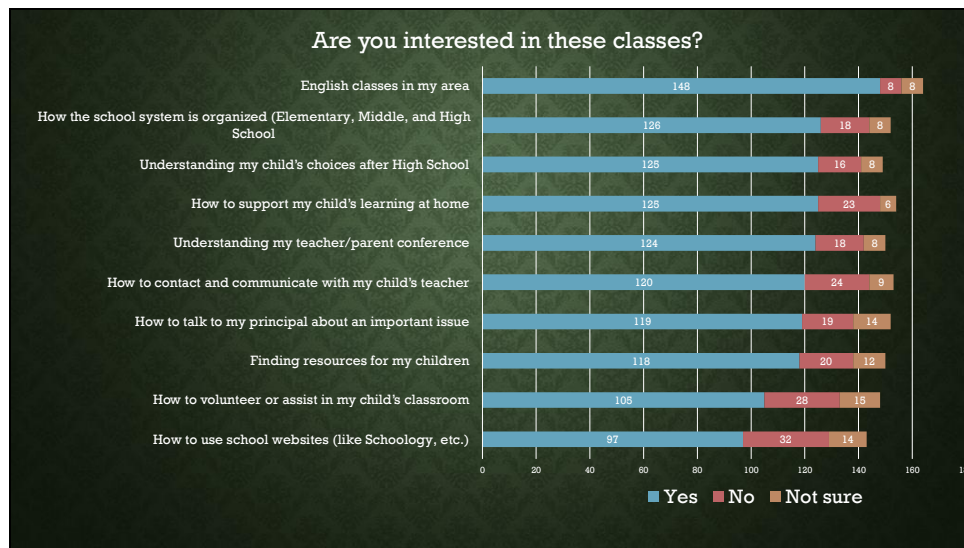
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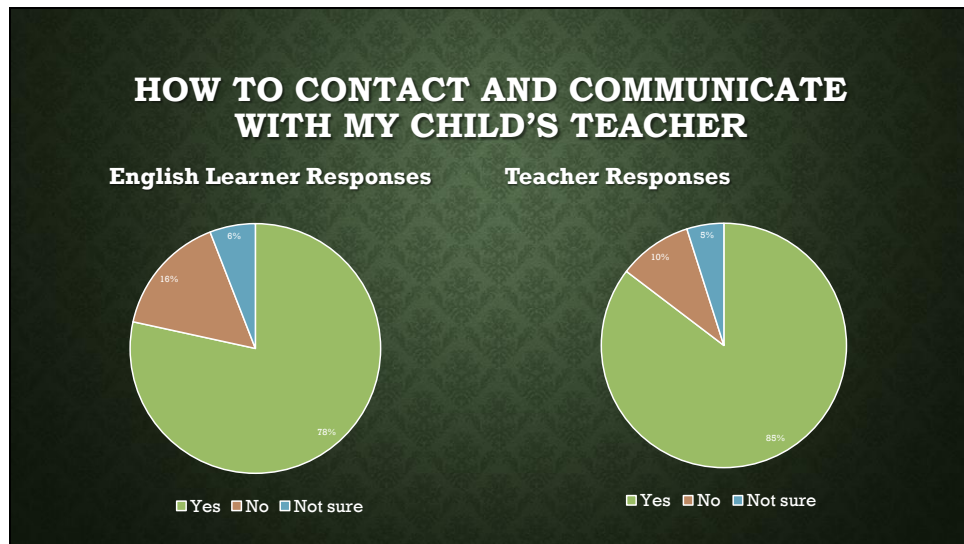
Slide 22

Similar % responses from both groups.

Slide 23
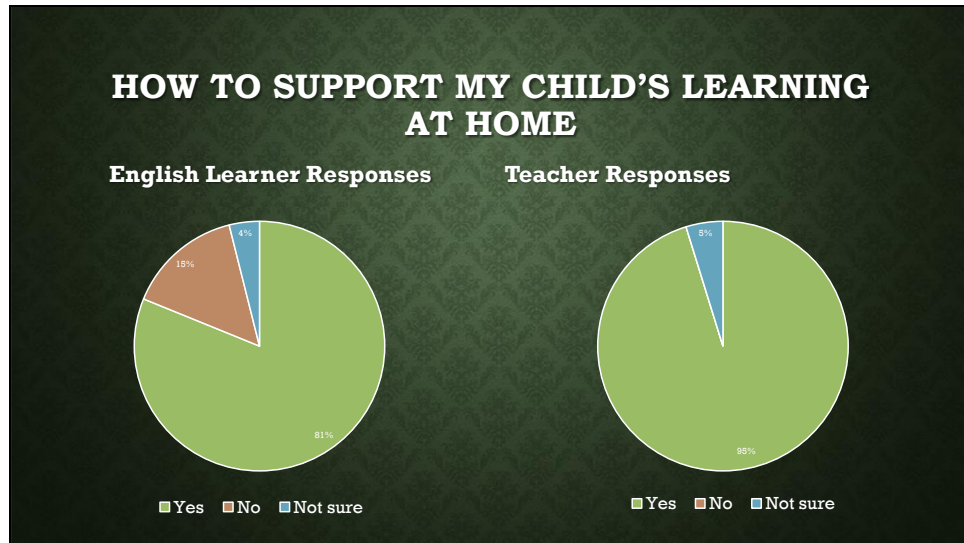
Note the difference in % of "yes" from teachers, and "no" from parents.

Slide 24
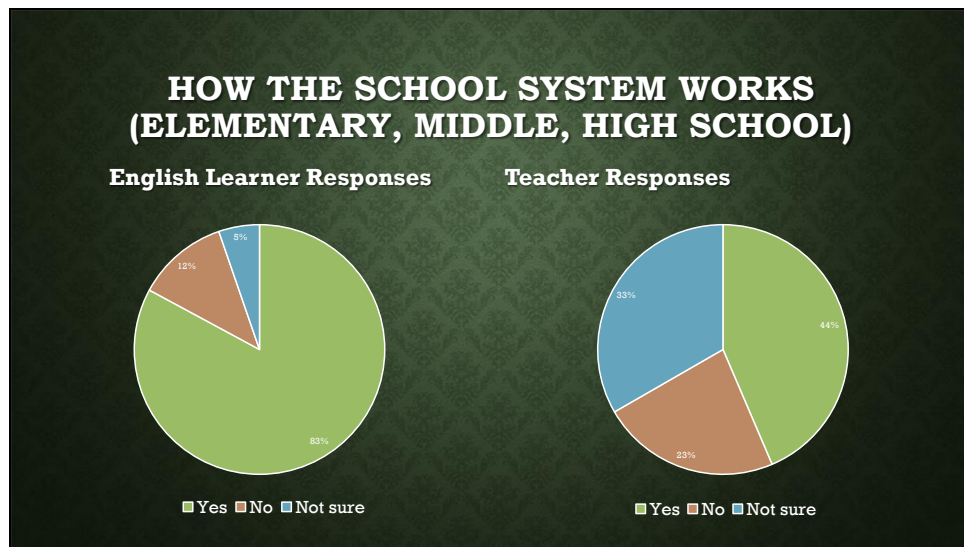
Note the difference in responses between the groups. English Learners need more information about how the American School System works.

Slide 25
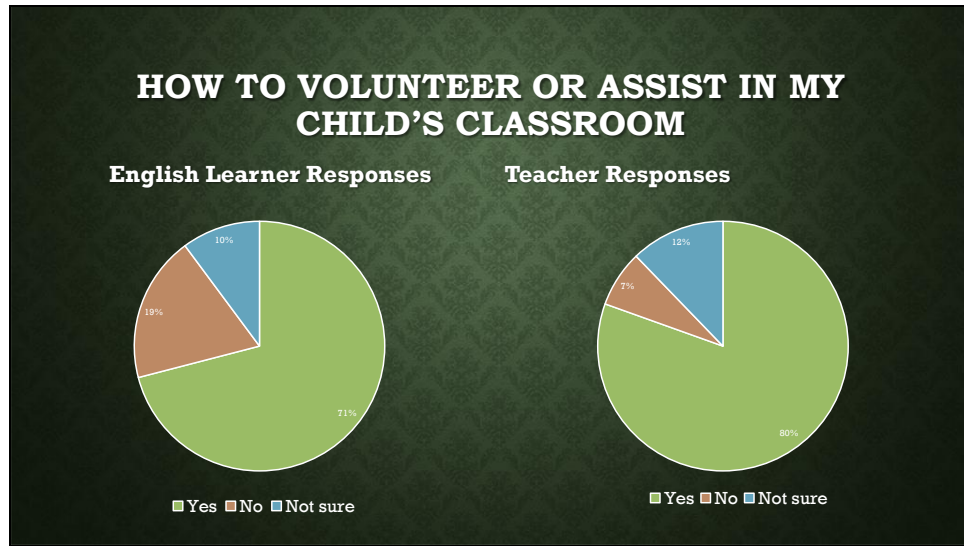
Note that the percentage of "no" from parents is high here. This is something to dig into when the School Matter classes are offered. Is it because of a language barrier/fears of engaging? Is it due to limited ability because of work, responsibilities at home, etc.?

Slide 26
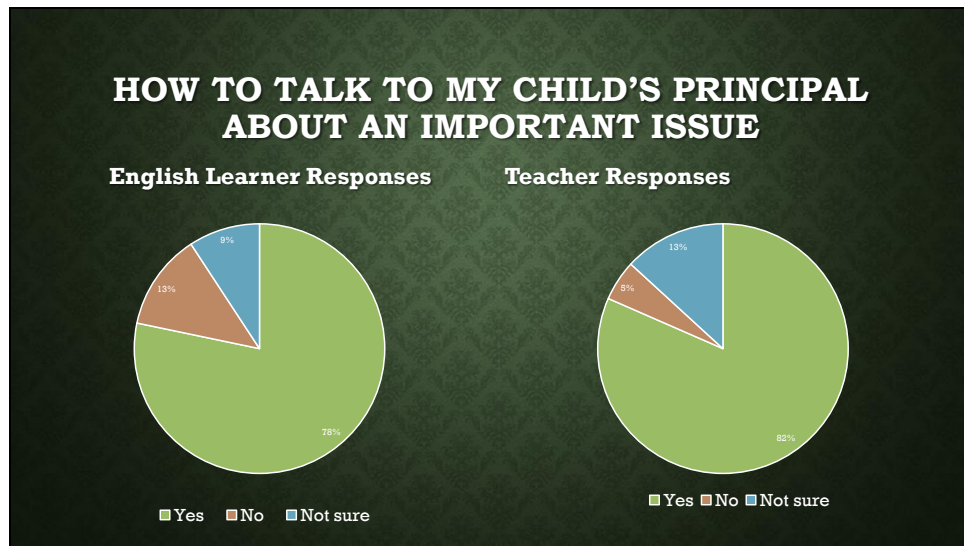
Similar percentage responses here.

Slide 27
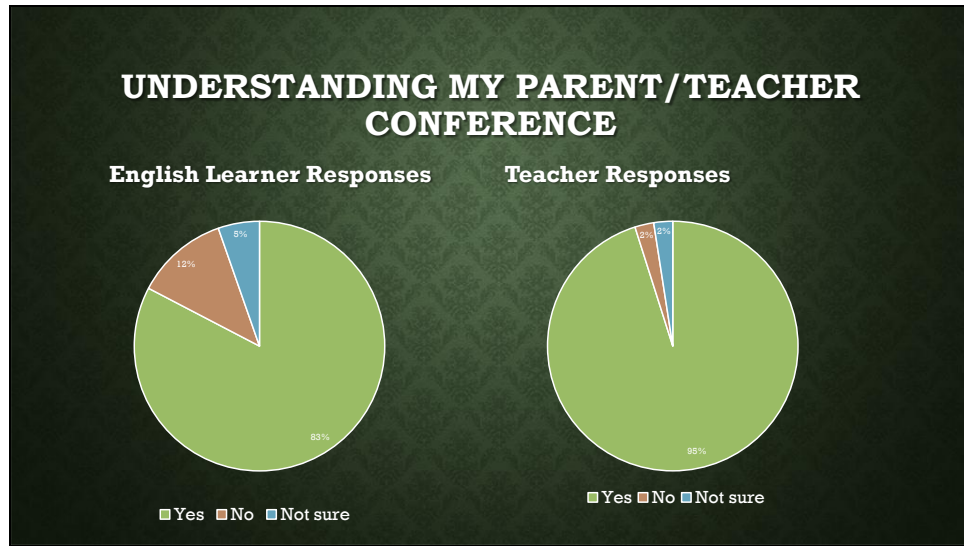
This was a top concern for teachers, and I was surprised at the differences in responses between the two groups. Language for parent/teacher conferences is something that the School Matters curriculum will address.

Slide 28
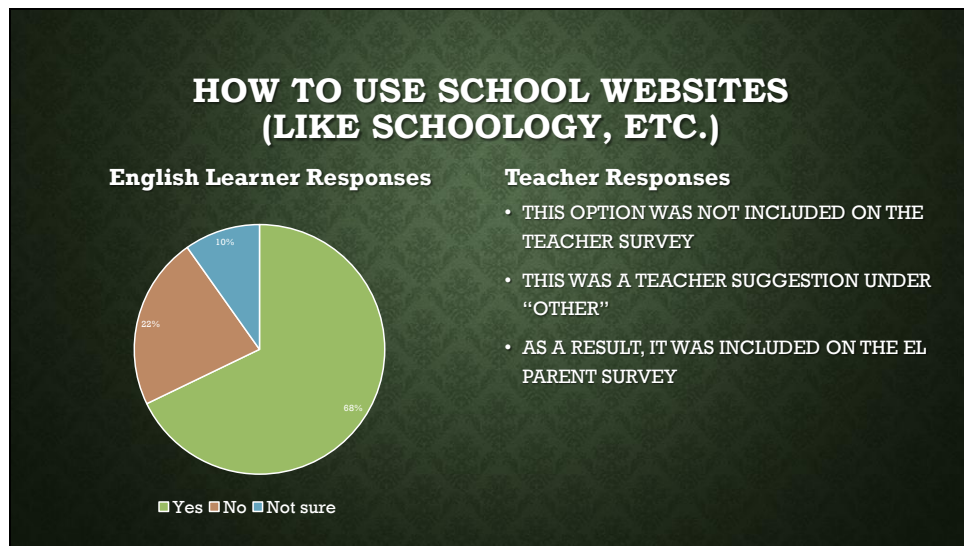
This will be incorporated into the School Matters curriculum for independent research.

Slide 29
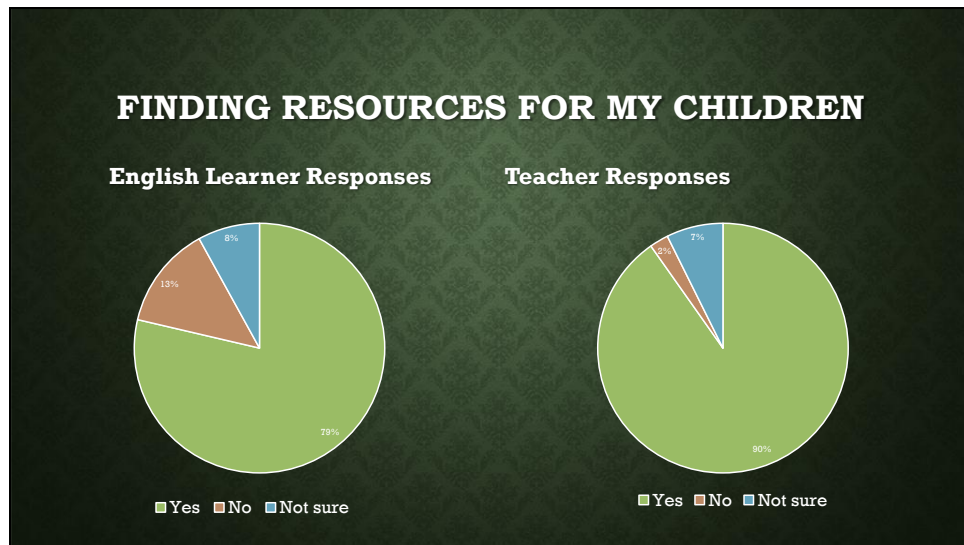
Slide 30
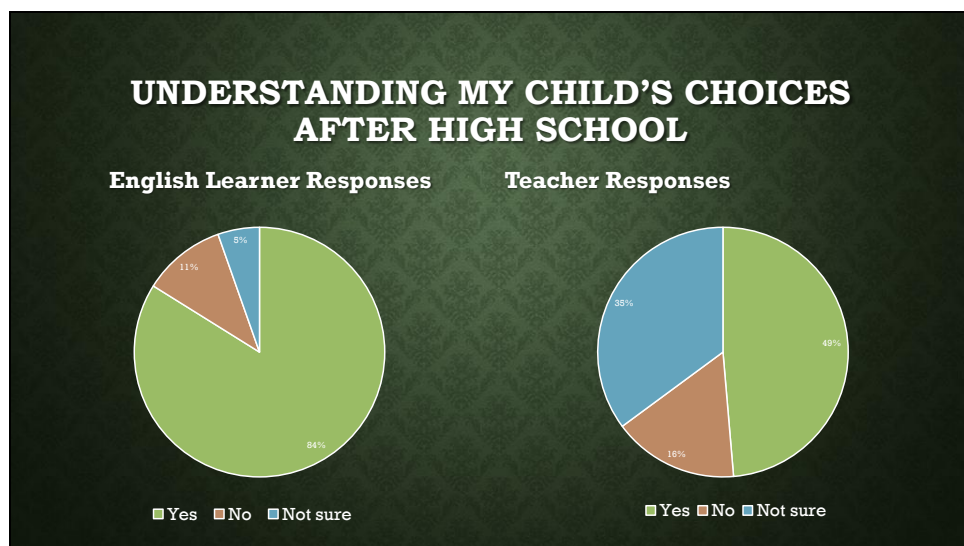
Note the differences in responses. Again, English Learners are indicating a need for help understanding how the American School System works. This is a great opportunity for LPC to engage with parents who have children graduating High School to provide a pathway to LPC.

Slide 31
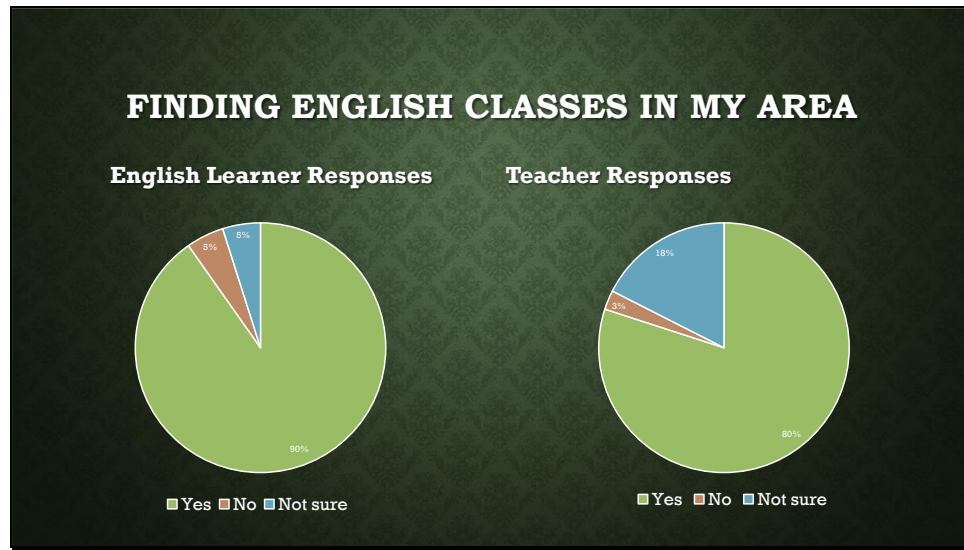
The major difference here is related teachers replying, "not sure." Some teachers indicated feeling uncomfortable suggesting English classes to English Learner families, and certainly there needs to be sensitivity in that area. This helps the LPC ESL department identify an area where we can improve communication and do more outreach by simply providing information to folks so that have it if/when they need it.

Slide 32
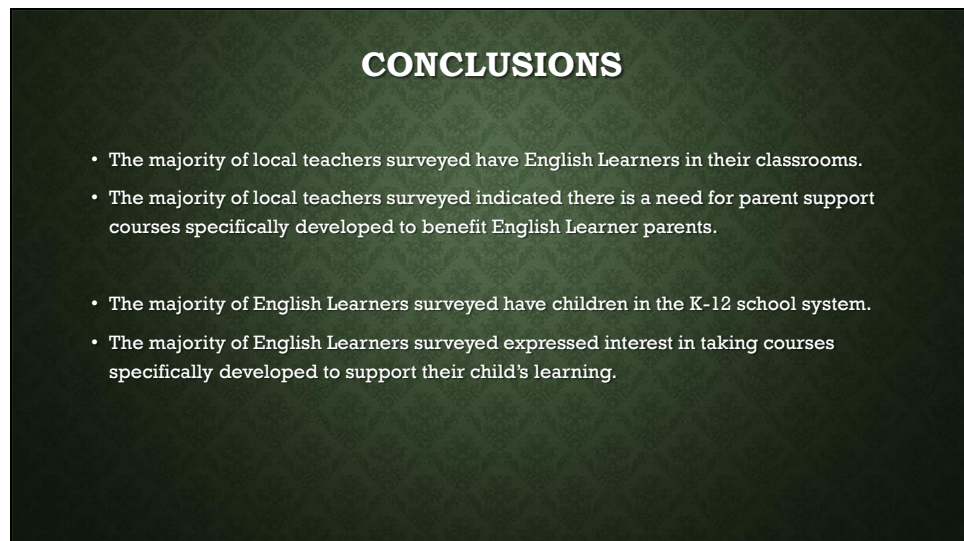
Slide 33

REFLECTIONS

- Great work for English Learner families is already being done!

- There are many programs and people in the Tri-Valley area and beyond that work tirelessly to support English Learner families in diverse ways: local schools districts and teachers, Adult Schools, Libraries, Community Colleges, County Support Programs and Non-profits.

- Among those entities, sometimes we have unique EL populations and sometimes those EL populations overlap. Continuing to share information and collaborate will ensure that we continue to spread our resources as wide as possible and support as many of our community members as possible. I'm dedicated to continuing that collaboration.

- I'm grateful for the time so many of you have already given to meeting with me to share your expertise and discuss the needs of our community members, and I look forward to continuing to work with you in the days, weeks and (hopefully!) years to come. Let's keep at it!

Slide 34

NEXT STEPS

- Las Positas College ESL *School Matters Program* Development – Spring 2023
  - Curriculum development and approval process begins
  - Program development and approval process begins
  - Community collaboration and outreach continues

- Las Positas College ESL *School Matters Program* Pilot – Fall 2023
  - Community collaboration and outreach continues
  - First pilot of the program, including pre and post surveys
  - Any necessary program revisions begin

- Las Positas College ESL *School Matters Program* Formalized – Spring 2024
  - Community collaboration and outreach continues

Slide 35

Appendix E – Objective 5

School Matters

Las Positas CurricUNET

LAS POSITAS COLLEGE

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for NESL 203

SCHOOL MATTERS 1: LANGUAGE SKILLS FOR SUPPORTING YOUR CHILD'S LEARNING

Effective: Spring 2024

I. CATALOG
DESCRIPTION:
NESL 203 —
Noncredit

School Matters 1 will teach English Learners the listening and speaking, reading and writing, and vocabulary skills necessary to help support their child's learning in the K-12 school system. This class focuses specifically on supporting your child in their classroom (for example, language skills for contacting your child's teacher), and supporting your child's learning at home (for example, reading and writing skills for helping your child with homework).

Recommended Course Preparation
NESL 231A - Beginning Reading and
Writing and/or

NESL 230A - Beginning Grammar for Reading and
Writing and/or

Enrollment Limitation
Completion of ESL Level 1A, or placement into ESL Level 1B through the ESL Assessment.

**Grading
Methods:**
Pass/No Pass

Noncredit Category
A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	8.00

II.   PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course or in conjunction with it, the following preparation is recommended for the student (not required):

A. NESL231A
1. Read a variety of authentic texts with adequate understanding
2. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
3. Understand non-text information (charts, graphs)

4. scan to find specific information in a text
5. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
6. Express limited independent ideas and opinions about everyday subjects in writing
7. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
8. Identify and correct errors in writing based on learned grammar and spelling
9. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
10. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)

B. NESL230A
1. Distinguish subject, verb, and object in simple and compound sentences
2. Apply basic grammatical rules to produce the correct word order in simple and compound sentences
3. Comprehend and use verbs in the "0-500 Most Frequent Words" list in the simple present, simple past, and present progressive verb tense
4. Comprehend and use non-action/stative verbs
5. Recall and use the correct simple past and past participle forms of verbs on the "0-500 Most Frequent Words" list
6. Comprehend and use basic modals and verbal expressions to express ability in the present and past
7. Comprehend and use the correct form of irregular nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
8. Comprehend and use high frequency prepositions

III. MEASURABLE OBJECTIVES:
Upon completion of this course, the student should be able to:

A. Use English language writing and reading skills to support your child's learning in their classroom and at home.
B. Use English language speaking and listening skills to support your child's learning in their classroom and at home.
C. Use learned vocabulary to support your child's learning in their classroom and at home.
D. Analyze and respond to American academic expectations in the K-12 system utilizing learned English.
E. Apply English language skills to compare, contrast and bridge cultural academic expectations in the K-12 system.

IV. CONTENT:
A. Vocabulary
1. Build relational vocabulary (vocabulary for building trusting relationships, shared learning and responsibility): modals of advice, like 'should' and 'ought to'.

2. Build vocabulary for understanding classroom vernacular, for example "HW folder".
3. Build vocabulary to help you advocate for your child, for example "barrier" and "access".

B. Speaking
1. Pronunciation of common school engagement vocabulary.
2. Speaking strategies for using English with confidence and to establish self-efficacy.
3. Practice asking questions to advocate for your child.
4. Practice articulating beliefs and values orally in English.
5. Conversation practice as it relates to school engagement at school and at home.
6. Practice asking clarifying questions.

C. Listening
1. Understand main ideas during parent/teacher conferences.
2. Engage in mock conversations for situations at your child's school, with teachers and other parents.

D. Reading
1. Utilize school websites to find resources for your child, for example teacher emails, or translation services.
2. Evaluate information about school curriculum at your child's school, for example 'Choose Love', in Livermore.
3. Understand main ideas and details in emails from your child's teacher.
4. Analyze directions for homework and class assignments.
5. Analyze a variety of texts about American academic expectations.

E. Writing
1. Produce mostly accurate emails to your child's teacher, including asking questions, asking for help, offering help, etc.
2. Produce a plan for applying acquired English language skills at your child's school.
3. Summarize and respond to a variety of texts about American academic expectations.
4. Write personal reflections articulating challenges and responding to how course content applies to daily life.
5. Compare and contrast cultural academic expectations.
6. Complete pre and post course surveys.

V. METHODS OF INSTRUCTION:
   A. **Audio-visual Activity** - Listening comprehension activities accompanying TED Talks, example Parent/Teacher Conferences, etc.
   B. **Classroom Activity** - Building vocabulary through explanation, examples, choral pronunciation activities, cloze exercises, and production.

C. **Critique** - Analysis of example Parent/Teacher communication challenges: What went wrong? How could you improve communication?

D. **Discussion** - Small group discussions as warm up activities connected to course content. For example, What power do you have to engage in your child's education? Or, What challenges do you face when you engage in your child's education? E. **Guest Lecturers** - Local district administrators and/or teachers; former School Matters students.

F. **Individualized Instruction** - Directing students to information based on the district and school/s their child/ren attend.

G. **Lecture** - Short, interactive lectures to deliver course content.

H. **Research** - Exploration of your child's school website to find teacher and administrator contact information.

I. **Written Exercises** - Practice writing and editing an email to your child's teacher.

VI. TYPICAL ASSIGNMENTS: A. Vocabulary

1. Understand meaning, correctly pronounce, and produce classroom vernacular in spoken and written language.

2. Vocabulary for advocating for your child. For example: What power do you have as an engaged parent? Supporter, encourager, monitor, advocate, decision maker, collaborator. B. Speaking

1. Pair Practice: Mock Parent/Teacher Conferences – Practice asking clarifying questions.

C. Listening

1. Listening comprehension activities for main ideas and details connected to Audio-Visual activities, and/or guest speakers.

D. Reading

1. Research what programs are being taught at your child's school, for example Choose Love, Growth Mindset, etc. Read and summarize the purpose of the program/s.

2. Research important contact information at your child's school and synthesize into a personal document.

E. Writing

1. Write and edit an email asking your child's teacher a question.

2. Pre and Post Course Surveys: For example, How likely are you to email your child's teacher with a question?

3. Reflective Writing: Write 3-5 sentences to answer the question - What are your hopes/dreams for your child? What are your goals? What are the challenges that must be addressed? What does your child's teacher need?

VII. EVALUATION: **Methods/Frequency**

A. Quizzes
1-3 vocabulary and/or course content quizzes. B. Research Projects

        1-2 small projects: Information about the curriculum at your child's school, for example.

C. Papers

        At least 4 short written summaries, example emails, etc.

D. Class Participation

        8 hours of
in-class
participation E.
Class Work

        Satisfactory completion of in-class assignments, like listening activities, cloze exercises, discussions, etc. every class meeting.

 F. Home Work

        2-4 hours/week - Drafting and editing practice emails, for example.

VIII. TYPICAL TEXTS:

1. Foley, Barbara, and Elizabeth Neblett. *English in Action 1.* 3 ed., Heinle ELT, 2018.

2. Bolen, Jackie. *47 ESL Conversation Topics with Questions, Vocabulary and Writing Prompts.* 1 ed., Independently Published, 2020.

3. Bolen, Jackie, and Olivier Charlas. *102 Simple English Conversation Dialogues for Beginners in American English.* 1 ed., JB Online Business, 2021.

IX.   OTHER MATERIALS REQUIRED OF STUDENTS:

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for NESL 204

SCHOOL MATTERS 2: LANGUAGE SKILLS FOR YOUR CHILD'S SCHOOL COMMUNITY

Effective: Spring 2024

I. CATALOG
   DESCRIPTION:
   NESL 204 —
   Noncredit

   School Matters 2 will teach English Learners the listening and speaking, reading and writing, and vocabulary skills necessary to engage with their child's K-12 school community. This class focuses specifically on language skills for interacting with school administration (for example, speaking skills for engaging office staff about a child's absence), and interacting with the greater school community (for example, speaking skills for volunteering at your child's school).

   Prerequisite
   NESL 231A - Beginning
   Reading and Writing with a
   minimum grade of Pass and/or

   NESL 230A - Beginning Grammar for Reading
   and Writing with a minimum grade of Pass
   and/or

   Enrollment
   Limitation
   Completion of ESL Level 1A, or placement into ESL Level 1B through the ESL Assessment.

   Grading
   Methods:
   Pass/No Pass

   Noncredit
   Category
   A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	8.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:
   Before entering the course a student should be able to:

   A. NESL231A
      1. Read a variety of authentic texts with adequate understanding
      2. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
      3. Understand non-text information (charts, graphs)

4. scan to find specific information in a text
5. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
6. Express limited independent ideas and opinions about everyday subjects in writing
7. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
8. Identify and correct errors in writing based on learned grammar and spelling
9. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
10. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)

B. NESL230A
1. Distinguish subject, verb, and object in simple and compound sentences
2. Apply basic grammatical rules to produce the correct word order in simple and compound sentences
3. Comprehend and use verbs in the "0-500 Most Frequent Words" list in the simple present, simple past, and present progressive verb tense
4. Comprehend and use non-action/stative verbs
5. Recall and use the correct simple past and past participle forms of verbs on the "0-500 Most Frequent Words" list
6. Comprehend and use basic modals and verbal expressions to express ability in the present and past
7. Comprehend and use the correct form of irregular nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
8. Comprehend and use high frequency prepositions

III. MEASURABLE OBJECTIVES:
Upon completion of this course, the student should be able to:

A. Use English language writing and reading skills to engage with your child's school community.
B. Use English language speaking and listening skills to engage with your child's school community.
C. Use learned vocabulary to engage with your child's school community.
D. Analyze the organizational structure of the K-12 system utilizing learned English.
E. Apply English language skills to compare, contrast and bridge cultural expectations within the K-12 school community.
F. Apply English language skills to find resources for your child within the school community.
G. Develop plans for applying newly acquired language skills in daily life.

IV. CONTENT:
A. Vocabulary
1. Build relational vocabulary (vocabulary for building trusting relationships, shared learning and responsibility): modals of ability, possibility and requests.

2. Build vocabulary related to adverbs of frequency: always, often, rarely, never.
3. Build vocabulary for understanding office vernacular, for example "absence", "tardy", etc.
4. Build vocabulary connected to child social development, for example types of bullying.
5. Build common American K-12 vocabulary: For example, "elementary, middle, and high school", "field trip", "IEP", "assembly",
   "fire drill", etc.

B. Speaking
1. Pronunciation of learned school engagement vocabulary.
2. Practice leaving clear messages for office staff regarding absences, messages for your child, etc.
3. Practice asking and answering questions during volunteer activities, like PTO meetings, field trips, school events, etc.
4. Conversation practice as it relates to engaging with school office staff: administrative assistants, principals, and school nurse.
5. Practice asking clarifying questions.
6. Practice brief, daily "small talk" to foster connections within your child's school community.

C. Listening
1. Understand main ideas and details during mock school events, like PTO meetings.
2. Practice engaging in mock conversations at your child's school, with administrators and other parents.
3. Analyze and respond to example audio conversations. D. Reading
1. Utilize school websites to find administrative resources, for example office staff names and positions, etc.
2. Understand main ideas and details in communications from your child's school, including emails from the principal and/or district, school flyers and/or announcements, etc.
3. Analyze a variety of texts about American academic expectations including the organizational structure of K-12 schools, and your child's options after High School.
4. Evaluate resources in your area for your family (SAT prep classes, public libraries, English classes, NGOs, etc.)

E. Writing
1. Produce mostly accurate emails to your child's school, including asking questions, asking for help, offering help, etc.
2. Summarize and respond to a variety of texts about American academic expectations.
3. Compare and contrast cultural academic expectations.
4. Write personal reflections articulating challenges and responding to how course content applies to daily life.

5. Produce a plan for applying acquired English language skills at your child's school.
6. Complete pre and post course surveys.

V. METHODS OF INSTRUCTION:
   A. **Audio-visual Activity** - Listening comprehension activities accompanying TED Talks, example PTO meetings, etc.
   B. **Classroom Activity** - Building vocabulary through explanation, examples, choral pronunciation activities, cloze exercises, and production.
   C. **Critique** - Analysis of example school scenarios: for example a child being bullied and a subsequent parent/principal/child meeting: Do you believe the meeting addressed the issue sufficiently? Was the meeting free of generalizations, bias or blaming? How could you improve communication with your child's principal? How would you follow up with your child and/or your child's school?
   D. **Discussion** - Small group discussions as warm up activities connected to course content. For example, What are your child's strengths? What does success at school look like to you? How would you like to be involved at your child's school?
   E. **Guest Lecturers** - Local district administrators and/or teachers; school volunteers (PTO members, program chairs, etc.); former School Matters students.
   F. **Individualized Instruction** - Directing students to information based on the district and school/s their child/ren attend.
   G. **Lecture** - Short, interactive lectures to deliver course content.
   H. **Research** - Exploration of your child's school website to learn about school events and/or resources for your child and family.
   I. **Written Exercises** - Practice writing and editing an email to your child's principal.

VI. TYPICAL ASSIGNMENTS:
   A. Vocabulary:
      1. Understand meaning, correctly pronounce, and produce school office vernacular in spoken and written language.
      2. Distinguish differences between types of bullying, for example "verbal", "physical", "cyber", etc.
      3. Use modals appropriately to make requests. B. Speaking:
   1. Record yourself leaving a practice voicemail message to explain your child's absence. Listen to the playback and analyze content and pronunciation. Edit and record again for instructor feedback.
   2. Participate in class fluency lines to practice small talk.
   3. Group discussion on bridging gaps: What are the differences between teacher, parent and student expectations in K-12 education? C. Listening:
   1. Listen to and then analyze an example Parent/Principal conference about bullying. What was the issue? What facts were presented during the meeting? Was there any bias? Do you believe the issue was handled appropriately? What further steps should be taken by the school, parent, and child?

2. Listen to an example message from the office administrator. What was the main idea of the message? What actions need to be taken? How could you follow up? D. Reading:

1. Review your school's website and develop a network of advocates. What administrators, parent resources, and school organizations or groups can help you advocate for your child?

2. Read situational examples from the K-12 educational setting. Respond in writing or through discussion to analyze main ideas and details. E. Writing:

1. How is important information communicated at your child's school (emails, flyers (for example, peach jar), teacher letters in your child's backpack, etc.)? Do action research and write a 3-5 sentence reflection: What is the system? What are the best ways to find information and respond? Are there areas for improvement?

2. Produce and edit a mostly accurate email to your child's school asking a question or offering help in a manner that fits your

2. Produce and edit a mostly accurate email to your child's school asking a question or offering help in a manner that fits your schedule and abilities.

3. Reflect on course content. Write one postcard to your child each week that connects to course content, for example, connecting about bullying.

VII. EVALUATION: **Methods/Frequency**

A. Quizzes

1-3 vocabulary and/or course content quizzes.

B. Research Projects

1-2 small projects: Find and organization information about the office staff at your child's school, for example

C. Papers

At least 4 short written reflections, example emails, etc.

D. Class Participation

8 hours of

in-class

participation. E.

Class Work

Satisfactory completion of in-class assignments, like listening activities, cloze exercises, discussions, etc. every class meeting.

F. Home Work

2-4 hours/week - Drafting and editing practice emails, for example.

VIII. TYPICAL TEXTS:

1. Foley, Barbara, and Elizabeth Neblett. *English in Action 1.* 3 ed., Heinle ELT, 2018.

2. Bolen, Jackie. *47 ESL Conversation Topics with Questions, Vocabulary and Writing Prompts.* 1 ed., Independently Published, 2020.

3. Bolen, Jackie, and Olivier Charlas. *102 Simple English Conversation Dialogues for Beginners in American English.* 1 ed., JB Online Business, 2021.

IX. OTHER MATERIALS REQUIRED OF STUDENTS:

SLOs

NESL 203:
Upon completion of NESL 203, the student should be able to produce meaningful written communication for a K-12 teacher with mostly accurate grammar, spelling and vocabulary.

Upon completion of NESL 203, the student should be able to understand main ideas and details in written correspondence from a K-12 classroom.

Upon completion of NESL 203, the student should be able to use speaking and listening skills to have meaningful conversations with a K-12 teacher.

NESL 204:
Upon completion of NESL 204, the student should be able to use listening and speaking skills to communicate clearly with K-12 office administrators.

Upon completion of NESL 204, the student should be able to understand main ideas and details in a variety of texts from a K-12 school.

Upon completion of NESL 204, the student should be able to research and analyze school resources and school engagement opportunities.

PSLOs
Upon completion of the NESL School Matters Program, the student should be able to confidently engage in spoken communication within the K-12 school community.

Upon completion of the NESL School Matters Program, the student should be able to confidently engage in written communication within the K-12 school community.

Upon completion of the NESL School Matters Program, the student should be able to confidently access resources within the K-12 school community.

Upon completion of the NESL School Matters Program, the student should be able to actively participate as a confident partner within the K-12 school community.

NESL 203 Class Syllabus: School Matters 1

Language Skills for Supporting Your Child's Learning

<mark>Day, Time, Room</mark>

<mark>Fall 2023, 0 units, CRN#</mark>

Instructor: Julia McGurk, Office: 2411 T ("T" like teacher)

Email: jmcgurk@laspositascollege.edu

Phone: (925) 424- 1215

Office hours:

Course Description: School Matters 1 will teach English Learners the listening and speaking, reading and writing, and vocabulary skills necessary to help support their child's learning in the K-12 school system. This class focuses specifically on supporting your child in the classroom (for example, language skills for contacting your child's teacher), and supporting your child's learning at home (for example, reading and writing skills for helping your child with homework).

Prerequisites: Completion of ESL Level 1, or placement into ESL Level 2 through the ESL Assessment.

Important Dates**:**

Required Materials:

- o Binder and standard sized binder paper (8 ½ x 11) for notes
- o pencils, pens, erasers

GRADES: This is a credit/no-credit course. The minimum passing grade is 70%.

Overall Class Grading:
Class Work   25%
Attendance   15%
Quizzes   10%
HW   25%
Research   25%
          TOTAL: 100%

REQUIREMENTS:

Class Work: In NESL 203, you will practice vocabulary, listening and speaking, and reading and writing skills. Some class work will be graded and some will not. All class work is important because it will help you develop English skills to help you support your child's learning.

Attendance: NESL 203 is a very short class – we only meet 4 times. You must attend all four classes. You will be successful in this class if you attend all of the classes and participate with your classmates. Attending class will help you complete in-class and out-of-class assignments.

Quizzes: You will complete a few short vocabulary and course content quizzes.

Homework: You will complete a variety of homework assignments every week. Homework will help you practice what we learn in class and demonstrate your learning. Many homework assignments are practical activities that you can use at home with your child, or with your child's teacher at school.

Research: You will do some research during class and for some homework assignments. All research will be connected to your child's school. It will help you analyze academic expectations at your child's school and compare them with your own expectations. You will use this research to develop a personal plan to support your child's learning.

CLASS INFORMATION

- No electronic or translation dictionaries in class. Ask questions when you don't understand. I love to   talk to students, and I am happy to answer your questions!
- Support and respect your classmates.
- The best way to learn English grammar is to be active in class! Take notes and participate! Ask and answer questions. Work with your classmates. Have fun and work hard!

- **Late work**: Please come to class prepared with your assignments ready and your homework completed. I expect you to meet due dates for all assignments, **even if you are absent**. If you must miss class: 1) send me an email, 2) check Canvas for homework, and 3) get notes from a classmate.

- **Academic Honesty:** The grade you earn in this class must be based on your own work. Plagiarism and cheating, including copying another student's work, is not allowed. By enrolling in this class, you agree to the standards of academic honesty described in the LPC catalog at http://www.laspositascollege.edu/facultystaff/honesty.php.
  * If you do not understand academic honesty or plagiarism, please talk to me! *

- If you have a documented disability or think you may have a disability, please talk to me as soon as possible, or contact the Disability Resource Center, room 1615, (925) 424-1510. I want to help you arrange accommodations.

- Differences in personality, culture and experience are welcomed in this class. We will create a positive and supportive learning environment. If you do not feel safe in our classroom, please talk to me.

- I am here to help you complete the best work you can. Please talk to me if you have any questions or concerns about class. You can send an email, visit my office, or schedule an appointment.

NESL 203 Student Learning Outcomes:
Upon completion of NESL 203, the student should be able to produce meaningful written communication for a K-12 teacher with mostly accurate grammar, spelling and vocabulary.

Upon completion of NESL 203, the student should be able to understand main ideas and details in written correspondence from a K-12 classroom.

Upon completion of NESL 203, the student should be able to use speaking and listening skills to have meaningful conversations with a K-12 teacher.

CAMPUS RESOURCES

CANVAS HELP: You can get help with Canvas 24 hours a day! Contact LPC Tech Support: http://www.laspositascollege.edu/onlinelearning/online_services/support.php, or call 1-844-600-4956

THE COMPUTER CENTER: The Computer Center is open Monday-Friday and helps students with Class-Web, Canvas, Zoom, Microsoft Word, PDFs, etc. You can call (925) 424-1144, or meet a staff member on zoom. Learn more: http://www.laspositascollege.edu/computercenter/index.php,

FREE TUTORING: Learn more about getting a tutor to help you with class: **http://www.laspositascollege.edu/tutorialcenter/**

ESL WEBSITE: On the LPC ESL Website you will find useful information about the program, as well as links to many helpful websites: **http:/www.laspositascollege.edu/esl**

LIBRARY: Learn more about all of the great resources at the LPC Library: **http://laspositascollege.edu/library/index.php**

ONLINE COUNSELING: To meet with a counselor, create a Cranium Cafe account - it's easy! Learn more: http://www.laspositascollege.edu/counseling/

STUDENT HEALTH AND WELLNESS CENTER: You can receive FREE medical and mental health support at the LPC Student Health and Wellness Center. Call (925) 424-1830, or visit http://www.laspositascollege.edu/healthcenter/index.php

DISABILITY RESOURCE CENTER: At LPC, students with physical, communication, learning, and psychological disabilities receive help to increase their access to classes, campus facilities, and all educational services. This help is provided through the Disability Resource Center. Learn more: http://www.laspositascollege.edu/dsps/

THE MARKET: The LPC Student Government provides FREE food for students every third Tuesday of the month from 12:00 pm to 3:00 pm in front of Building 1600. Learn more: http://www.laspositascollege.edu/studentlife/market.php

NESL 204 Class Syllabus: School Matters 2

Language Skills for Your Child's School Community

<mark>Day, Time, Room</mark>

<mark>Fall 2023, 0 units, CRN#</mark>

Instructor: Julia McGurk, Office: 2411 T ("T" like teacher)

Email: jmcgurk@laspositascollege.edu

Phone: (925) 424- 1215

Office hours:

Course Description: School Matters 2 will teach English Learners the listening and speaking, reading and writing, and vocabulary skills necessary to engage with their child's K-12 school community. This class focuses specifically on language skills for interacting with school administration (for example, speaking skills for engaging office staff about a child's absence), and interacting with the greater school community (for example, speaking skills for volunteering at your child's school).

Prerequisites: Completion of ESL Level 1, or placement into ESL Level 2 through the ESL Assessment.

Important Dates**:**

Required Materials:

- o Binder and standard sized binder paper (8 ½ x 11) for notes
- o pencils, pens, erasers

GRADES: This is a credit/no-credit course. The minimum passing grade is 70%.

Overall Class Grading:
Class Work   25%
Attendance   15%
Quizzes   10%
HW   25%
Research   25%
          TOTAL: 100%

REQUIREMENTS:

Class Work: In NESL 204, you will practice vocabulary, listening and speaking, and reading and writing skills. Some class work will be graded and some will not. All class work is important because it will help you develop English skills to help you engage with your child's school community.

Attendance: NESL 204 is a very short class – we only meet 4 times. You must attend all four classes. You will be successful in this class if you attend all of the classes and participate with your classmates. Attending class will help you complete in-class and out-of-class assignments.

Quizzes: You will complete a few short vocabulary and course content quizzes.

Homework: You will complete a variety of homework assignments every week. Homework will help you practice what we learn in class and demonstrate your learning. Many homework assignments are practical activities that you will be able to use with the school community.

Research: You will do some research during class and for some homework assignments. All research will be connected to your child's school. You will use this research to develop a personal network of advocates and school engagement opportunities.

CLASS INFORMATION

- No electronic or translation dictionaries in class. Ask questions when you don't understand. I love to   talk to students, and I am happy to answer your questions!
- Support and respect your classmates.
- The best way to learn English grammar is to be active in class! Take notes and participate! Ask and answer questions. Work with your classmates. Have fun and work hard!

- **Late work**: Please come to class prepared with your assignments ready and your homework completed. I expect you to meet due dates for all assignments, **even if you are absent**. If you must miss class: 1) send me an email, 2) check Canvas for homework, and 3) get notes from a classmate.

- **Academic Honesty:** The grade you earn in this class must be based on your own work. Plagiarism and cheating, including copying another student's work, is not allowed. By enrolling in this class, you agree to the standards of academic honesty described in the LPC catalog at http://www.laspositascollege.edu/facultystaff/honesty.php.
  * If you do not understand academic honesty or plagiarism, please talk to me! *

- If you have a documented disability or think you may have a disability, please talk to me as soon as possible, or contact the Disability Resource Center, room 1615, (925) 424-1510. I want to help you arrange accommodations.

- Differences in personality, culture and experience are welcomed in this class. We will create a positive and supportive learning environment. If you do not feel safe in our classroom, please talk to me.

- I am here to help you complete the best work you can. Please talk to me if you have any questions or concerns about class. You can send an email, visit my office, or schedule an appointment.

NESL 204 Student Learning Outcomes:

Upon completion of NESL 204, the student should be able to use listening and speaking skills to communicate clearly with K-12 office administrators.

Upon completion of NESL 204, the student should be able to understand main ideas and details in a variety of texts from a K-12 school.

Upon completion of NESL 204, the student should be able to research and analyze school resources and school engagement opportunities.

CAMPUS RESOURCES

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NESL 203 Weekly Schedule

	VOCABULARY	SPEAKING & LISTENING	READING	WRITING	HOMEWORK
WEEK 1	1. Vocabulary for building trusting relationships and shared responsibility: should, ought to, etc. 2. Meaning, pronunciation and production of classroom vernacular	1. Pronunciation of common school engagement vocabulary 2. Practice asking clarifying questions	1. Understand main ideas and details in teacher emails 2. Analyze directions for homework and class assignments	1. Complete the Week 1 Survey 2. How to write Reflections	1. Help your child unpack 2. Worksheet: Understanding HW expectations and class schedules 3. Week 1 Reflection 4. Study for Quiz 1
WEEK 2	1. Quiz 1 2. Vocabulary for talking with teachers and other parents 3. Vocabulary for problems at school (bullying, etc.)	1. Practice articulating beliefs and values orally in English. 2. Conversation practice for school and at home	1. Analyze information about American academic expectations	1. Summarize information about American academic expectations 2. Compare and contrast cultural academic expectations	1. Letters to my child – talking about bullying 2. Week 2 Reflection 3. Study for Quiz 2
WEEK 3	1. Quiz 2 2. Vocabulary to express challenges 3. Vocabulary for advocating for your child	1. Speaking strategies for using English with confidence 2. Asking questions to advocate for your child 3. Parent/Teacher conferences: main ideas and asking clarifying questions	1. Analyze situational writing	1. Articulate challenges and respond to course content 2. Writing and editing an email to your child's teacher	1. Worksheet: Vocabulary ranking 2. Week 3 Reflection 3. Edit your teacher email 4. Study for Quiz 3
WEEK 4	1. Quiz 3	1. Listening comprehension practice	1. Analyze school websites 2. Research and evaluate curriculum at your child's school 3. Research important contact information	1. Personal contact sheet 2. Create your personalized action plan 3. Complete the Week 4 Survey 4. Week 4 Reflection	No homework! Congratulations! You completed School Matters 1!

NESL 204 Weekly Schedule

	VOCABULARY	SPEAKING & LISTENING	READING	WRITING	HOMEWORK
WEEK 1	1. Vocabulary for building trusting relationships and shared responsibility: should, ought to, etc. 2. Meaning, pronunciation and production of classroom vernacular	1. Pronunciation of common school engagement vocabulary 2. Practice asking clarifying questions	1. Understand main ideas and details in teacher emails 2. Analyze directions for homework and class assignments	1. Complete the Week 1 Survey 2. How to write Reflections	1. Help your child unpack 2. Worksheet: Understanding HW expectations and class schedules 3. Week 1 Reflection 4. Study for Quiz 1
WEEK 2	1. Quiz 1 2. Vocabulary for talking with teachers and other parents 3. Vocabulary for problems at school (bullying, etc.)	1. Practice articulating beliefs and values orally in English. 2. Conversation practice for school and at home	1. Analyze information about American academic expectations	1. Summarize information about American academic expectations 2. Compare and contrast cultural academic expectations	1. Letters to my child – talking about bullying 2. Week 2 Reflection 3. Study for Quiz 2
WEEK 3	1. Quiz 2 2. Vocabulary to express challenges 3. Vocabulary for advocating for your child	1. Speaking strategies for using English with confidence 2. Asking questions to advocate for your child 3. Parent/Teacher conferences: main ideas and asking clarifying questions	1. Analyze situational writing	1. Articulate challenges and respond to course content 2. Writing and editing an email to your child's teacher	1. Worksheet: Vocabulary ranking 2. Week 3 Reflection 3. Edit your teacher email 4. Study for Quiz 3
WEEK 4	1. Quiz 3	1. Listening comprehension practice	1. Analyze school websites 2. Research and evaluate curriculum at your child's school 3. Research important contact information	1. Personal contact sheet 2. Create your personalized action plan 3. Complete the Week 4 Survey 4. Week 4 Reflection	No homework! Congratulations! You completed School Matters 1!

School Matters Pre and Post Course Survey

How confident are you to do the following things?
   A. Very confident   B. Confident   C. Maybe   D. Not confident

1. Talk with your child's teacher about an important issue
2. Email your child's teacher
3. Participate in your child's parent/teacher conference
4. Support your child's learning at home
5. Talk about bullying with your child
6. Communicate with other parents from your child's school
7. Join a parent group at your child's school (like the PTO, a club, etc.)
8. Communicate with school administrators (secretary, principal, etc.) about an important issue
9. Find resources from the school district for your child and/or family
10. Volunteer at your child's school

Oral Communication Course Outlines:

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for NESL 213

SPEAKING AND LISTENING FLUENCY FOR ACADEMIC AND PROFESSIONAL PURPOSES

Effective: Spring 2024

I. CATALOG
DESCRIPTION:
NESL 213 —
Noncredit

This is an oral communication course that will enable students to develop advanced speaking and listening fluency for academic and professional purposes. ESL 113 will enable students to fluently use linguistic forms accurately, meaningfully and appropriately, emphasizing academic and professional discourse. Students will practice listening and responding to academic lectures and presentations like TED Talks, including note-taking, summarizing, and other forms of critical analysis. Speaking practice will emphasize advanced rhetorical strategies through group discussions, debates, impromptu speeches and oral presentations and cultural norms in academic and professional contexts. It is the fifth and highest level of the ESL Speaking and Listening Fluency Pathway.

Prerequisite
ESL 123 - Intermediate Oral
Communication with a
minimum grade of Pass or

NESL 223 - Intermediate Oral
Communication with a minimum
grade of Pass or

ESL 126 - Intermediate Pronunciation
and Fluency with a minimum grade of
Pass or

NESL 226 - Intermediate Pronunciation
and Fluency with a minimum grade of
Pass or

**Enrollment
Limitation**
Placement into Advanced ESL courses through the ESL Assessment Process.

**Grading
Methods:**
Pass/No Pass

**Noncredit
Category**
A - English As A Second Language (ESL)

	MIN
No Unit Value Lab	18.00
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ESL123
1. Comprehend and initiate conversations on a variety of learned topics
2. Listen and respond appropriately to academic content and vocabulary
3. Control pronunciation and intonation patterns of English to be understood in group discussions
4. Interpret and use nonverbal factors that influence meaning in oral communication
5. Respond appropriately to verbal presentations and instructions in the classroom
6. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
7. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
8. Follow multi-step oral directions
9. Take dictation of sentences and questions
10. Request clarification and explanation when necessary
11. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
12. Retell the plot and identify major support from authentic materials, such as news items and movies
13. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
14. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources

B. NESL223
1. Comprehend and initiate conversations on a variety of learned topics
2. Listen and respond appropriately to academic content and vocabulary
3. Control pronunciation and intonation patterns of English to be understood in group discussions
4. Interpret and use nonverbal factors that influence meaning in oral communication
5. Respond appropriately to verbal presentations and instructions in the classroom
6. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
7. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
8. Follow multi-step oral directions
9. Take dictation of sentences and questions

10. Request clarification and explanation when necessary
11. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
12. Retell the plot and identify major support from authentic materials, such as news items and movies
13. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
14. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources C. ESL126
1. Participate in conversations, one-to-one, and small group discussions about social and academic topics
2. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
3. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
4. Listen and respond appropriately to concrete and abstract content and vocabulary
5. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
6. Respond appropriately to nonverbal factors in oral communication
7. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
8. Summarize information from lectures and academic presentations and express personal responses and opinions
9. Use rules of social interaction appropriately: introductions, turn taking, making requests
10. Identify and correct some pronunciation difficulties which are the result of linguistic background
11. Take dictation of sentences of multiple clauses
12. Recite literature to the class: short stories and/or poems
13. Retell, summarize, the events of a story

D. NESL226
1. Participate in conversations, one-to-one, and small group discussions about social and academic topics
2. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
3. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
4. Listen and respond appropriately to concrete and abstract content and vocabulary
5. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
6. Respond appropriately to nonverbal factors in oral communication

7. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
8. Summarize information from lectures and academic presentations and express personal responses and opinions
9. Use rules of social interaction appropriately: introductions, turn taking, making requests
10. Identify and correct some pronunciation difficulties which are the result of linguistic background
11. Take dictation of sentences of multiple clauses
12. Recite literature to the class: short stories and/or poems
13. Retell, summarize, the events of a story

III. MEASURABLE OBJECTIVES:
Upon completion of this course, the student should be able to:

A. Request clarification and explanation when necessary.
B. Apply comprehensive rules of social interaction: introductions, turn taking, making requests, polite interruption and disagreement, hedging language, etc.
C. Analyze nonverbal cues in academic and professional contexts.
D. Demonstrate professional nonverbal presentation skills, including eye contact, gestures, posture, etc.
E. Express personal opinions on factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV.
F. Analyze and respond to inferences and rhetorical strategies from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
G. Comprehend and initiate conversations on a variety of learned topics.
H. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations.
I. Summarize information from lectures and academic presentations and express personal responses and opinions
J. Identify and correct some pronunciation difficulties.
K. Analyze best practices associated with discourse specific to a variety of academic and professional contexts.
L. Demonstrate the ability to analyze and implement various techniques to reduce anxiety connected to public discourse.
M. Apply learned grammar structures, like noun clauses and reported speech, in spoken discourse.

IV. CONTENT:
A. Listening Skills
   1. Identifying main ideas, supporting ideas, details and examples
   2. Distinguishing between fact, opinion and inference
   3. Strategies for understanding challenging language patterns, like fast speech, or unfamiliar accents. For example, asking for permission to record lectures, listening for key words, repetition, and emphasis, etc.

B. Speaking Skills
1. Responding orally to oral information, such as presentations, lectures, audio
2. Identifying and reducing pronunciation patterns that interfere with comprehensibility (e.g., dropped word endings, phonemic distinctions, stress and intonation patterns)
3. Asking for clarification or repetition
4. Delivering a prepared speech on researched topics with appropriate use of grammar and vocabulary, with or without notes
5. Delivering impromptu speeches and responses, including effective pausing/stalling techniques, transitions, paraphrasing and summarizing a speaker's message
6. Utilizing visual aids, presentation software, notes, and outlines
7. Interacting with the audience (answering questions, for example)

C. Discussion Skills (One-to-one, small and large group, whole class)
1. negotiating meaning
2. exchanging information
3. expressing one's views
4. agreeing and disagreeing
5. developing consensus
6. Role playing to practice and solve problems

D. Analytical Skills
1. Recognizing and employing organizational patterns such as narrative, process, comparison/contrast, persuasion, argumentation
2. Note-taking and annotation skills
3. Outlining and summarizing skills
4. Synthesis of readings and lectures
5. Self-evaluation
6. Peer review E. Vocabulary
1. Vocabulary and common expressions used for agreement, disagreement, concession, conciliation, opinion and debate
2. Vocabulary and transitional expressions related to citation of sources, research, case studies, etc.
3. Academic vocabulary pertaining to lectures, presentations, and course textbook

F. Grammar Skills
1. Modals and related expressions related to politeness and disagreement
2. Rules of reported speech and noun clauses

G. Non-verbal Cues and Social Norms
1. Basic rules of social interaction, such as polite disagreement, hedging, etc.
2. Comprehension of American use of non-verbal communication, like gestures, facial expressions and space, in a variety of academic and professional contexts
3. Analysis of discourse in a variety of academic and professional settings. For example, office hours, a job interview, etc.

H. Authentic Materials

1. Academic Lectures
2. TED Talks
3. Film and television
4. Radio and podcasts

V.   LAB CONTENT:
   A. Objectives
       1. Summarize academic lectures.
       2. Differentiate between fact, opinion and inference in academic and/or professional presentations.
       3. Record and the evaluate non-verbal communication in your presentation.
   B. Activities
       1. Summarize a guest lecturers presentation, and share your summary with a small group using accurate noun clauses and/or reported speech.
       2. Take notes while listening to a TED Talk; list three facts and three opinions from the presentation and discuss with a small group.
       3. Watch your recorded presentation to analyze areas of strength and areas for improvement in your non-verbal communication.

VI.   METHODS OF INSTRUCTION:
   A. **Audio-visual Activity** - Listening to recorded academic lectures and/or presentations and summarizing, paraphrasing, or answering questions.
   B. **Classroom Activity** - Classroom debate
   C. **Critique** - Record your presentation and complete a self-evaluation.
   D. **Discussion** - One-to-one, small and large group, and whole class.
   E. **Guest Lecturers** - Academic lecturers and/or community presenters.
   F. **Individualized Instruction** - Instructor will provide individualized feedback to students post presentations.
   G. **Lab** - Can include research, practice and role playing.
   H. **Lecture** - Dynamic and interactive.
   I. **Observation** - Provide peer review feedback to classmates post presentation.
   J. **Research** - On a chosen topic for a presentation.
   K. **Student Presentations** - Individual and/or small group, both prepared and impromptu.
   L. **Written Exercises** - Notes, annotations, outlines and reflections.

VII. TYPICAL ASSIGNMENTS:
   A. Oral presentations
       1. 1 minute impromptu speech
       2. 3 minute researched presentation
   B.   Audio Recordings for self and teacher evaluations
   C.   Identify places in presentation to practice suitable gestures
   D.   Role-playing – visiting your teacher's office hours; answering mock interview questions
   E.   Note-taking, annotating and summarizing an academic lecture

F.   Analysis of rhetorical and persuasive strategies from authentic materials G. Application of hedging language to disagree in debate

VIII. EVALUATION: **Methods/Frequency**

A. Exams/Tests

Listening exams, including a midterm and final

B. Quizzes minimum of 8

C. Oral Presentation

2-4 presentations, including a final presentation

D. Class

Partici

pation

weekl

y

E. Class

Work

weekl

y

F. Home

a minimum of 4 hours, weekly

IX. TYPICAL TEXTS:

1. Lee, Christien. *21st Century Communication: Listening, Speaking, and Critical Thinking.* 1 ed., National Geographic Learning, 2017.

2. Williams, Jessica . *Prism 4.* 1 ed., Cambridge University Press, 2017.

3. Lingo Mastery. *Business English Vocabulary Builder.* 1 ed., Lingo Mastery, 2020.

4. Chase, Rebecca, Kristin Johannsen, Paul MacIntyre, Kathy Najafi, and Fettig Cindy. *Pathways: Listening, Speaking, and Critical Thinking 4.* 2 ed., Heinle ELT, 2018.

5. Espeseth, Miriam. *Academic Encounters Level 4 Student's Book Listening and Speaking with Integrated Digital Learning.* 2 ed., Cambridge University Press, 2017.

6. Cavage, Christina. *University Success Oral Communication, Transition Level, with Myenglishlab.* 1 ed., Pearson, 2016.

7. Ferree, Tess, and Kim Sanabria. *NorthStar Listening and Speaking 4 w/MyEnglishLab Online Workbook and Resources.* 5 ed., Pearson Education ESL , 2019.

8. Longman Dictionary of American English

X.   OTHER MATERIALS REQUIRED OF STUDENTS:

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for NESL 223

INTERMEDIATE ORAL COMMUNICATION

Effective: Spring 2024

I. CATALOG
DESCRIPTION:
NESL 223 —
Noncredit

This is an intermediate level oral communication course. This course will enable students to use linguistic forms accurately, meaningfully and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics.

Prerequisite
ESL 130B - High-Beginning Grammar for Reading
and Writing with a minimum grade of P or

ESL 131B - High-Beginning Reading
and Writing with a minimum grade
of P or

ESL 133 - Beginning Oral
Communication with a
minimum grade of P or

Placement through the ESL assessment process.

**Grading
Methods:**
Pass/No Pass

**Noncredit
Category**
A - English As A Second Language (ESL)

	MIN
No Unit Value Lab	18.00
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ESL130B
1. Discuss English grammar using standard grammar terminology
2. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences

3. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
4. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
5. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
6. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
7. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
8. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
9. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
10. Identify and correctly use high frequency prepositions of time, place, and movement
11. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
12. Use technology (Canvas, etc.) effectively to enhance and monitor learning

B. ESL131B
1. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
2. Express independent ideas and opinions about everyday and learned subjects in writing
3. Identify and correct errors in writing based on learned grammar and spelling
4. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
5. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)

C. ESL133
1. Comprehend and initiate simple spoken English in conversations on familiar topics
2. Comprehend and respond with learned vocabulary in conversation
3. Participate in discussions in one-to-one situations and small groups on a variety of topics
4. Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
5. Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication

6. Respond appropriately to spoken English in the classroom
7. Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
8. Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
9. Follow basic oral directions
10. Take dictation of sentences and questions
11. Relate factual information, personal experiences and personal opinions
12. Request clarification and explanation
13. Apply basic rules of social interaction: introductions, turn taking, making requests
14. Retell the plot and/or main ideas from news items, movies, and lectures or presentations

III. MEASURABLE OBJECTIVES:

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

A. Comprehend and initiate conversations on a variety of learned topics
B. Listen and respond appropriately to academic content and vocabulary
C. Control pronunciation and intonation patterns of English to be understood in group discussions
D. Interpret and use nonverbal factors that influence meaning in oral communication
E. Respond appropriately to verbal presentations and instructions in the classroom
F. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
G. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression H. Follow multi-step oral directions
I. Take dictation of sentences and questions
J. Request clarification and explanation when necessary
K. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
L. Retell the plot and identify major support from authentic materials, such as news items and movies
M. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
N. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources

IV. CONTENT:
A. Listening and Speaking
   1. Giving and accepting compliments
   2. Responding orally to oral information, such as presentations, lectures, audio
   3. Responding appropriately to multi-step oral instructions
   4. Dictation of sentences and questions

     5. Basic rules of social interaction, such as making requests, introductions, turn taking

     6. Identification of fact, opinion and inference

B. Pronunciation of

     1. Phonetic sounds and intonation patterns

     2. Reduced speech (want to - wanna)

     3. Voiced and voiceless distinction

     4. Verb tenses and modal expressions

     5. Key words in a stream of speech

C. Non-verbal communication

     1. Non-verbal communication of attitude

     2. Comprehension of American use of gestures, facial expressions and space

D. Discussion

     1. One-to-one

     2. Small and large group

     3. Whole class

     4. Role play to practice and solve problems

E. Presentations

     1. On researched topics with appropriate use of grammar and vocabulary

F. Vocabulary Development

     1. Expansion of academic vocabulary

     2. Comparing and contrasting

     3. Expressions of agreement and disagreement

     4. Expressions of opinion and debate

     5. Common American slang and idiomatic expressions

G. Authentic Materials

     1. Film and television

     2. Radio 3. Music

V.   LAB CONTENT:

    A. Develop academic listening skills.

    B. Identify and retell the main ideas and major support from an audio lecture.

    C. Relate ideas learned through a lecture to personal and academic goals.

VI. METHODS OF INSTRUCTION:

    A. **Audio-visual Activity** - Pre and post listening activities that evaluate comprehension, for example.

    B. **Classroom Activity** - Communicative activities that promote language acquisition, such as retelling the plot of a movie to a partner.

    C. **Critique** - Self-analysis of recorded presentations, for example.

    D. **Discussion** - One-to-one, small or large group, and whole class activities that allow practice of learned communication strategies.

    E. **Guest Lecturers** - Guest presentation that is connected to a unit from the text book, for example.

F. **Individualized Instruction** - Instructor analysis and feedback from oral presentations.

G. **Lab** - Weekly lab activities to promote use and comprehension of course concepts.

H. **Lecture** - Engaging presentations on course content, such as American slang and idiomatic expressions.

I. **Student Presentations** - Short oral presentations demonstrating comprehension of course concepts.

VII. TYPICAL ASSIGNMENTS:

A. Presentations

1. Poetry reading
2. Literature or speech recitation
3. Research presentation, such as a five mintue presentation on the effects of rising global temperatures B. Dictation
1. Statements and questions
2. Vocabulary
3. Live or taped presentations for practice in listening and recognition and use of grammar structures, words, idiomatic expressions, and slang.

C. Quizzes

1. Vocabulary
2. Dictation
3. Listen to recorded speech, take notes, and retell the main ideas and supporting points
4. Listening and transferring information such as completing a chart or form

D. Class Discussions

1. Watch news programs and documentaries and retell the most important information to a partner or small group
2. Problem solving in which students are expected to reach consensus or make a decision and report their findings
3. Post-listening activities that promote comprehension and practice with pronunciation, grammar, and critical thinking

E. Vocabulary Development

1. Use of an English language learner dictionary to clarify the meaning and pronunciation of new vocabulary 2. Analysis of slang and idiomatic expressions from authentic materials

F. Weekly Lab Assignments

1. Listening activities which focus on cultural factors of communication

G. Homework

1. Weekly listening journal
2. Textbook exercises
3. Vocabulary

VIII. EVALUATION: **Methods/Frequency**

A. Exams/Tests

2 major exams: a midterm and final

B. Quizzes
> Bi-weekly

C. Research Projects
> Culminating in an oral presentation

D. Oral Presentation A minimum of three

E. Group Projects
> Students may complete one group presentation

F. Class Participation
> Weekly

G. Class Work Weekly

H. Home Work
> A minimum of four hours weekly

I. Lab Activities Weekly

IX. TYPICAL TEXTS:

1. Craven, Miles, and Kristen Sherman. *Q: Skills for Success 3 Listening and Speaking.* 2 ed., Oxford University Press, 2015.
2. Kisslinger, Ellen. *Contemporary Topics 2 with Essential Online Resources.* 4 ed., Pearson Education ESL, 2016.
3. Lebauer, Roni. *Learn to Listen, Listen to Learn Level 2.* 3 ed., Pearson Longman, 2010.
4. McLaughlin, Timothy . *University Success Oral Communication Intermediate to High-Intermediate.* 1 ed., Pearson Education ESL, 2018.
5. Williams, Jessica. *21st Century Communication: Listening, Speaking, and Critical Thinking 2.* 1 ed., National Geographic Learning, 2017.
6. Solorzano, Helen, and Jennifer Schmidt. *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources.* 5th ed., Pearson Education ESL , 2020.
7. Sanabria, Kim. *Academic Encounters Level 3 Student's Book Listening and Speaking with Integrated Digital Learning.* 2 ed., Cambridge University Press, 2017.
8. Lansford, Lewis , and Robyn Brinks Lockwood. *Prism Listening and Speaking 3 with Digital Pack.* 2nd ed., Cambridge University Press, 2022.
9. Longman Dictionary of American English, 5 ed. Pearson Education ESL, 2015.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for NESL 226

INTERMEDIATE PRONUNCIATION AND FLUENCY

Effective: Spring 2024

I. CATALOG
   DESCRIPTION:
   NESL 226 —
   Noncredit

   Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and reading presentations.

   Prerequisite
   ESL 130B - High-Beginning Grammar for Reading
   and Writing with a minimum grade of P or

   ESL 131B - High-Beginning
   Reading and Writing with a
   minimum grade of P or

   ESL 136 -
   Pronunciation and
   Fluency with a
   minimum grade of P or

   placement through ESL assessment process

   **Grading
   Methods:**
   Pass/No Pass

   **Noncredit
   Category**
   A - English As A Second Language (ESL)

	MIN
No Unit Value Lab	18.00
Total Noncredit Hours:	54.00

II.   PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ESL130B
   1. Discuss English grammar using standard grammar terminology
   2. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences

3. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
4. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
5. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
6. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
7. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
8. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
9. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
10. Identify and correctly use high frequency prepositions of time, place, and movement
11. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
12. Use technology (Canvas, etc.) effectively to enhance and monitor learning

B. ESL131B
1. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
2. Express independent ideas and opinions about everyday and learned subjects in writing
3. Identify and correct errors in writing based on learned grammar and spelling
4. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
5. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)

C. ESL136
1. Pronounce learned vocabulary and idiomatic expressions understandably
2. Communicate ideas in conversations one-to one and in small groups
3. Respond appropriately to nonverbal factors in oral communication
4. Use rules of social interaction appropriately: introductions, turn taking, making requests
5. Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
6. Recognize and produce stress on the content word/s in a sentence
7. Recognize and produce de-emphasized word/s in a stream of speech

8. Identify and produce focus on new information in conversation
9. Recognize and produce a pause at the end of a thought group to signal completion of the thought
10. Identify focus words in a reading passage and decide which syllable within the focus words to stress
11. Read a paragraph or short passage using listener friendly pronunciation
12. Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
13. Distinguish sounds in minimal pairs
14. Identify and pronounce short and long vowel sounds with listener friendly pronunciation
15. Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
16. Identify some pronunciation difficulties which are the result of linguistic background
17. Identify some individual pronunciation difficulties and modify them

III. MEASURABLE OBJECTIVES:

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

A. Participate in conversations, one-to-one, and small group discussions about social and academic topics
B. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
C. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
D. Listen and respond appropriately to concrete and abstract content and vocabulary
E. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
F. Respond appropriately to nonverbal factors in oral communication
G. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
H. Summarize information from lectures and academic presentations and express personal responses and opinions
I. Use rules of social interaction appropriately: introductions, turn taking, making requests
J. Identify and correct some pronunciation difficulties which are the result of linguistic background
K. Take dictation of sentences of multiple clauses
L. Recite literature to the class: short stories and/or poems M. Retell, summarize, the events of a story

IV. CONTENT:

A. Participate in one-to-one discussions

B. Problem solving and group activities to identify sounds

C. Role play to use speech sounds

D. Learn some common idiomatic expressions

E. Practice pronunciation of:
  1. phonetic sounds
  2. reduced speech
  3. voiced-voiceless distinction
  4. intonation patterns

F. listen to news reports, dramas, talk shows

G. write sentences from dictated speech

H. recognize the sound-spelling correspondence of past tense regular verbs and regular plural nouns I. identify stress placement and vocabulary

J. comprehend reduced speech and blending

K. analyze some contrasts between English and student's native language L. assess some individual needs of each student

M. practice the sounds and rhythms of English that are problematic

V.   LAB CONTENT:

A. Participate in conversations, one-to-one, and small group discussions about social and academic topics.

B. Take dictation of sentences of multiple clauses.

C. Retell, summarize, the events of a story.

D. Develop effective listening skills.

E. Recognize a variety of speech patterns and accents.

F. Critique own pronunciation.

VI.   METHODS OF INSTRUCTION:

A. **Lecture** - describing, for example, typical stress patterns in spoken English

B. **Audio-visual Activity** - listening to audio recordings and summarizing, paraphrasing, or answering questions

C. **Classroom Activity** - pair work reading aloud selected texts

D. **Individualized Instruction** - working one-on-one to give feedback to students regarding their pronunciation

E. **Projects** - preparing group or individual projects or speeches about inter-lingual interference or other topics

F. **Discussion** - small group discussion of pronunciation challenges, for example G. **Student Presentations** - practiced speeches, for example

VII.   TYPICAL ASSIGNMENTS:

A. Listen-imitate-repeat tasks

B. Minimal pairs repetition tasks

C. Listen to and write down the following dictation

D. Prepare and deliver a three-minute presentation on one feature of linguistic interference from your primary language E. Listening and transferring information such as completing a chart or form F. Recite this short poem to your partner

G. Distinguishing task:
    1. For example: distinguish the correct form from aurally
        produced language to elicit a correct response a. This pen
        leaks. Then don't write with it
        b. This pan leaks. Then don't cook with it

VIII. EVALUATION:
  Methods/Frequency

A. Exams/Tests Minimum of two
B. Quizzes
    Minimum frequency of every other week
C. Oral Presentation Minimum of one
D. Group Projects Minimum of one
E. Class Participation
    Weekly
F. Lab Activities Weekly
G. Class Performance
    Weekly

IX. TYPICAL TEXTS:

1. Gilbert, Judy. *Clear Speech.* 4th ed., Cambridge, 2017.
2. Cameron, Susan. *Perfecting Your English Pronunciation.* 2nd ed., McGraw-Hill, 2018.
3. Hancock, Mark. *English Pronunciation in Use Intermediate Book.* 2nd ed., Cambridge , 2017.
4. Mojsin, Lisa. *Mastering the American Accent.* 2nd ed., Barron's , 2016.
5. Cook, Ann. *American Accent Training.* 4th ed., Barron's, 2017.
6. Longman Dictionary of American English

X. OTHER MATERIALS REQUIRED OF STUDENTS:

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

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Course Outline for NESL 233

BEGINNING ORAL COMMUNICATION

Effective: Spring 2024

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I. CATALOG DESCRIPTION: NESL 233 — Noncredit

This is a beginning oral communication course. This course will enable students to use English accurately, meaningfully and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures orally, learning new words and expressions, comprehending and using idiomatic expressions.

Recommended Course Preparation
Placement through the ESL assessment process.

Grading
Methods:
Pass/No Pass

Noncredit Category
A - English As A Second Language (ESL)

	MIN
No Unit Value Lab	18.00
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

III. MEASURABLE OBJECTIVES:

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

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A. Comprehend and initiate simple spoken English in conversations on familiar topics
B. Comprehend and respond with learned vocabulary in conversation
C. Participate in discussions in one-to-one situations and small groups on a variety of topics
D. Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
E. Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication F. Respond appropriately to spoken English in the classroom
G. Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
H. Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class I. Follow basic oral directions

ᴊ. Take dictation of sentences and questions

ᴋ. Relate factual information, personal experiences and personal
   opinions L. Request clarification and explanation

ᴍ. Apply basic rules of social interaction: introductions, turn taking, making requests

ɴ. Retell the plot and/or main ideas from news items, movies, and lectures or
   presentations

ɪᴠ. ᴄᴏɴᴛᴇɴᴛ:

 A. Listening and Speaking

  1. Dictation of statements and questions

  2. Discussion of topics from listening activities

  3. Formal and informal introductions

  4. Clarification questions and information requests

  5. Common American language practices

   a. Giving and accepting compliments

   b. Question and response

   c. Small talk

 B. Pronunciation of

  1. Phonetic sounds

  2. Intonation patterns

  3. Reduced speech

  4. Voiced-voiceless distinctions

 C. Non-verbal Communication

  1. Common American body language and gestures

  2. Common American rules for distance

 D. Discussion

  1. One-to-one discussions

  2. Small and large group

  3. Whole class discussions

 ᴇ. Presentations

  1. Role play

  2. How to presentations

  3. Narrative

  4. Descriptive

 ꜰ. Vocabulary development 1. Basic vocabulary for

   a. Describing people and places

   b. Expressing emotional responses (fear, pleasure, surprise, etc.)

   c. Conveying appreciation, regret, approval 2. Common idiomatic
   expressions and slang

 ɢ. Authentic Materials

  1. Film and television

   a. Drama

   b. Documentary

   c. Comedy

            d. TED Talks
            e. Etc.

    2. Radio

           a.   News reports
           b.   Popular talk radio
           c.   Podcasts 3. Music

V.   LAB CONTENT:
    A. Write dictated sentences and questions.
    B. Watch a short film excerpt and then retell the plot.
    C. Watch a short film excerpt without audio and identify the nonverbal clues that contribute to understanding the plot.

VI.   METHODS OF INSTRUCTION:
    A. **Audio-visual Activity** - Watch a film clip and answer questions about the clip, for example.
    B. **Classroom Activity** - Listen to live or taped presentations to practice listening and recognizing use of grammar structures, words, idiomatic expressions, and slang. These presentations may consist of film clips, songs, poetry, short lectures, articles and anecdotes.
    C. **Discussion** - Participate in communicative classroom discussions connected to course material in paired, small or large groups to promote language acquisition.
    D. **Guest Lecturers** - Comprehend guest speakers, including the ability to ask follow up or clarifying questions, for example.
    E. **Lab** - Weekly lab activities to promote use and understanding of course concepts.
    F. **Lecture** - Present information on minimal pairs, for example.
    G. **Student Presentations** - Give a presentation about a cultural tradition celebrated in your family, for example.

VII.   TYPICAL ASSIGNMENTS:
    A. Presentations
        1. Review a movie
        2. Poster Presentation: Work with another student to create a poster and give a five-minute oral presentation 3. Poem Presentation: Present a memorized poem with correct pronunciation, intonation and non-verbal language
        4. Descriptive Presentation: Give a five-minute presentation describing a traditional cultural celebration.
    B. Dictation
        1. Listen to and accurately transribe five sentences. C. Quizzes
            1.   Listen and Respond appropriately to oral questions.
            2.   Accurately transcribe dictation of learned vocabulary, sentence structure and grammar D. Participate in class discussions:
        1. One-to-one
        2. Small group

        3. Whole class

   E. Vocabulary Development

        1. Practice pronunciation

        2. Comprehend and use slang and idiomatic expressions appropriately

        3. Utilize clarification phrases

        4. Comprehend modal use and meaning

   F. Complete weekly lab assignments

   G. Use a weekly listening journal

VIII. EVALUATION: **Methods/Frequency**

   A. Exams/Tests

      2 major exams - a midterm and a final

   B. Quizzes Weekly

   C. Oral Presentation A minimum of three.

   D. Group Projects

      Students may complete one group presentation.

   E. Class Participation

      Weekly

   F. Class Work Weekly

   G. Home Work

      Minimum of four hours weekly

   H. Lab Activities Weekly

IX. TYPICAL TEXTS:

1. Scanlon, Jaimie. *Q: Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack.* 3 ed., Oxford University Press, 2022.

2. Sherman, Kristin. *Inside Listening and Speaking Level 1.* 1 ed., Oxford University Press, 2015.

2. Sherman, Kristin. *Inside Listening and Speaking Level 1.* 1 ed., Oxford University Press, 2015.

3. Solorzano, Helen, and Laurie Frazier. *Contemporary Topics 1.* 4 ed., Pearson Education, Inc, 2017.

4. Baker, Lida, and Laurie Blass. *21st Century Communication: Listening, Speaking, and Critical Thinking.* 1 ed., National Geographic Learning, 2017.

5. Sanabria, Kim, and Carlos Sanabria. *Academic Encounters Level 2 Student's Book Listening and Speaking with Integrated Digital Learning.* 2 ed., Cambridge University Press, 2017.

6. Frazier, Laurie, and Robin Mills. *NorthStar Listening and Speaking 2 w/MyEnglishLab Online Workbook and Resources (.* 5 ed., Pearson Education ESL , 2019.

7. Longman Dictionary of American English, 5 ed. Pearson Education ESL, 2015.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
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(925) 443-0742 (Fax)

<div align="center">

Course Outline for NESL 236

BEGINNING PRONUNCIATION AND FLUENCY

Effective: Spring 2024

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I. CATALOG DESCRIPTION: NESL 236 — Noncredit

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and presentations. Students will focus on developing listener friendly pronunciation. Course content includes individual as well as group work.

Recommended Course Preparation
Placement through the ESL Assessment process.

Grading
Methods:
Pass/No Pass

Noncredit Category
A - English As A Second Language (ESL)

	MIN
No Unit Value Lab	18.00
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

III. MEASURABLE OBJECTIVES:

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

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A. Pronounce learned vocabulary and idiomatic expressions understandably
B. Communicate ideas in conversations one-to one and in small groups
C. Respond appropriately to nonverbal factors in oral communication
D. Use rules of social interaction appropriately: introductions, turn taking, making requests
E. Recognize and produce the long, clear, pitch changes of stressed words in streams of speech F. Recognize and produce stress on the content word/s in a sentence
G. Recognize and produce de-emphasized word/s in a stream of speech
H. Identify and produce focus on new information in conversation
I. Recognize and produce a pause at the end of a thought group to signal completion of the thought
J. Identify focus words in a reading passage and decide which syllable within the focus words to stress

K. Read a paragraph or short passage using listener friendly pronunciation
L. Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
M. Distinguish sounds in minimal pairs
N. Identify and pronounce short and long vowel sounds with listener friendly pronunciation
O. Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
P. Identify some pronunciation difficulties which are the result of linguistic background Q. Identify some individual pronunciation difficulties and modify them

IV. CONTENT:

A. Pronunciation
  1. Syllable stress
  2. Pitch changes in streams of speech
  3. Stress on content word/s in sentences
  4. Stress and intonation to indicate old/new information, questions/statements
  5. Analysis of individual speech patterns and difficulties
  6. Voiced and voiceless sounds
  7. Short and long vowel sounds
  8. Minimal pairs
  9. Beginning and final sounds
  10. Appropriate pauses in sentences
  11. Signaling the completion of a thought with a pause or pitch change

B. Listening and Speaking
  1. Introductions, turn taking, making requests
  2. Discrimination of individual sounds
  3. Listening for information
  4. Practice of speech sounds and patterns to improve communication
  5. Listener friendly pronunciation practice in short reading passages

C. Non-verbal Communication
  1. Common American body language and gestures
  2. Common American rules for distance

D. Discussion
  1. One-to-one discussions to identify grammar and pronunciation connections
  2. Role play to practice specific speech sounds
  3. Small and large group
  4. Whole class E. Presentations
  1. Reading presentations with listener friendly pronunciation, including grouping words into thought groups and emphasizing words to convey meaning

F. Language Development
  1. Specific grammartical forms, like the pronunciation of simple past final sounds
  2. Common idiomatic expressions and slang

3. Word combinations (gonna, wanna, haveta, etc.)
G. Authentic Materials
    1. Film and television
    2. Radio 3. Music

V. LAB CONTENT:

    A. Identification of long and short vowel sounds in authentic materials like news broadcasts.
    B. Recitation of reading passages with appropriate stress and intonation.
    C. Identification of content words in long streams of English.
    D. Identification of long and short vowel sounds in authentic materials like news broadcasts.

VI. METHODS OF INSTRUCTION:
    A. **Audio-visual Activity** - Watch a short clip to identify specific sounds or slang.
    B. **Classroom Activity** - Dictation of words, phrases, and sentences which highlight stress patterns of individual words and focus words in a sentence.
    C. **Discussion** - Work with a partner or group to develop listener friendly pronunciation for effective communication.
    D. **Individualized Instruction** - Identify individual pronunciation difficulties based on L1 and modify.
    E. **Lab** - Read and listen to recorded speech and identify the thought group boundaries by adding punctuation.
    F. **Lecture** - Explain rules and demonstrate final sounds in simple past.
    G. **Student Presentations** - Present a short reading passage or poem with correct stress, intonation and pronunciation.

VII. TYPICAL ASSIGNMENTS:
    A. Pronunciation
        1. Paragraph, poem, or song lyric analysis to identify focus words and structure words
        2. Stress patterns, beginning and finals sounds and intonation in sentences and paragraphs
        3. Poetry in pairs: work with a partner to pronounce the focus words carefully and communicate the meaning in presentation of a poetry duet in front of the class
        4. Discrimination of minimal pairs, long and short vowel sounds
    B. Presentations
        1. Reading passage presentation
        2. Poetry presentation, individual or pair
    C. Dictation
        1. Listen-repeat tasks
        2. Listen-distinguish tasks

      3. Accurate comprehension and discrimination of individual sounds

D. Quizzes

      1. Listen and respond appropriately to oral questions

      2. Accurately transcribe learned sounds and structures

E. Participate in class discussions

      1. One-to-one

      2. Small group

      3. Whole class

F. Vocabulary Development

      1. Pronunciation practice of learned vocabulary and structures

      2. Pronunciation as it connect to grammar (simple past final sounds, etc.)

G. Weekly lab assignments

H. Weekly listening journal

VIII. EVALUATION: **Methods/Frequency**

A. Exams/Tests

      2 major exams: a midterm and final

B. Quizzes weekly

C. Oral Presentation Minimum of three

D. Group Projects

      Students may complete one group presentation

E. Class Participation

      Weekly

F. Class Work Weekly

G. Home Work

      A minimum of four hours weekly

H. Lab Activities

      Weekly

IX. TYPICAL TEXTS:

1. Lane, Linda. *Focus on Pronunciation 1.* 1 ed., Pearson Education, Inc, 2009.

2. Baker, Ann, and Sharon Goldstein. *Pronunciation Pairs: An Introduction to the Sounds in English.* 2 ed., Cambridge University Press, 2007.

3. Gilbert, Judy. *Clear Speech From the Start.* 2 ed., Cambridge University Press, 2012.

4. Pearson, Jenny. *The Art of Phonics.* 1 ed., Kivett Publishing, 2018.

5. Xiao, Ken. *English Pronunciation.* 1 ed., Fluent English Publishing, 2018.

6. Scanlon, Jaimie. *Q: Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack.* 3rd ed., Oxford University Press, 2022.

7. Frazier, Laurie, and Robin Mills. *NorthStar Listening and Speaking 2 w/ MyEnglishLab Online Workbook and Resources.* 5th ed., Pearson Education ESL, 2019.

8. Lansford, Lewis, and Robyn Brinks Lockwood. *Prism Listening and Speaking 3 with Digital Pack.* 2nd ed., Cambridge University Press, 2022.

9. Solorzano, Helen, and Jennifer Schmidt. *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources.* 5th ed., Pearson Education ESL, 2020.
10. Longman Dictionary of American English, 5th Edition, Pearson ELT, 2014

X.   OTHER MATERIALS REQUIRED OF STUDENTS:

NESL Pre-College Speaking and Listening Pathway PSLOs

Upon completion of the NESL Pre-College Speaking and Listening Program, the student should be able to confidently engage in beginning level listening in American English.

Upon completion of the NESL Pre-College Speaking and Listening Program, the student should be able to confidently engage in beginning level speaking in American English.

Upon completion of the NESL Pre-College Speaking and Listening Program, the student should be able to confidently produce phonetic sounds in American English.

Upon completion of the NESL Pre-College Speaking and Listening Program, the student should be able to confidently distinguish phonetic sounds in American English.

NESL 233 Beginning Oral Communication CSLOs

Upon completion of NESL 233, the student should be able to participate in discussions in one-to-one and small group situations on a variety of topics.

Upon completion of NESL 233, the student should be able to use level-appropriate grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes.

Upon completion of NESL 233, the student should be able to take dictation of sentences and questions.

Upon completion of NESL 233, the student should be able to retell the plot and/or main ideas from news items, movies, lectures, or presentations.

NESL 236 Beginning Pronunciation and Fluency CSLOs
Upon completion of NESL 236, the student should be able to correctly pronounce level-appropriate vocabulary and idiomatic expressions.

Upon completion of NESL 236, the student should be able to identify and stress appropriate content word(s) in a sentence.

Upon completion of NESL 236, the student should be able to distinguish sounds in minimal pairs.

Upon completion of NESL 236, the student should be able to correctly identify and pronounce voiced and voiceless sounds.

NESL 223 Intermediate Oral Communication CSLOs
Upon completion of NESL 223, the student should be able to comprehend a short lecture on an academic topic.

Upon completion of NESL 223, the student should be able to research and make a five-minute presentation on a new topic.

Upon completion of NESL 223, the student should be able to take dictation of sentences and questions.

Upon completion of NESL 223, the student should be able to use academic vocabulary and expressions.

NESL 226 Intermediate Pronunciation and Fluency CSLOs
Upon completion of NESL 226, the student should be able to apply grammar and pronunciation rules to produce correct simple, compound and learned complex sentences with stress on content words rather than function words.

Upon completion of NESL 226, the student should be able to give oral directions and instructions.

Upon completion of NESL 226, the student should be able to pronounce learned vocabulary and idiomatic expressions understandably.

Upon completion of NESL 226, the student should be able to take dictation of compound and complex sentences and questions with learned academic vocabulary.

Launched Certificate Programs

School Matters Program - Certificate of Competency (Noncredit CDCP)
Spring 2024

Required Core: (16 Hours)   **Hours** NESL 203 School Matters 1: Language Skills for Supporting Your Child's Learning   8

NESL 204   School Matters 2: Language Skills for Your Child's School Community   8

Total Hours	**16**

PID 1166

ESL Pre-College Speaking and Listening Fluency Pathway - Certificate of Competency (Noncredit CDCP)
Spring 2024

Required Core: (108 Hours)   **Hours** NESL 233 Beginning Oral Communication   54

NESL 236   Beginning Pronunciation and Fluency   54

Total Hours	**108**

PID 1174

ESL College Speaking and Listening Fluency Pathway - Certificate of Competency (Noncredit CDCP)
Fall 2024

Core: (108 Hours)   **Hours** NESL 223 Intermediate Oral Communication   54

NESL 226   Intermediate Pronunciation and Fluency   54

Capstone: (54 Hours)   **Hours** NESL 213 Speaking and Listening Fluency for Academic and Professional Purposes   54

Total Hours	**162**

PID 1173

Welcome to ESL at Las Positas College!
We have many classes to help you reach your English goals!

ESL CREDIT CLASSES:

	READING & WRITING	GRAMMAR	SPEAKING & LISTENING	VOCABULARY & SPELLING
Semester 1: Beginning Low	ESL 131A	ESL 130A	ESL 133: Oral Communication ESL 136: Pronunciation	ESL 100: Spelling ESL 110: Vocabulary
Semester 2: Beginning High	ESL 131B	ESL 130B	*You can take these classes during semester 1 or 2.	
Semester 3: Intermediate Low	ESL 121A	ESL 120A	ESL 123: Oral Communication ESL 126: Pronunciation	ESL 115: Vocabulary
Semester 4: Intermediate High	ESL 121B	ESL 120B	*You can take these classes during semester 3 or 4.	
Semester 5: Advanced Low	ESL 24	ESL 23: College Grammar ESL 26: Editing	ESL 113: Fluency for Academic and Professional Purposes	
Semester 6: Advanced High	ESL 25	*You can take these classes during semester 5 or 6.		

NONCREDIT ESL CLASSES:

	READING & WRITING	GRAMMAR	SPEAKING & LISTENING
Semester 1: Beginning Low	NESL 231A	NESL 230A	NESL 233: Oral Communication NESL 236: Pronunciation
Semester 2: Beginning High	NESL 231B	NESL 230B	*You can take these classes during semester 1 or 2.
Semester 3: Intermediate Low	NESL 221A	NESL 220A	NESL 223: Oral Communication NESL 226: Pronunciation
Semester 4: Intermediate High	NESL 221B	NESL 220B	*You can take these classes during semester 3 or 4.
Semester 5 or 6:			NESL 213: Fluency for Academic and Professional Purposes

SHORT-TERM NONCREDIT ESL CLASSES:

Semester 2 or above: 8 Hour Classes	NESL 203: School Matters 1 - Language Skills for Supporting Your Child's Learning NESL 204: School Matters 2 - Language Skills for Your Child's School Community
Semester 4 or above: 4 Hour Classes	NESL 240: Public Speaking Delivery (Communicate With Confidence) NESL 241: Public Speaking Structure (Find Your Voice)

Do I want Credit or Noncredit ESL classes?

CREDIT ESL CLASSES	NONCREDIT ESL CLASSES	BOTH CREDIT AND NONCREDIT ESL CLASSES

• Levels 1-6 (Beginning to Advanced classes)
• Qualifies for financial aid
• Counts as credit for International Students
• Tuition:
   • Resident = $46/unit
   • Nonresident = $292/unit
	• Levels 1-4 (Beginning and Intermediate classes)
	• Does not qualify financial aid
	• Does not count as credit for International Students.
	• No tuition / Free
	• Resident and Nonresident students are eligible
		• Student Fees = $41/semester
		• You must buy books.
		• You must complete an application and register for classes.
		• You must complete classwork, homework and exams to pass the class.

Questions? Ask Leslie Payne, ESL Program Coordinator
Call: 925-424-1214
Email: lpayne@laspositascollege.edu

LEARN MORE: https://www.laspositascollege.edu/esl/

Student Learning Outcomes Committee Draft Minutes

March 13, 2023| 2:30 PM | Room 2450

SLO Committee   Quorum:

Voting Members:
John Rosen (SLO Chair; BSSL) - P
Liz McWhorter (SLO Support) - P
Kimberly Burks (Student Services) - A
Jennie Graham (STEM) - P
Stuart McElderry (Dean, BSSL) - P
Karin Spirn (A&H) - P

Guests: Julia McGurk (via Zoom), Mike McQuiston (in-person)

This meeting is in-person in Room 2450.

Call to Order at 2:33 pm   John Rosen

Review and Approval of Agenda   John Rosen
McElderry/Graham/Approved

Review and Approval of Minutes   John Rosen
(February 27, 2023)
Graham/McElderry/Approved

Public Comment (This time is reserved for members of the public to address the SLO Committee. Please limit comments to three minutes. In accordance with the Brown Act, the SLO Committee cannot discuss or act on items not on the agenda.)

Reports
- **Chair's Report** – N/A   John Rosen
- **Administrator's Report** - N/A   Stuart McElderry

CSLO Reviews

AJ 59: Child Abuse in the Community
(A)   Upon completion of AJ 59, the student will be able to ==identify and== describe ~~the battered child syndrome~~ crimes that may be committed against children.
(B) Upon completion of AJ 59, the student will be able to explain the ~~nature~~ types and ~~extent~~ ==frequency== of child abuse ~~in the community~~.
(C) Upon completion of AJ 59, the student will be able to explain who is a mandated child abuse reporter under the California Child Abuse and Neglect Reporting Act (CANRA).
(D) Upon completion of AJ 59, the student will be able to describe investigative considerations and specialized investigative resources available to child abuse investigators.

   Mike McQuiston presenting.
   - Reworded 1st SLO – had inadvertently sent that *draft* language to Liz.
   - The course has not previously been offered / had no prior SLOs.

   Committee Comments:
   - Adjust A & B, per Committee discussion
   - Liz: inquired about D – eliminate one of the 2x "investigatives" or "investigators"? Committee had a discussion, decided to keep the language.

NESL 203: School Matters 1: Language skills for supporting your child's learning
(A) Upon completion of NESL 203, the student should be able to produce meaningful written communication for a K-12 teacher with ==effective== ~~mostly accurate~~ grammar, spelling and vocabulary.
(B) Upon completion of NESL 203, the student should be able to understand main ideas and details in written correspondence from a K-12 classroom.

(C) Upon completion of NESL 203, the student should be able to use speaking and listening skills to have meaningful conversations with a K-12 teacher.

NESL 204: School Matters 2: Language skills for your child's school community

(A) Upon completion of NESL 204, the student should be able to use listening and speaking skills to communicate clearly with K-12 office administrators.

(B) Upon completion of NESL 204, the student should be able to understand main ideas and details in a variety of texts from a K-12 school.

(C) Upon completion of NESL 204, the student should be able to research and analyze school resources and school engagement opportunities.

> *Julia McGurk presenting*.
> - Part of her sabbatical: Working to create School Matters program & courses
> - There are ~1,500 ELL families in our area (surveyed ESL teachers & parents).
> - Focus on what K-12 teachers & families want.
> - The students who enroll in this have to be ESL level 2 (lower level), but that is the minimum.
>
> *Committee Comments*:
> - For 203 / 1st SLO: Is "mostly" necessary?
>   > Per Jennie: It could be in-house / part of assessment.
>   > Karin: How about "clear" or "comprehensible"?
> - For 204 / 3rd SLO: Accessibility question (per Jennie): *How* -- what is the assessment?
>   The assessment needs to be able to cover both items/actions. Or you could split it into 2 SLOs.
>   > Karin: Assignment idea: You could have them go find a school opportunity flyer, then evaluate it.

PSLO Reviews

NESL School Matters Program

(A) Upon completion of the NESL School Matters Program, the student should be able to confidently engage in spoken communication ~~within~~ ==appropriate for== the K-12 school community.

(B) Upon completion of the NESL School Matters Program, the student should be able to confidently engage in written communication ~~within~~ ==appropriate for== the K-12 school community.

(C) Upon completion of the NESL School Matters Program, the student should be able to confidently access resources within the K-12 school community.

~~(D) Upon completion of the NESL School Matters Program, the student should be able to actively participate as a confident partner within the K-12 school community.~~

> *Julia McGurk presenting*.
> - Here are the PSLOs [new program] to which NESL 203 & 204 SLOs [new courses] map.
> - Considering refining "communication within" language → "communication appropriate for…"
>
> *Committee Comments*:
> - Karin: How measurable is SLO D? It looks like it could be measured by A, B, and C. This could be more of an affective outcome.
>   > Per Jennie: Consider what would map to it; and maybe make it an exit survey.
>   ~ *Per Julia: There is a program elsewhere that does this.*
>   ~ Jennie: It may not need to be a PSLO.

Discussion Items   Committee Members

- **Committee Charge / Governance Worksheet**
   o Per John: He showed our Committee Charge for review – any updates?

- Committee members: Looks good / still covers what we do
- Discussed committee composition /any needed updates
- Accreditation Standards
  - Standard I: Updated Mission
  - Standard II: B: Add #16. C: Add #3, per Kim (shared in an email)

- **3-Year Plan**
  - Examine our forms /ensure they're up to date
  - Degree-Granting Programs:
    - Need to edit the template /change the year-range.
    - Per SM: Why this language -- "Reasoning behind your 3-year plan"
      - Per JG: It's why you're picking that SLO and that cycle
      - Updated: In this box, describe the PSLO(s) that your plan will focus on, and explain what information you hope to learn from the results. During which year / semester do you plan to analyze and discuss the results with your department?
      - *Some of the 3-year plans won't open on the website – why? (Liz)*
    - Adjust language:
      - DEGREE → "[Insert Degree]"
      - Course: "[Insert Course]"
      - PSLO → "[Insert PSLO]" (so they know you need to add them)
      - Add [Insert CSLOs]
    - Non-Academic Programs
      - SAO → "Service Area"
  - SLO 3-Year Template Instructions
    - Revise accordingly: Formatting of numbering. Update Chair information. Also: (d) <u>a</u> complete data set. ALL → lower-case & bold it (#4). Every SAO → every service area (#5). directly into eLumen → record your results (#7).

Informational Items   Liz McWhorter, John Rosen

- **Meeting Modality**
  > In person now (Room 2450), per Brown Act. We provide a Zoom link mainly for members of the public & guests. Committee members may participate remotely 2x (considered "excused"– notify Liz/John).

- **SLO Coaching**
  <u>By appointment,</u> via Zoom or in-person (Contact John or Liz)

- **SLO Sessions (2) at FLEX Day**
  <u>March 16 (10 am, 3 pm)</u> - SLO/SAO 3-Year Plans for the Win!

- **Friday SLO Talks**
  <u>March 17 @ 10a-12p</u> - AI, Curriculum, & Instruction w/ Maria Andersen
  <u>March 24 @ 10a-12p</u> - Chat GPT in the Classroom w/ Mark Warschauer
  Free Registration: **Zoom Meeting Registration Link**

Good of the Order
- 3/15 Division Meetings: Emphasize that the 3/16 FLEX SLO session is a department-focused workshop. Also note our last [May 8th] SLO meeting, and that 3-year plans are due to John and Liz by May 1st.
- 3/8 New Faculty Meeting - SLO presentation recap
  > John & Jennie spoke about what the SLO committee does, SLO expectations for faculty, etc.
  > Call for SLO Committee members

Adjournment by John Rosen at 4:18 pm
Next Regular Meeting: March 27, 2023 (Rm 2450)

Student Learning Outcomes Committee Draft Minutes

April 24, 2023| 2:30 PM | Room 2450

This meeting is in-person in Room 2450.

Call to Order at 2:34 pm   John Rosen

Review and Approval of Agenda   John Rosen
Graham/McElderry/Approved

Review and Approval of Minutes   John Rosen
(April 10, 2023)
Graham/McElderry/Approved

Public Comment (This time is reserved for members of the public to address the SLO Committee. Please limit comments to three minutes. In accordance with the Brown Act, the SLO Committee cannot discuss or act on items not on the agenda.)

Reports
  - **Chair's Report** - N/A   John Rosen
  - **Administrator's Report**   Stuart McElderry

   2024 ACCJC Accreditation Standards
   - There have been listening/discussion meetings & taking feedback
   - A lot of the SLO & equity language has changed or been omitted
   - In June, the Commission meets to make one last round of comments
   - The team will be trained this fall.
   - Next site visit would be in 2029.
   - But it looks like they will be moving to an 8-year cycle.

CSLO Reviews

Revisions

AJ 55 (Introduction to Correctional Science)
Upon completion of AJ 55, the student will be able to:
A.   Describe the unique challenges related to incarcerating death row inmates and offenders who are female, juvenile, special needs, and non-heterosexual.

   Mike McQuiston presenting.
   - He recently reviewed this and was concerned with the word "problems" – he has given it a lot more thought.
   - This runs the whole gamut of U.S. corrections.
   - Special populations: Elderly, mentally ill, physically ill, physically disabled, LGBTQI, former law enforcement officers, noncitizens
   - He has an even-newer version to present.

NEW:
Upon completion of AJ 55, the student will be able to:
A.   Describe the unique challenges related to incarcerating female, juvenile, death row, and special inmate populations.

Committee Comments:
- All: The revised SLO looks good.

PCN 5 (Introduction to Social Work and Human Services)
A. Upon completion of PCN 5, the student will be able to identify the various settings in which social workers practice, ~~such as~~ <mark>including</mark> schools, hospitals, and community agencies.
B. Upon completion of PCN 5, the student will be able to identify their personal values and biases and how they may impact their social work practice.

John Rosen presenting.
- This is just a revision.

Committee Comments:
- JG: Do we want the "such as" (listing of examples)?
    > JR: Maybe use "including" instead?

First Readings

CIS 7 (Essential Programming Skills)
Upon completion of CIS 7, the student will be able to:
A. Build basic programs using fundamental programming constructs.<mark>.</mark> ~~like variables, conditional logic, looping, and functions~~
B. Utilize critical thinking skills to analyze and create software programs
C. Design algorithms and develop solutions using a formal programming language

Committee Comments:
- SLO A: End at "constructs"?

CIS 82B (AWS Academy Cloud Solutions Architecture Certification)
Upon completion of CIS 82B:
A. The student will be able to identify the value and benefits of Cloud computing and AWS from the architectural perspective
B. The student will demonstrate the use of AWS services to make their cloud infrastructure scalable
C. Define a solution using architectural design principles based on customer requirements

Committee Comments:
- JG: Do we want them to spell out acronyms?
    > KS: A Google Search turns up "AWS" – it should be fine.

ESL 113 (Speaking and Listening Fluency for Academic and Professional Purposes)
A. Upon completion of ESL 113, the student should be able to present a researched topic accurately, professionally and persuasively.
B. Upon completion of ESL 113, the student should be able to understand main ideas and details in an oral presentation like an academic <mark>or professional</mark> lecture ~~or TED Talk~~.
C. Upon completion of ESL 113, the student should be able to distinguish between fact, opinion, and inference in an oral presentation.

Julia McGurk presenting.
- She is excited about these courses.

Committee Comments:
- JR: Per SLO B examples: Usually, we don't give examples in the outcomes.
    o KS: Change to "professional lecture"? Distinguish from student giving a presentation in the class

NBIO 1 (Biotechnology 1)

Upon completion of NBIO 1:

A. Students will be able to demonstrate ~~gain hands-on experience with and gain~~ proficiency in standard biotech laboratory techniques~~, such as accurate use of micropipettes, digital balances, microcentrifuges, gel electrophoresis, thermal cyclers, and/or microplate readers compound light microscopes~~.

B. Students will be able to correctly document their laboratory procedures and results.

C. Students will describe ~~gain insight into~~ the work environment of a biotech laboratory.

D. Students will be able to calculate masses and volumes based on the metric system.

Committee Comments:
- JR: Is this cross-listed with any BIO? > Per a search in CNET: No.
- JR: SLO A: gain hands on experience with and gain → be able to demonstrate
- KB: SLO A: Do the lab techniques examples have to be there [for employers]? **Liz: Ask Michal / Kai.**
  (If yes, suggested edit: such as → including)
- SLO B: Add a period.
- SLO C: gain insight into → describe

NBIO 2 (Biotechnology 2)

Upon completion of NBIO 2:

A. Students will be able to correctly prepare assays ~~(e.g. PCR or protein)~~, accurately record procedures, and collect and interpret data.

B. Students will be able to explain the principles underlying at least two common biotechnology techniques.~~, for example, PCR, protein assays, CRISPR gene editing, Bioinformatics, or Cloning~~.

C. Students will describe ~~gain insights into~~ the work environment of a biotech laboratory and ~~into~~ the biotech industry.

Committee Comments:
- JG: SLO A: Omit the "e.g." / examples
- SLO B: Omit the examples; and add a period after "techniques."
- SLO C: gain insight into → describe

NCIS 210 (Orientation to IT Careers)

Upon completion of NCIS 210, the student will be able to:

A. Locate and analyze IT-related occupational and educational information and resources.

B. Identify ~~Clarify~~ their values, interests, strengths and skills.

C. ~~Students will~~ Research ~~investigate~~ work tasks, settings, salary, job outlook and resources corresponding to careers they are considering.

Committee Comments:
- SLO A: "IT-related" / hyphenate
- KB: SLO C: Omit "Students will"
- KB: SLO B: "Assess" (vs. clarify)?
  ➤ JR/JG/KS: How about "identify" or "describe"?
  ➤ **Liz: Check with DF to see what she prefers**
- SLO C: Investigate → Research
- KB: Are A & C really the same? Can we rework the language /better differentiate? **Liz: Ask DF**
- JG: Maybe 3 SLOs are not necessary?

NPCN 209 (Career/Major Exploration)

A. Upon completion of NPCN 209, the student will be able to articulate their goal or major.

B. Upon completion of NPCN 209, the student will be able to identify campus resources~~,~~ and navigate on-line platforms, for career exploration.

Committee Comments:
- KS: SLO B: Strike the comma after "resources."
- KS: Who's instructing? **Liz: Double-check with Jill Carbone.**

NPCN 211 (Career Preparation)
A. Upon completion of NPCN 211, the student will be able to search for available jobs in their field using at least two ~~on-line~~ <mark>online</mark> platforms.
B. Upon completion of NPCN 211, the student will have job applications tools such as interview skills~~,~~ and creation of a resume and LinkedIn profile.

Committee Comments:
- KS: SLO B: Strike the comma.
- KS: Who's instructing? **Liz: Double-check with Jill Carbone.**
- KB: They'll demonstrate or know where they need to go.
- It's like assembling a portfolio – "create"?
- JG: Should B be 2 separate SLOs? What's the intent?
(Will they actually do mock interviews, create a resume, etc.?)
- Note: There's preparation and there's doing.

PCN 50 (Social Work and Human Services Seminar)
A. Upon completion of PCN 50, the student should be able to identify resources and services that clients need and depend upon~~,~~ and how they can be accessed.
B. Upon completion of PCN 50, the student should be able to identify ~~some of the~~ barriers that clients face when accessing social work and human service.

Committee Comments:
- KS: SLO B: Just say "identify barriers"

PCN 50L (Social Work and Human Services Fieldwork)
A. Upon completion of PCN 50L, the student should be able to <mark>evaluate</mark> ~~analyze~~ their development of work skills and achievement of learning objectives <mark>established by the student.</mark>
B. Upon completion of PCN 50L, the student should be able to identify skills and knowledge needed to further develop in the field.

Committee Comments:
- JR: SLO A: This is awkward sounding (analyze their development of work skills and achievement of learning objectives)
- It's about self-assessment, right?
  - KS: Will these be specific learning objectives?
  - Achievement of self-created learning objectives?
  - Analyze → Assess
  - KB: It's about self-awareness.
  - KB: It's a Lab / out in the field putting PCN 50 skills into actions. Shouldn't 50L tie back to 50 more directly? (They're putting 50 into action.)
- KS: Offer resources to clients and assess issues in accessing resources?
- KB: They're corequisites /you have to take them together.
  - Note: There is an hour requirement (60+ hours of fieldwork).
  - JG: They achieve 60+ hours of time with the clients – right?
    (No instructor involved or assessment)
- **Kim: Speak to Marina about this.**

PSLO Reviews

First Readings

Biotechnology Skills Certificate of Completion

Upon completion of the Biotechnology Skills Certificate of Completion:

A. Students will gain hands-on experience with and gain proficiency in standard biotech laboratory techniques, such as accurate use of micropipettes, digital balances, microcentrifuges, gel electrophoresis, thermal cyclers, microplate readers, and/or compound light microscopes.

B. Students will be able to correctly document their laboratory procedures and results.

C. Students will gain insight into the work environment of a biotech laboratory.

D. Students will be able to calculate masses and volumes based on the metric system.

E. Students will be able to correctly prepare assays (e.g. PCR or protein), accurately record procedures, and collect and interpret data.

F. Students will be able to explain the principles underlying at least two common biotechnology techniques, for example, PCR, protein assays, CRISPR gene editing, Bioinformatics, or Cloning.

G. Students will gain insights into the work environment of a biotech laboratory and into the biotech industry.

Committee Comments:
- These need revisions.
- JR: Refer Michal/Kai to the SLO Handbook – there's good illustration of how CSLOs map up to PSLOs.
- JG: Yes, you want to look at the commonalities of the courses in the program and map up to the program.
- **Liz will talk to Michal / Kai about this.**

Career Exploration and Preparation Certificate

A. Upon completion of the Career Exploration and Preparation Certificate, students will be proficient in career exploration tools and resources.

B. Upon completion of the Career Exploration and Preparation Certificate students will be proficient in occupational research and better prepared to apply for jobs in their desired field.

Committee Comments:
- JG: They relate to the courses, yes.
- JG/JR: But the PSLOs seem very similar.

NESL College Speaking and Listening Pathway

A. Upon completion of the NESL College Speaking and Listening Program, the student should be able to ~~confidently~~ engage in listening in an academic or professional context.

B. Upon completion of the NESL College Speaking and Listening Program, the student should be able to ~~confidently~~ engage in speaking in an academic or professional context.

C. Upon completion of the NESL College Speaking and Listening Program, the student should be able to ~~confidently~~ identify areas of strength and areas for improvement, and to implement improvements, in their own public ~~discourse~~ speaking and listening.

Julia McGurk presenting.

Committee Comments:
- All: "Confidently" is hard to measure – remove?
    > KB: Unless you're going to do a pre- & post-assessment
        o JG: We're gathering the data for this from *course* SLOs.
- JR: "Public discourse" – is there a better way to say this?
    > *Julia: Talking about speaking and intake/listening*
        o KS: You can't implement improvements in someone else's discourse…
- Liz: Is that a comma splice? > Per Karin: It seems like it could be, but it's fine.

Informational Items

CSLOs for NESL 223 (Intermediate Oral Communication)

Note: This is a new, cross-listed course [cross-listed with ESL 123].

ESL 123 (Intermediate Oral Communication)

A. Upon completion of ESL 123, the student should be able to comprehend a short lecture on an academic topic.
B. Upon completion of ESL 123, the student should be able to research and make a five-minute presentation on a new topic.
C. Upon completion of ESL 123, the student should be able to take dictation of sentences and questions.
D. Upon completion of ESL 123, the student should be able to use academic vocabulary and expressions.

CSLOs for NESL 226 (Intermediate Pronunciation and Fluency)

Note: This is a new, cross-listed course [cross-listed with ESL 126].

ESL 126 (Intermediate Pronunciation and Fluency)

A. Upon completion of ESL 126, the student should be able to apply grammar and pronunciation rules to produce correct simple, compound and learned complex sentences with stress on content words rather than function words.
B. Upon completion of ESL 126, the student should be able to give oral directions and instructions.
C. Upon completion of ESL 126, the student should be able to pronounce learned vocabulary and idiomatic expressions understandably.
D. Upon completion of ESL 126, the student should be able to take dictation of compound and complex sentences and questions with learned academic vocabulary.

CSLOs for NESL 233 (Beginning Oral Communication)

Note: This is a new, cross-listed course [cross-listed with ESL 133].

ESL 133 (Beginning Oral Communication)

A. Upon completion of ESL 133, the student should be able to participate in discussions in one-to-one and small group situations on a variety of topics.
B. Upon completion of ESL 133, the student should be able to use level-appropriate grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes.
C. Upon completion of ESL 133, the student should be able to take dictation of sentences and questions.
D. Upon completion of ESL 133, the student should be able to retell the plot and/or main ideas from news items, movies, lectures, or presentations.

CSLOs for NESL 236 (Beginning Pronunciation and Fluency)

Note: This is a new, cross-listed course [cross-listed with ESL 136].

ESL 136 (Beginning Pronunciation and Fluency)

A. Upon completion of ESL 136, the student should be able to correctly pronounce level-appropriate vocabulary and idiomatic expressions.
B. Upon completion of ESL 136, the student should be able to identify and stress appropriate content word(s) in a sentence.
C. Upon completion of ESL 136, the student should be able to distinguish sounds in minimal pairs.
D. Upon completion of ESL 136, the student should be able to correctly identify and pronounce voiced and voiceless sounds.

3-Year SLO/SAO Plans due

May 1st [*1 week*]: Please email your completed 3-Year Plan template to John or Liz. Thanks in advance!

SLO Coaching

By appointment, via Zoom or in-person (Contact John or Liz)

Friday SLO Talks

Free Registration: **Zoom Meeting Registration Link**

➢ April 28 @ 10a-12p: "Equity and Program Review" w/ Tara Bryant-Edwards & Aeron Zentner
➢ May 5 @ 10a-12p: "Artificial Intelligence and Instructional Design from Coordinators' Perspective" w/ Amanda Reedley

Good of the Order

- John: We have had some 3-Year Plans come in, thanks to those who have submitted so far!
  > *We could review some at the final Spring meeting or first Fall meeting if we don't have too many SLOs to review.*

- John is willing to help folks with 3-Year Plans & any SLO stuff over the summer (Liz too!).

- Kim: A question came up in Counseling meeting about SAOs: Should they know results first / before doing their next 3-Year Plan?
  > *Per John: Not necessarily – you could account for that.*

Adjournment by John Rosen at 4:22 pm
Next Regular Meeting: May 8, 2023 (Rm 2450) – *This is the final meeting of the semester.*

LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

LPC Planning Priorities

❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.

❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

LPC Academic Senate   Quorum: 9

Non-Voting Members:
President: Sarah Thompson
President-Elect:
Student Government: Lara Weidemeier
Faculty Association: Heike Gecox
Admin.: Rifka Several

Voting Members:
Vice President: Collin Thormoto
Secretary: Dave Wagner
Treasurer: Ashley Young
BSSL: Robin Roy, Daniel Cearley
A & H: John Kelly, Peter Kuo, Kisha Quesada Turner, Katie Eagan
STEM: Michael Peterson, Ashley McHale
PATH:
Student Services: Christina Lee, Jill Oliveira
Part Time Representatives: Jeff Jud**d**

ACADEMIC SENATE AGENDA

May 10, 2023| 2:30 – 4:30 pm | Room 1687 + zoom for visitors

ZOOM INFORMATION AT END OF AGENDA

1. **Call to Order**

2. **Review and Approval of Agenda**

3. **Review and Approval of Minutes: April 26, 2023**

4. **Public Comments (5 minutes):** *This time is reserved for members of the public to address the Academic Senate. Please limit comments to 5 minutes. In accordance with the Brown Act, the Academic Senate cannot act on these items.*

5. **Action Items**
   5.1 Determining Catalog Rights (Craig Kutil)

6. **Consent Items**

7. **Reports**
   7.1 LPC Student Government (L. Weidemier)
   7.2 UndocuAlly (Teri Ann Bengiveno)
   7.3 Curriculum Committee (Erik Bell): presentation later in agenda
   7.4 CEMC/DEMC Committee (Sarah Thompson)
   7.5 Faculty Association (Heike Gecox)
   7.6 Professional Development Committee (David Powers)
   7.7 DE Committee (Barbara Zingg)
   7.8 Planning and Effectiveness Committee (Rajinder Samra)
   7.9 LGBTQ+ Presidential Task Force (Robin Roy)
   7.10 MLEA (Katie Eagan)
   7.11 District Compressed Calendar Committee (Kisha Quesada Turner and Michael Peterson)
   7.12 Treasurer (Ashley Young)
   7.13 President (Sarah Thompson)

8. **Old Business**
   8.1 Academic Senate Elections (Ashley Young)
   8.2 Progress update on Reed Buffington Award and Academic Senate Awards
   8.3 Updates from Academic Senate Advisory Committees
   8.4 Creating an advocacy committee for part-time faculty (Sarah Thompson)
   8.5 Update Math Retention
   8.6 Update DEIA Professional Development

9. **New Business**
   9.1 New NESL Certificate Programs (Julia McGurk)
   9.2 Curriculum Committee revised Shared Governance document (Erick Bell) (see attachment on website)
   9.3 English Dept. proposed noncredit certificate (Katie Eagan)
   9.4 Program Review Committee recommendations for revising the program review process (Nadiyah Taylor) (see attachment on website)
   9.5 CPL Oversight

10. Announcements/Information Items

11. Adjourn

12. Next Meeting: Wednesday, May 24, 2:30 – 4:40 pm

ZOOM LOGIN:

Sarah Thompson is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate Visitor's Zoom (see information below for Senators)

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

https://us02web.zoom.us/j/85009253741?pwd=ZUV1M2dzMnFiZXZOVWl5UWpDdlI1QT09

Meeting ID: 850 0925 3741

Passcode: 838931

One tap mobile

+16699006833,,85009253741#,,,,*838931# US (San Jose)

+16694449171,,85009253741#,,,,*838931# US

Dial by your location

    +1 669 900 6833 US (San Jose)

    +1 669 444 9171 US

    +1 719 359 4580 US

    +1 253 205 0468 US

    +1 253 215 8782 US (Tacoma)

    +1 346 248 7799 US (Houston)

    +1 507 473 4847 US

    +1 564 217 2000 US

+1 646 931 3860 US

+1 689 278 1000 US

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

Meeting ID: 850 0925 3741

Passcode: 838931

Find your local number: https://us02web.zoom.us/u/krKnVQ9GE

NOTE FOR SENATORS on new Brown Act Requirements to attend via zoom:

To attend by zoom, senators must send a request showing "just cause." Just cause is defined as follows:

"(2) "Just cause" means any of the following:

(A) A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely. "Child," "parent," "grandparent," "grandchild," and "sibling" have the same meaning as those terms do in Section 12945.2.

(B) A contagious illness that prevents a member from attending in person.

(C) A need related to a physical or mental disability as defined in Sections 12926 and 12926.1 not otherwise accommodated by subdivision (g).

(D) Travel while on official business of the legislative body or another state or local agency."

Please contact Collin Thormoto for requests.

CURRICULUM COMMITTEE
Draft Agenda

March 20, 2023 | 2:30 PM | Room 2414

Call to Order	Erick Bell
Review and Approval of Agenda	Erick Bell
Review and Approval of Minutes	Erick Bell

(March 6, 2023)

Public Comment
(This time is reserved for members of the public to address the Curriculum Committee. Please limit comments to three minutes. In accordance with the Brown Act, the Committee cannot discuss or act on items that are not already on the agenda.)

First Readings   Faculty
*All courses listed below can be taken only 1 time for credit unless otherwise noted.

New Credit Courses
AMT 50 (Success in Aviation Maintenance): 1 Unit (0.5 Lecture, 0.5 Lab). Letter Grade. Prerequisite: N/A. Discipline: Aeronautics. (Effective Date: Fall 2024)
Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.
AMT 52 (Basic Science of Aviation Maintenance Technology): 6.5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C; may be taken concurrently. Discipline: Aeronautics. (Effective Date: Fall 2024)
Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.
AMT 52L (Basic Science of Aviation Maintenance Technology Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.
AMT 54 (Survey of Aviation Maintenance Technology): 6.5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C; may be taken concurrently. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.
AMT 54L (Survey of Aviation Maintenance Technology Laboratory): 3 Units (Lab). Letter Grade. Prerequisite: AMT 52 with a minimum grade of C; may be taken concurrently. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.
AMT 60 (Airframe Systems I): 6.5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.
AMT 60L (Airframe Systems I Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.

AMT 62 (Airframe Systems II): 6.5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 62L (Airframe Systems II Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 64 (Airframe Systems III): 4 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 64L (Airframe Systems III Laboratory): 2 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 70 (Theory of Powerplants I): 5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 70L (Theory of Powerplants I Laboratory): 2.5 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 72 (Theory of Powerplants II): 5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 72L (Theory of Powerplants II Laboratory): 2.5 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 74 (Advanced Powerplants I): 5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 74L (Advanced Powerplants I Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 76 (Advanced Powerplants II): 5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 76L (Advanced Powerplants II Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

AMT 80 (Aviation Maintenance Technology Test Preparation): 1-3 Units (Lab). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs to be presented at 3/27/23 SLO Committee Meeting.*

APHT 51 (Heavy Truck Driving Academy): 9 Units (8.5 Lecture, 0.5 Lab). Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. Discipline: Transportation. (Effective Date: Spring 2024)
> *Note 1: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.*
> *Note 2: SLOs being presented at a Spring SLO Committee Meeting.*

APHT 52 (Heavy Truck Driving Test Preparation): 0.5 Units (Lab). Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of

Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. Discipline: Transportation. (Effective Date: Spring 2024)

> *Note 1: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.*
> *Note 2: SLOs being presented at a Spring SLO Committee Meeting.*

APHT 94 (Occupational Work Experience - Heavy Truck Driving Apprenticeship): 1-8 Units (Work Exp). Pass / No Pass. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. Discipline: Work Experience Instructors or Coordinators. (Effective Date: Spring 2024)

> *Note 1: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.*
> *Note 2: SLOs being presented at a Spring SLO Committee Meeting.*

KIN 1 (Sports Nutrition): 3 Units (Lecture). Letter Grade. Prerequisite: N/A. Discipline: Nutritional Science/Dietetics. (Effective Date: Fall 2024)

> *Note: SLOs being presented at a Spring SLO Committee Meeting.*

Modified Credit Courses

ECE 40 (Social and Emotional Foundations for Early Learning): 3 Units (Lecture). Letter Grade. Recommended Course Preparation: ECE 56 with a minimum grade of C; ECE 62 with a minimum grade of C. Discipline: Child Development/Early Childhood Education. (Effective Date: Spring 2024)

> *Primary Modifications: Course Content.*

ECE 63 (Early Childhood Curriculum): 4 Units (3 Lecture, 1 Lab). Letter Grade. Recommended Course Preparation: ECE 50 with a minimum grade of C; ECE 56 with a minimum grade of C. Discipline: Child Development/Early Childhood Education. (Effective Date: Spring 2024)

> *Primary Modifications: Catalog Description, Measurable Objectives, Course Content, Typical Texts.*

ECE 69 (Child Study: Observation and Assessment): 3 Units (Lecture). Letter Grade. Prerequisite: ECE 56 with a minimum grade of C. Discipline: Child Development/Early Childhood Education. (Effective Date: Spring 2024)

> *Primary Modifications: Catalog Description, Distance Education, Advisory Requisites, Measurable Objectives, Course Content, Methods of Instruction, Assignments, Methods of Evaluation, Texts.*

KIN 18B (Athletic Training Practicum 2): 1 Unit (Lab). Letter or P/NP. Prerequisite: KIN 18A with a minimum grade of C. Discipline: Athletic Training. (Effective Date: Spring 2024)

> *Primary Modifications: Typical Texts.*

PSYC 12 Life-Span Psychology. 3 Units (Lecture). Letter or P/NP. Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method. Discipline: Psychology. (Effective Date: Fall 2024)

> *Primary Modifications: Distance Education, Methods of Instruction, Assignments, Methods of Evaluation, Typical Texts, Equity Based Considerations.*

Discipline Placement

AMT 50 (Success in Aviation Maintenance): Discipline: Aeronautics. (Effective Date: Spring 2024)

AMT 52 (Basic Science of Aviation Maintenance Technology): Discipline: Aeronautics. (Effective Date: Spring 2024)

AMT 52L (Basic Science of Aviation Maintenance Technology Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)

AMT 54 (Survey of Aviation Maintenance Technology): Discipline: Aeronautics. (Effective Date: Fall 2024)

AMT 54L (Survey of Aviation Maintenance Technology Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)

AMT 60 (Airframe Systems I): Discipline: Aeronautics. (Effective Date: Fall 2024)

AMT 60L (Airframe Systems I Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)

AMT 62 (Airframe Systems II): Discipline: Aeronautics. (Effective Date: Fall 2024)

AMT 62L (Airframe Systems II Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 64 (Airframe Systems III): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 64L (Airframe Systems III Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 70 (Theory of Powerplants I): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 70L (Theory of Powerplants I Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 72 (Theory of Powerplants II): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 72L (Theory of Powerplants II Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 74 (Advanced Powerplants I): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 74L (Advanced Powerplants I Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 76 (Advanced Powerplants II): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 76L (Advanced Powerplants II Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 80 (Aviation Maintenance Technology Test Preparation): Discipline: Aeronautics. (Effective Date: Fall 2024)
APHT 51 (Heavy Truck Driving Academy): Discipline: Transportation. (Effective Date: Spring 2024)
APHT 52 (Heavy Truck Driving Test Preparation): Discipline: Transportation. (Effective Date: Spring 2024)
APHT 94 (Occupational Work Experience - Heavy Truck Driving Apprenticeship): Discipline: Work Experience Instructors or Coordinators. (Effective Date: Spring 2024)
KIN 1 (Sports Nutrition): Discipline: Nutritional Science/Dietetics. (Effective Date: Fall 2024)

Advisory Requisites
AMT 52 (Basic Science of Aviation Maintenance Technology): Prerequisite: AMT 50 with a minimum grade of C; may be taken concurrently. (Effective Date: Spring 2024)
AMT 52L (Basic Science of Aviation Maintenance Technology Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 54 (Survey of Aviation Maintenance Technology): Prerequisite: AMT 52 with a minimum grade of C; may be taken concurrently. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 54L (Survey of Aviation Maintenance Technology Laboratory): Prerequisite: AMT 52 with a minimum grade of C; may be taken concurrently. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 60 (Airframe Systems I): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 60L (Airframe Systems I Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 62 (Airframe Systems II): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 62L (Airframe Systems II Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 64 (Airframe Systems III): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 64L (Airframe Systems III Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 70 (Theory of Powerplants I): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 70L (Theory of Powerplants I Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 72 (Theory of Powerplants II): Prerequisite: AMT 50 with a minimum grade of C. (Effective Date: Fall 2024)

AMT 72L (Theory of Powerplants II Laboratory): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)

AMT 74 (Advanced Powerplants I): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)

AMT 74L (Advanced Powerplants I Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)

AMT 76 (Advanced Powerplants II): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)

AMT 76L (Advanced Powerplants II Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)

AMT 80 (Aviation Maintenance Technology Test Preparation): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)

APHT 51 (Heavy Truck Driving Academy): Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. (Effective Date: Spring 2024)

APHT 52 (Heavy Truck Driving Test Preparation): Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. (Effective Date: Spring 2024)

APHT 94 (Occupational Work Experience - Heavy Truck Driving Apprenticeship): Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. (Effective Date: Spring 2024)

ECE 40 (Social and Emotional Foundations for Early Learning): Recommended Course Preparation: ECE 56 with a minimum grade of C; ECE 62 with a minimum grade of C. (Effective Date: Spring 2024)

ECE 63 (Early Childhood Curriculum): Recommended Course Preparation: ECE 50 with a minimum grade of C; ECE 56 with a minimum grade of C. (Effective Date: Spring 2024)

ECE 69 (Child Study: Observation and Assessment): Prerequisite: ECE 56 with a minimum grade of C. (Effective Date: Spring 2024)

KIN 18B (Athletic Training Practicum 2): Prerequisite: KIN 18A with a minimum grade of C. (Effective Date: Spring 2024)

PSYC 12 Life-Span Psychology. Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method. (Effective Date: Fall 2024)

Distance Education

ECE 69 (Child Study: Observation and Assessment): Web-Hybrid (online & face-to-face); Web-Based (completely online). (Effective Date: Spring 2024)

PSYC 12 (Life-Span Psychology): Web-Hybrid (online and face-to-face), Web-Based (completely online), Fully Online (FO), Online with Flexible In-Person Component (OFI), Partially Online (PO). (Effective Date: Fall 2024)

New Credit Programs

Note: PSLOs to be presented at 3/27/23 SLO Committee Meeting.

Aviation Maintenance Technology Airframe Technician Certificate of Achievement: 45-48 Units. TOP Code: 0950.10 – Aviation Airframe Mechanics*. CIP Code: 47.0607 – Airframe Mechanics and Aircraft Maintenance Technology/Technician. (Effective Date: Fall 2024)

Aviation Maintenance Technology Airframe Technician Associate of Science: 64-67 Units. TOP Code: 0950.10 – Aviation Airframe Mechanics*. CIP Code: 47.0607 – Airframe Mechanics and Aircraft Maintenance Technology/Technician. (Effective Date: Fall 2024)

Aviation Maintenance Technology: Powerplant Technician Certificate of Achievement: 51-54 Units. TOP Code: 0950.10 – Aviation Airframe Mechanics*. CIP Code: 47.0607 – Airframe Mechanics and Aircraft Maintenance Technology/Technician. (Effective Date: Fall 2024)

Aviation Maintenance Technology: Powerplant Technician Associate of Science: 71-77 Units. TOP Code: 0950.10 – Aviation Airframe Mechanics*. CIP Code: 47.0607 – Airframe Mechanics and Aircraft Maintenance Technology/Technician. (Effective Date: Fall 2024)

Heavy Trucking Certificate of Achievement: 9.5 Units. TOP Code: 0947.50 - Truck and Bus Driving*. CIP Code: 49.0299 - Ground Transportation, Other. (Effective Date: Spring 2024)

Note: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.

Heavy Trucking Academy Certificate of Achievement: 17.5 Units. TOP Code: 0947.50 - Truck and Bus Driving*. CIP Code: 49.0299 - Ground Transportation, Other. (Effective Date: Spring 2024)

Note: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.

Voting Items   Faculty

*All courses listed below can be taken only 1 time for credit unless otherwise noted.

Modified Credit Courses

AJ 29 Independent Study, Administration of Justice. 0.5-2 Units (Lab). Letter or P/NP. Prerequisite: N/A. Discipline: Administration of Justice. (Effective Date: Spring 2024)

Primary Modifications: Course Title, Catalog Description, Measurable Objectives, Course Content, Methods of Instruction, Assignments, Methods of Evaluation, Typical Texts, Other Materials.

AJ 45 Policing America. 2 Units (Lecture). Letter or P/NP. Enrollment Limitation: Students must possess a Basic Certificate issued by the California Peace Officer Standards and Training Commission and by employed as a full-time peace officer. Discipline: Administration of Justice. (Effective Date: Spring 2024)

Primary Modifications: Distance Education.

AJ 48 Police Supervisory Leadership. 2 Units (Lecture). Letter or P/NP. Enrollment Limitation: Students must possess a Basic Certificate issued by the California Peace Officer Standards and Training Commission and by employed as a full-time peace officer. Discipline: Administration of Justice. (Effective Date: Summer 2024)

Primary Modifications: Distance Education.

AJ 59 Child Abuse in the Community. 3 Units (Lecture). Letter or P/NP. Prerequisite: N/A. Discipline: Administration of Justice. (Effective Date: Fall 2024)

Primary Modifications: Course Content, Methods of Instruction, Assignments, Methods of Evaluation, Typical Texts.

- SLOs were approved at the 03/13/23 SLO Committee Meeting (course not yet offered/scheduled).

AJ 63 Criminal Investigation. 3 Units (Lecture). Letter Grade. Prerequisite: N/A. Discipline: Administration of Justice. (Effective Date: Fall 2024)

Primary Modifications: Methods of Instruction, Typical Texts.

BUSN 48 Human Relations in Organizations. 3 Units (Lecture). Letter or P/NP. Prerequisite: N/A. Discipline: Business or Management. (Effective Date: Fall 2024)

Primary Modifications: Course Content, Typical Texts, Equity Based Considerations.

GDDM 4 User Interface and User Experience Design. 3 Units (1.5 Lecture, 1.5 Lab). Letter or P/NP. Prerequisite: N/A. Discipline: Graphic Arts. (Effective Date: Fall 2024)

Primary Modifications: Methods of Instruction, Methods of Evaluation, Typical Texts, Other Materials Required of Students, Equity Based Considerations.

KIN 17 Introduction to Athletic Training and Sports Medicine. 4 Units (3 Lecture, 1 Lab). Letter Grade. Prerequisite: N/A. Discipline: Athletic Training. (Effective Date: Spring 2024) → change to Fall 2024
> *Primary Modifications: Typical Texts, Methods of Evaluation, Advisory Skills, Equity Considerations.*

KIN 18A Athletic Training Practicum 1. 1 Unit (Lab). Letter Grade. Prerequisite: KIN 17 with a minimum grade of C. Discipline: Athletic Training. (Effective Date: Spring 2024) → change to Fall 2024
> *Primary Modifications: Typical Texts, Advisory Skills, Equity Considerations.*

Modified Credit Programs
Biology: Health Sciences A.S. - Associate of Science Degree: 60 Units. TOP Code: 0401.00 - Biology, General. CIP Code: 51.0000 – Health Services/Allied Health/Health Sciences, General. (Effective Date: Fall 2024)
> *Primary Modifications – Program Title, Total Units.*

Other Voting Items

Distance Education
AJ 45 (Policing America): Partially Online (PO). (Effective Date: Spring 2024)
AJ 48 (Police Supervisory Leadership): Partially Online (PO). (Effective Date: Summer 2024)

Course Descriptors
APHT (Apprenticeship Heavy Trucking) (Effective Date: Spring 2024)
> *Primary Change: Reddaway Trucking (APRT) course descriptor change to Heavy Trucking (APHT) – due to company name change (Yellow Corporation purchased Reddaway. It's easier to have a generic title).*

Credit Course Deactivations
APIW 51 Blueprint Reading I: 3 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)
> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 52 Shop Ironworkers Mathematics: 1.5 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)
> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 53 Welding Technology: 3 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)
> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 54 Structural I: 3 Units. Letter or P/NP. Enrollment Limitation: ?? Discipline: Welding. (Effective Date: Fall 2023)
> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 55 Work Place Safety and Machinery Operation/Labor Studies I: 1.5 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California

Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 56 Structural II: 3 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 57 Structural III: 3 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 58 Welding Code/AISC/Metallurgy/Labor Studies II: 1.5 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 59 Metal Stairs Layout and Fabrication: 3 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 60 Metal Railing Layout and Fabrication: 3 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 61 Ornamental Metal Fabrication/Structural IV: 1.5 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 62 Blueprint Reading II: 3 Units. Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Welding. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

APIW 94 Occupational Work Experience - Ironworkers Apprenticeship: 1-8 Units. P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be a member of Northern California Shop Ironworkers Local 790 and be accepted into a registered Shop Ironworkers Local 790 apprenticeship. Discipline: Work Experience Instructors or Coordinators. (Effective Date: Fall 2023)

> *Rationale: Formal notification that the Shop Ironworkers JATC is terminating its apprenticeship program.*

ESL 1A (Critical Reading and Composition for ESL). 6 Units. Letter or P/NP. Prerequisite: ESL 24 with a minimum grade of C or Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Fall 2023)

> *Rationale: ESL students who wish to transfer or complete a degree at LPC have an academic pathway to ENG 1A through ESL that meets the standards of AB705, or those students have options to enroll in ENG 1A or ENG 1AEX. In addition, data shows that the majority of ESL students attend ESL classes at LPC in order to improve language proficiency in speaking, listening, reading and writing -- not with a goal to transfer. Recent surveys indicate our students' desire to become more fluent, especially in speaking and listening, so in order to ensure we are listening to the needs of our students, the ESL department collectively decided to focus on supporting our students through the current academic pathway, deactivate ESL 1A, and develop advanced level speaking and listening courses.*

Credit Program Deactivations

Advanced Shop Ironworker Certificate of Achievement: 30 Units. TOP Code: 0956.40 – Sheet Metal and Structural Metal*. CIP Code: 48.0506 - Sheet Metal Technology/Sheetworking. (Effective Date: Fall 2023)

> *Rationale: Formal notification that Shop Ironworkers JATC is terminating its apprenticeship program.*

Basic Shop Ironworker Certificate of Achievement: 16.5 Units. TOP Code: 0956.40 – Sheet Metal and Structural Metal*. CIP Code: 48.0506 - Sheet Metal Technology/Sheetworking. (Effective Date: Fall 2023)

> *Rationale: Formal notification that Shop Ironworkers JATC is terminating its apprenticeship program.*

Elementary Shop Ironworker Certificate of Achievement: 22 Units. TOP Code: 0956.40 – Sheet Metal and Structural Metal*. CIP Code: 48.0506 - Sheet Metal Technology/Sheetworking. (Effective Date: Fall 2023)

> *Rationale: Formal notification that Shop Ironworkers JATC is terminating its apprenticeship program.*

Intermediate Shop Ironworker Certificate of Achievement: 22.5 Units. TOP Code: 0956.40 – Sheet Metal and Structural Metal*. CIP Code: 48.0506 - Sheet Metal Technology/Sheetworking. (Effective Date: Fall 2023)

> *Rationale: Formal notification that Shop Ironworkers JATC is terminating its apprenticeship program.*

Shop Ironworker A.S. - Associate of Science Degree: 60 Units. TOP Code: 0956.40 – Sheet Metal and Structural Metal*. CIP Code: 48.0506 - Sheet Metal Technology/Sheetworking. (Effective Date: Fall 2023)

> *Rationale: Formal notification that Shop Ironworkers JATC is terminating its apprenticeship program.*

Administrative Program Revisions

Business Entrepreneurship A.A. - Associate of Arts Degree: 60 Units. TOP Code: 0506.40 - Small Business and Entrepreneurship*. CIP Code: 52.0703 - Small Business Administration/Management. (Effective Date: Fall 2024)

> *Primary Modifications – Course Sequence.*

Reports

- o **Interim Vice President's Report**   Dyrell Foster
- o **Chair's Report**   Erick Bell
- o **Articulation Officer's Report**   Craig Kutil

Good of the Order
Adjournment
Next Regular Meeting: April 17, 2023

This meeting will be held in-person, and a Zoom link will be provided for public participation.

Call to Order	Erick Bell
Review and Approval of Agenda	Erick Bell
Review and Approval of Minutes	Erick Bell

(March 20, 2023)

Public Comment

Please limit comments to three minutes. In accordance with the Brown Act, the Committee cannot discuss or act on items that are not already on the agenda.)

First Readings   Faculty

*All courses listed below can be taken only 1 time for credit unless otherwise noted.

New Credit Courses

ESL 113 (Speaking and Listening Fluency for Academic and Professional Purposes): 2 Units (Lecture). Pass/No Pass. Prerequisite: ESL 123 with a minimum grade of P or NESL 223 with a minimum grade of P or ESL 126 with a minimum grade of P or NESL 226 with a minimum grade of P. Enrollment Limitation: Placement into Advanced ESL courses through the ESL Assessment Process. Discipline: ESL. (Effective Date: Fall 2024)

> *Note: SLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

Modified Credit Courses

BUSN 30 (Business Ethics and Society): 3 Units (Lecture). Letter Grade. Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method. Discipline: Law or Management or Business. (Effective Date: Fall 2024)

> *Primary Modifications: Course Content, Discipline, Methods of Evaluation, Typical Texts.*

CIS 7 (Essential Programming Skills): 3 Units (2.5 Lecture, 0.5 Lab). Letter Grade or P/NP. Recommended Course Preparation: CIS 50 with a minimum grade of C. Discipline: Computer Information Systems. (Effective Date: Fall 2024)

> *Primary Modifications: Course Title, Catalog Description, Distance Education, Advisory Skills, Course Content, Texts.*

CIS 54 (Excel: Introduction to Spreadsheets): 4 Units (3 Lecture, 1 Lab). Letter Grade or P/NP. Recommended Course Preparation: CIS 50 with a minimum grade of C. Discipline: Computer Information Systems. (Effective Date: Fall 2024)

> *Primary Modifications: Distance Education, Advisory Skills, Texts.*

CIS 55 (Integrating Office Applications): 4 Units (3 Lecture, 1 Lab). Letter Grade or P/NP. Recommended Course Preparation: CIS 50. Discipline: Computer Information Systems. (Effective Date: Fall 2024)

> *Primary Modifications: Catalog Description, Distance Education, Advisory Skills, Methods of Instruction, Methods of Evaluation, and Typical Texts.*

CIS 82A (AWS Cloud Practitioner Certification Prep): 3 Units (Lecture). Letter Grade or P/NP. Recommended Course Preparation: CIS 81A with a minimum grade of C. Discipline: Computer Information Systems. (Effective Date: Fall 2024)
> *Primary Modifications: Catalog Description, Units, Course Content, Typical Texts.*

CIS 82B (AWS Academy Cloud Solutions Architecture Certification Prep): 3 Units (Lecture). Letter Grade or P/NP. Recommended Course Preparation: CIS 82A with a minimum grade of C. Discipline: Computer Information Systems. (Effective Date: Fall 2024)
> *Primary Modifications: Catalog Description, Units, Course Content, Typical Texts.*

ENG 4 (Critical Thinking and Writing about Literature): 3 Units (Lecture). Letter Grade. Prerequisite: ENG 1A with a minimum grade of C or ENG 1AEX with a minimum grade of C. Discipline: English. (Effective Date: Fall 2024)
> *Primary Modifications: Advisory Requisites, C-ID, Course Content, Measurable Objectives, Texts.*

ESL 123 (Intermediate Oral Communication): 2 Units (Lecture). Pass/No Pass. Prerequisite: ESL 130B with a minimum grade of P or ESL 131B with a minimum grade of P or ESL 133 with a minimum grade of P. Prerequisite: Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Spring 2024)
> *Primary Modifications: Typical Texts, Other: Mirroring this course with NESL 223.*

ESL 126 (Intermediate Pronunciation and Fluency): 2 Units (Lecture). Pass/No Pass. Prerequisite: ESL 131B with a minimum grade of P or ESL 136 with a minimum grade of P. Prerequisite: Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Spring 2024)
> *Primary Modifications: Other: Mirroring this course with NESL 226.*

ESL 133 (Beginning Oral Communication): 2 Units (Lecture). Pass/No Pass. Recommended Course Preparation: Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Spring 2024)
> *Primary Modifications: Course Content, Typical Texts, Other: Mirroring this course with NESL 233.*

ESL 136 (Pronunciation and Fluency): 2 Units (Lecture). Pass/No Pass. Recommended Course Preparation: Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Spring 2024)
> *Primary Modifications: Other: Mirroring this course with NESL 236.*

GDDM 56 (Introduction to Graphic Design): 3 Units (1.5 Lecture, 1.5 Lab). Letter Grade or P/NP. Advisory Requisites: N/A. Discipline: Graphic Arts. (Effective Date: Fall 2024)
> *Primary Modifications: C-ID, Catalog Description, Course Content, Course Title, Distance Education, Methods of Evaluation, Other Materials Required of Students, Typical Texts.*

KIN YO1 (Yoga 1): 1 Unit (Lab). Grade or P/NP. Advisory Requisites: N/A. Discipline: Physical Education. (Effective Date: Spring 2024)
> *Primary Modifications: Distance Education, Course Content, Methods of Instruction, Typical Texts.*

KIN YO2 (Yoga 2): 1 Unit (Lab). Grade or P/NP. Advisory Requisites: N/A. Discipline: Physical Education. (Effective Date: Spring 2024)
> *Primary Modifications: Distance Education, Typical Texts.*

New Noncredit Courses
NBIO 201 (Biotechnology 1): 24 Hours (8 Lecture, 16 Lab). Pass/No Pass. Prerequisites: N/A. Discipline: Biological Sciences. (Effective Date: Summer 2024)
> *Note: SLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

NBIO 202 (Biotechnology 2): 24 Hours (8 Lecture, 16 Lab). Pass/No Pass. Prerequisites: N/A. Discipline: Biological Sciences. (Effective Date: Summer 2024)
> *Note: SLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

NESL 203 (School Matters 1: Language Skills for Supporting Your Child's Learning): 8 Hours (Lecture). Pass/No Pass. Recommended Course Preparation: NESL 231A and/or NESL 230A and/or Enrollment Limitation: Completion of ESL Level 1A, or placement into ESL Level 1B through the ESL Assessment. Discipline: ESL. (Effective Date: Spring 2024)
> *Note: SLOs approved at the 3/13/23 SLO Committee Meeting.*

NESL 204 (School Matters 2: Language Skills for Your Child's School Community): 8 Hours (Lecture). Pass/No Pass. Prerequisite: NESL 231A with a minimum grade of P and/or NESL 230A with a minimum grade of P and/or Enrollment Limitation: Completion of ESL Level 1A, or placement into ESL Level 1B through the ESL Assessment. Discipline: ESL. (Effective Date: Spring 2024)
> *Note: SLOs approved at the 3/13/23 SLO Committee Meeting.*

NESL 213 (Speaking and Listening Fluency for Academic and Professional Purposes): 54 Hours (36 Lecture, 18 Lab). Pass/No Pass. Prerequisite: ESL 123 with a minimum grade of P or NESL 223 with a minimum grade of P or ESL 126 with a minimum grade of P or NESL 226 with a minimum grade of P or Enrollment Limitation: Placement into Advanced ESL courses through the ESL Assessment Process. Discipline: ESL. (Effective Date: Spring 2024)
> *Note: SLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

NESL 223 (Intermediate Oral Communication): 54 Hours (36 Lecture, 18 Lab). Pass/No Pass. Prerequisite: ESL 130B with a minimum grade of P or ESL 131B with a minimum grade of P or ESL 133 with a minimum grade of P or Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Spring 2024)
> *Note: SLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

NESL 226 (Intermediate Pronunciation and Fluency): 54 Hours (36 Lecture, 18 Lab). Pass/No Pass. Prerequisite: ESL 130B with a minimum grade of P or ESL 131B with a minimum grade of P or ESL 136 with a minimum grade of P or Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Spring 2024)
> *Note: SLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

NESL 233 (Beginning Oral Communication): 54 Hours (36 Lecture, 18 Lab). Pass/No Pass. Recommended Course Preparation: Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Spring 2024)
> *Note: SLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

NESL 236 (Pronunciation and Fluency): 54 Hours (36 Lecture, 18 Lab). Pass/No Pass. Recommended Course Preparation: Placement through the ESL assessment process. Discipline: ESL. (Effective Date: Spring 2024)
> *Note: SLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

Modified Noncredit Courses
NCIS 210 (Exploring IT Careers): 18 Hours. Pass/No Pass / Satisfactory Progress. Prerequisites: N/A. Discipline: Vocational (short-term): Noncredit. (Effective Date: Spring 2024)
> *Primary Modifications: Course Title, Catalog Description, Distance Education, Hours, Methods of Instruction, Methods of Evaluation, Typical Texts.*

New Course Descriptors
NPCN – Noncredit Psychology-Counseling (Effective Date: Fall 2024)

Discipline Placement
BUSN 30 (Business Ethics and Society): Discipline: Law or Management or Business. (Effective Date: Fall 2024)
ENG 4 (Critical Thinking and Writing about Literature): Discipline: English. (Effective Date: Fall 2024)
GDDM 56 (Introduction to Graphic Design): Discipline: Graphic Arts. (Effective Date: Fall 2024)
KIN YO1 (Yoga 1): Discipline: Physical Education. (Effective Date: Spring 2024)
KIN YO2 (Yoga 2): Discipline: Physical Education. (Effective Date: Spring 2024)
NBIO 201 (Biotechnology 1): Discipline: Biological Sciences. (Effective Date: Summer 2024)
NBIO 202 (Biotechnology 2): Discipline: Biological Sciences. (Effective Date: Summer 2024)
NESL 203 (School Matters 1: Language Skills for Supporting Your Child's Learning): Discipline: ESL. (Effective Date: Spring 2024)

NESL 204 (School Matters 2: Language Skills for Your Child's School Community): Discipline: ESL. (Effective Date: Spring 2024)
NESL 213 (Speaking and Listening Fluency for Academic and Professional Purposes): Discipline: ESL. (Effective Date: Spring 2024)
NESL 223 (Intermediate Oral Communication): Discipline: ESL. (Effective Date: Spring 2024)
NESL 226 (Intermediate Pronunciation and Fluency): Discipline: ESL. (Effective Date: Spring 2024)
NESL 233 (Beginning Oral Communication): Discipline: ESL. (Effective Date: Spring 2024)
NESL 236 (Pronunciation and Fluency): Discipline: ESL. (Effective Date: Spring 2024)

<u>**Advisory Requisites**</u>
BUSN 30 (Business Ethics and Society): Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method. (Effective Date: Fall 2024)
CIS 7 (Essential Programming Skills): Recommended Course Preparation: CIS 50 with a minimum grade of C. Discipline: Computer Information Systems. (Effective Date: Fall 2024)
CIS 54 (Excel: Introduction to Spreadsheets): Recommended Course Preparation: CIS 50 with a minimum grade of C. (Effective Date: Fall 2024)
CIS 55 (Integrating Office Applications): Recommended Course Preparation: CIS 50. (Effective Date: Fall 2024)
CIS 82A (AWS Cloud Practitioner Certification Prep): Recommended Course Preparation: CIS 81A with a minimum grade of C. (Effective Date: Fall 2024
CIS 82B (AWS Academy Cloud Solutions Architecture Certification Prep): Recommended Course Preparation: CIS 82A with a minimum grade of C. (Effective Date: Fall 2024)
ENG 4 (Critical Thinking and Writing about Literature): Prerequisite: ENG 1A with a minimum grade of C or ENG 1AEX with a minimum grade of C. (Effective Date: Fall 2024)
ESL 113 (Speaking and Listening Fluency for Academic and Professional Purposes): 2 Units (Lecture). Pass/No Pass. Prerequisite: ESL 123 with a minimum grade of P or NESL 223 with a minimum grade of P or ESL 126 with a minimum grade of P or NESL 226 with a minimum grade of P. Enrollment Limitation: Placement into Advanced ESL courses through the ESL Assessment Process. Discipline: ESL. (Effective Date: Fall 2024)
ESL 123 (Intermediate Oral Communication): Prerequisite: ESL 130B with a minimum grade of P or ESL 131B with a minimum grade of P or ESL 133 with a minimum grade of P. Prerequisite: Placement through the ESL assessment process. (Effective Date: Spring 2024)
ESL 126 (Intermediate Pronunciation and Fluency): Prerequisite: ESL 131B with a minimum grade of P or ESL 136 with a minimum grade of P. Prerequisite: Placement through the ESL assessment process. (Effective Date: Spring 2024)
ESL 133 (Beginning Oral Communication): Recommended Course Preparation: Placement through the ESL assessment process. (Effective Date: Spring 2024)
ESL 136 (Pronunciation and Fluency): Recommended Course Preparation: Placement through the ESL assessment process. (Effective Date: Spring 2024)
GDDM 56 (Introduction to Graphic Design): Advisory requisites removed. (Effective Date: Fall 2024)
NESL 203 (School Matters 1: Language Skills for Supporting Your Child's Learning): Recommended Course Preparation: NESL 231A and/or NESL 230A and/or Enrollment Limitation: Completion of ESL Level 1A, or placement into ESL Level 1B through the ESL Assessment. (Effective Date: Spring 2024)
NESL 204 (School Matters 2: Language Skills for Your Child's School Community): Prerequisite: NESL 231A with a minimum grade of P and/or NESL 230A with a minimum grade of P and/or Enrollment Limitation: Completion of ESL Level 1A, or placement into ESL Level 1B through the ESL Assessment. (Effective Date: Spring 2024)
NESL 213 (Speaking and Listening Fluency for Academic and Professional Purposes): Prerequisite: ESL 123 with a minimum grade of P or NESL 223 with a minimum grade of P or ESL 126 with a minimum grade of

P or NESL 226 with a minimum grade of P or Enrollment Limitation: Placement into Advanced ESL courses through the ESL Assessment Process. (Effective Date: Spring 2024)

NESL 223 (Intermediate Oral Communication): Prerequisite: ESL 130B with a minimum grade of P or ESL 131B with a minimum grade of P or ESL 133 with a minimum grade of P or Placement through the ESL assessment process. (Effective Date: Spring 2024)

NESL 226 (Intermediate Pronunciation and Fluency): Prerequisite: ESL 130B with a minimum grade of P or ESL 131B with a minimum grade of P or ESL 136 with a minimum grade of P or Placement through the ESL assessment process. (Effective Date: Spring 2024)

NESL 233 (Beginning Oral Communication): Recommended Course Preparation: Placement through the ESL assessment process. (Effective Date: Spring 2024)

NESL 236 (Pronunciation and Fluency): Recommended Course Preparation: Placement through the ESL assessment process. (Effective Date: Spring 2024)

Distance Education
CIS 7 (Essential Programming Skills): Web-Hybrid (online & face-to-face), Web-Based (completely online). (Effective Date: Fall 2024)

CIS 54 (Excel: Introduction to Spreadsheets): Fully Online, Partially Online. (Effective Date: Fall 2024)

CIS 55 (Integrating Office Applications): Fully Online, Partially Online. (Effective Date: Fall 2024)

GDDM 56 (Introduction to Graphic Design): Fully Online (FO). (Effective Date: Fall 2024)

KIN YO1 (Yoga 1): Fully Online (FO). (Effective Date: Spring 2024)

KIN YO2 (Yoga 2): Fully Online (FO). (Effective Date: Spring 2024)

NCIS 210 (Exploring IT Careers): Web-Hybrid (online & face-to-face), Web-Based (completely online). (Effective Date: Spring 2024)

Credit Course Deactivations
APRT 51 (Reddaway Heavy Truck Driving Academy) (Effective Date: Fall 2023)

APRT 52 (Reddaway Heavy Truck Driving Test Preparation) (Effective Date: Fall 2023)

APRT 94 (Occupational Work Experience - Reddaway Heavy Truck Driving) (Effective Date: Fall 2023)
> *Rationale: Reddaway (the apprenticeship sponsor) was bought by Yellow. Faculty decided to remove "Reddaway" from the title /go with generic "heavy trucking." APHT (Apprenticeship Heavy Trucking) is the new descriptor.*

New Noncredit Programs
Biotechnology Skills - Certificate of Completion: 48 Units. TOP Code: 0430.00 Biotechnology and Biomedical Technology*. CIP Code: 26.9999 Biological and Biomedical Sciences, Other. (Effective Date: Summer 2024)
> *Note 1: This is a Noncredit CDCP-funded program.*
> *Note 2: PSLOs to be reviewed at the 4/24/23 SLO Committee Meeting.*

ESL College Speaking and Listening Fluency Pathway: 162 Units. TOP Code: 4930.86 English as a Second Language—Speaking Listening. CIP Code: 32.0109 Second Language Learning. (Effective Date: Fall 2024)
> *Note 1: This is a Noncredit CDCP-funded program.*
> *Note 2: PSLOs approved at the 3/13/23 SLO Committee Meeting.*

School Matters Program: 16 Units. TOP Code: 4930.87 English as a Second Language- Integrated. CIP Code: 32.0109 Second Language Learning. (Effective Date: Spring 2024)
> *Note 1: This is a Noncredit CDCP-funded program.*
> *Note 2: PSLOs approved at the 3/13/23 SLO Committee Meeting.*

Credit Program Deactivations
Reddaway Heavy Truck Driving Certificate of Achievement (8 to fewer than 16 semester units) (Effective Date: Fall 2023)

Reddaway Heavy Truck Driving Academy Certificate of Achievement (16 to fewer than 60 semester units) (Effective Date: Fall 2023)
> *Rationale: Reddaway (the apprenticeship sponsor) was bought by Yellow. Faculty decided to remove "Reddaway" from the title /go with generic "heavy trucking." APHT (Apprenticeship Heavy Trucking) is the new descriptor.*

Voting Items   Faculty
> **All courses listed below can be taken only 1 time for credit unless otherwise noted.*

New Credit Courses
AMT 50 (Success in Aviation Maintenance): 1 Unit (0.5 Lecture, 0.5 Lab). Letter Grade. Prerequisite: N/A. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 52 (Basic Science of Aviation Maintenance Technology): 6.5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C; may be taken concurrently. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 52L (Basic Science of Aviation Maintenance Technology Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 54 (Survey of Aviation Maintenance Technology): 6.5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C; may be taken concurrently. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 54L (Survey of Aviation Maintenance Technology Laboratory): 3 Units (Lab). Letter Grade. Prerequisite: AMT 52 with a minimum grade of C; may be taken concurrently. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 60 (Airframe Systems I): 6.5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 60L (Airframe Systems I Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 62 (Airframe Systems II): 6.5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 62L (Airframe Systems II Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 64 (Airframe Systems III): 4 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 64L (Airframe Systems III Laboratory): 2 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 70 (Theory of Powerplants I): 5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

AMT 70L (Theory of Powerplants I Laboratory): 2.5 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
  Note: SLOs approved at the 4/10/23 SLO Committee Meeting.
AMT 72 (Theory of Powerplants II): 5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
  Note: SLOs approved at the 4/10/23 SLO Committee Meeting.
AMT 72L (Theory of Powerplants II Laboratory): 2.5 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
  Note: SLOs approved at the 4/10/23 SLO Committee Meeting.
AMT 74 (Advanced Powerplants I): 5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
  Note: SLOs approved at the 4/10/23 SLO Committee Meeting.
AMT 74L (Advanced Powerplants I Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
  Note: SLOs approved at the 4/10/23 SLO Committee Meeting.
AMT 76 (Advanced Powerplants II): 5 Units (Lecture). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
  Note: SLOs approved at the 4/10/23 SLO Committee Meeting.
AMT 76L (Advanced Powerplants II Laboratory): 3 Units (Lab). Letter Grade. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
  Note: SLOs approved at the 4/10/23 SLO Committee Meeting.
AMT 80 (Aviation Maintenance Technology Test Preparation): 1-3 Units (Lab). Letter Grade. Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
  Note: SLOs approved at the 4/10/23 SLO Committee Meeting.
APHT 51 (Heavy Truck Driving Academy): 9 Units (8.5 Lecture, 0.5 Lab). Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. Discipline: Transportation. (Effective Date: Spring 2024)
  Note 1: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.
  Note 2: SLOs presented at the 4/10/23 SLO Committee Meeting.
APHT 52 (Heavy Truck Driving Test Preparation): 0.5 Units (Lab). Letter or P/NP. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. Discipline: Transportation. (Effective Date: Spring 2024)
  Note 1: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.
  Note 2: SLOs presented at the 4/10/23 SLO Committee Meeting.
APHT 94 (Occupational Work Experience - Heavy Truck Driving Apprenticeship): 1-8 Units (Work Exp). Pass / No Pass. Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. Discipline: Work Experience Instructors or Coordinators. (Effective Date: Spring 2024)
  Note 1: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.
  Note 2: SLOs presented at the 4/10/23 SLO Committee Meeting.
KIN 1 (Sports Nutrition): 3 Units (Lecture). Letter Grade. Prerequisite: N/A. Discipline: Kinesiology or Nutritional Science/Dietetics. (Effective Date: Fall 2024)
  Note: SLOs noted on the 3/27/23 SLO Committee Meeting agenda (cross-listed with NTRN 5).

Modified Credit Courses

ECE 40 (Social and Emotional Foundations for Early Learning): 3 Units (Lecture). Letter Grade. Recommended Course Preparation: ECE 56 with a minimum grade of C; ECE 62 with a minimum grade of C. Discipline: Child Development/Early Childhood Education. (Effective Date: Spring 2024)

> *Primary Modifications: Course Content.*

ECE 63 (Early Childhood Curriculum): 4 Units (3 Lecture, 1 Lab). Letter Grade. Recommended Course Preparation: ECE 50 with a minimum grade of C; ECE 56 with a minimum grade of C. Discipline: Child Development/Early Childhood Education. (Effective Date: Spring 2024)

> *Primary Modifications: Catalog Description, Measurable Objectives, Course Content, Typical Texts.*

ECE 69 (Child Study: Observation and Assessment): 3 Units (Lecture). Letter Grade. Prerequisite: ECE 56 with a minimum grade of C. Discipline: Child Development/Early Childhood Education. (Effective Date: Spring 2024)

> *Primary Modifications: Catalog Description, Distance Education, Advisory Requisites, Measurable Objectives, Course Content, Methods of Instruction, Assignments, Methods of Evaluation, Texts.*

GDDM 4 (User Interface and User Experience Design): 3 Units (1.5 Lecture, 1.5 Lab). Letter or P/NP. Prerequisite: N/A. Discipline: Graphic Arts. (Effective Date: Fall 2024)

> *Primary Modifications: Methods of Instruction, Methods of Evaluation, Typical Texts (revised again on 3/21), Other Materials Required of Students, Equity Based Considerations (revised again on 3/21).*

KIN 18B (Athletic Training Practicum 2): 1 Unit (Lab). Letter or P/NP. Prerequisite: KIN 18A with a minimum grade of C. Discipline: Athletic Training. (Effective Date: Fall 2024)

> *Primary Modifications: Typical Texts.*

MKTG 61 (Professional Selling): 3 Units. Letter Grade or P/NP. Prerequisites: N/A. Discipline: Business or Management or Marketing. (Effective Date: Fall 2024)

> *Primary Modifications – Measurable Objectives, Course Content, Methods of Instruction, Assignments, Methods of Evaluation, Typical Texts, Other Materials Required of Students, Equity Based Curriculum*

PSYC 12 (Life-Span Psychology): 3 Units (Lecture). Letter or P/NP. Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method. Discipline: Psychology. (Effective Date: Fall 2024)

> *Primary Modifications: Distance Education, Methods of Instruction, Assignments, Methods of Evaluation, Typical Texts, Equity Based Considerations.*

New Credit Programs

Aviation Maintenance Technology Airframe Technician Certificate of Achievement: 45-48 Units. TOP Code: 0950.10 – Aviation Airframe Mechanics*. CIP Code: 47.0607 – Airframe Mechanics and Aircraft Maintenance Technology/Technician. (Effective Date: Fall 2024)

> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

Aviation Maintenance Technology Airframe Technician Associate of Science: 64-67 Units. TOP Code: 0950.10 – Aviation Airframe Mechanics*. CIP Code: 47.0607 – Airframe Mechanics and Aircraft Maintenance Technology/Technician. (Effective Date: Fall 2024)

> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

Aviation Maintenance Technology: Powerplant Technician Certificate of Achievement: 51-54 Units. TOP Code: 0950.10 – Aviation Airframe Mechanics*. CIP Code: 47.0607 – Airframe Mechanics and Aircraft Maintenance Technology/Technician. (Effective Date: Fall 2024)

> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

Aviation Maintenance Technology: Powerplant Technician Associate of Science: 71-77 Units. TOP Code: 0950.10 – Aviation Airframe Mechanics*. CIP Code: 47.0607 – Airframe Mechanics and Aircraft Maintenance Technology/Technician. (Effective Date: Fall 2024)

> *Note: SLOs approved at the 4/10/23 SLO Committee Meeting.*

Heavy Trucking Certificate of Achievement: 9.5 Units. TOP Code: 0947.50 - Truck and Bus Driving*. CIP Code: 49.0299 - Ground Transportation, Other. (Effective Date: Spring 2024)

> *Note 1: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.*
> *Note 2: SLOs approved at the 4/10/23 SLO Committee Meeting.*

Heavy Trucking Academy Certificate of Achievement: 17.5 Units. TOP Code: 0947.50 - Truck and Bus Driving*. CIP Code: 49.0299 - Ground Transportation, Other. (Effective Date: Spring 2024)

> *Note 1: This is a change in title to a generic descriptor, as Yellow Transportation acquired Reddaway.*
> *Note 2: SLOs approved at the 4/10/23 SLO Committee Meeting.*

Modified Credit Programs

Biology: Allied Health Associate of Science Degree: 60 Units. TOP Code: 0401.00 - Biology, General. CIP Code: 51.0000 – Health Services/Allied Health/Health Sciences, General. (Effective Date: Fall 2024)

- *Primary Modifications – Program Title, Total Units.*
- *Note: This program was voted on by the curriculum committee on March 20, 2023, but the title of the program was not properly reflected on the agenda.*

Other Voting Items

Discipline Placement
AMT 50 (Success in Aviation Maintenance): Discipline: Aeronautics. (Effective Date: Spring 2024)
AMT 52 (Basic Science of Aviation Maintenance Technology): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 52L (Basic Science of Aviation Maintenance Technology Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 54 (Survey of Aviation Maintenance Technology): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 54L (Survey of Aviation Maintenance Technology Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 60 (Airframe Systems I): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 60L (Airframe Systems I Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 62 (Airframe Systems II): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 62L (Airframe Systems II Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 64 (Airframe Systems III): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 64L (Airframe Systems III Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 70 (Theory of Powerplants I): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 70L (Theory of Powerplants I Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 72 (Theory of Powerplants II): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 72L (Theory of Powerplants II Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 74 (Advanced Powerplants I): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 74L (Advanced Powerplants I Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 76 (Advanced Powerplants II): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 76L (Advanced Powerplants II Laboratory): Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 80 (Aviation Maintenance Technology Test Preparation): Discipline: Aeronautics. (Effective Date: Fall 2024)
APHT 51 (Heavy Truck Driving Academy): Discipline: Transportation. (Effective Date: Spring 2024)
APHT 52 (Heavy Truck Driving Test Preparation): Discipline: Transportation. (Effective Date: Spring 2024)

APHT 94 (Occupational Work Experience - Heavy Truck Driving Apprenticeship): Discipline: Work Experience Instructors or Coordinators. (Effective Date: Spring 2024)
KIN 1 (Sports Nutrition): Discipline: Nutritional Science/Dietetics. (Effective Date: Fall 2024)

<u>**Advisory Requisites**</u>
AMT 52 (Basic Science of Aviation Maintenance Technology): Prerequisite: AMT 50 with a minimum grade of C; may be taken concurrently. (Effective Date: Fall 2024)
AMT 52L (Basic Science of Aviation Maintenance Technology Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 54 (Survey of Aviation Maintenance Technology): Prerequisite: AMT 52 with a minimum grade of C; may be taken concurrently. Corequisite: AMT 52; lab required with lecture. Discipline: Aeronautics. (Effective Date: Fall 2024)
AMT 54L (Survey of Aviation Maintenance Technology Laboratory): Prerequisite: AMT 52 with a minimum grade of C; may be taken concurrently. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 60 (Airframe Systems I): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 60L (Airframe Systems I Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 62 (Airframe Systems II): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 62L (Airframe Systems II Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 64 (Airframe Systems III): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 64L (Airframe Systems III Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 70 (Theory of Powerplants I): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 70L (Theory of Powerplants I Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 72 (Theory of Powerplants II): Prerequisite: AMT 50 with a minimum grade of C. (Effective Date: Fall 2024)
AMT 72L (Theory of Powerplants II Laboratory): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 74 (Advanced Powerplants I): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 74L (Advanced Powerplants I Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 76 (Advanced Powerplants II): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 76L (Advanced Powerplants II Laboratory): Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
AMT 80 (Aviation Maintenance Technology Test Preparation): Prerequisite: AMT 50 with a minimum grade of C. Corequisite: AMT 52; lab required with lecture. (Effective Date: Fall 2024)
APHT 51 (Heavy Truck Driving Academy): Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first

be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. (Effective Date: Spring 2024)

APHT 52 (Heavy Truck Driving Test Preparation): Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. (Effective Date: Spring 2024)

APHT 94 (Occupational Work Experience - Heavy Truck Driving Apprenticeship): Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Heavy Truck Driving apprenticeship and have a Class A Permit and DOT Medical card. (Effective Date: Spring 2024)

ECE 40 (Social and Emotional Foundations for Early Learning): Recommended Course Preparation: ECE 56 with a minimum grade of C; ECE 62 with a minimum grade of C. (Effective Date: Spring 2024)

ECE 63 (Early Childhood Curriculum): Recommended Course Preparation: ECE 50 with a minimum grade of C; ECE 56 with a minimum grade of C. (Effective Date: Spring 2024)

ECE 69 (Child Study: Observation and Assessment): Prerequisite: ECE 56 with a minimum grade of C. (Effective Date: Spring 2024)

KIN 18B (Athletic Training Practicum 2): Prerequisite: KIN 18A with a minimum grade of C. (Effective Date: Fall 2024)

PSYC 12 (Life-Span Psychology): Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method. (Effective Date: Fall 2024)

Distance Education
ECE 69 (Child Study: Observation and Assessment): Web-Hybrid (online & face-to-face); Web-Based (completely online). (Effective Date: Spring 2024)

PSYC 12 (Life-Span Psychology): Web-Hybrid (online and face-to-face), Web-Based (completely online), Fully Online (FO), Online with Flexible In-Person Component (OFI), Partially Online (PO). (Effective Date: Fall 2024)

Discussion Items

CurricUNET Workflow Item
Program Map approval in CurricUNET workflow   Craig Kutil

Reports
- o **Acting Vice President's Report**   Dyrell Foster
- o **Chair's Report**   Erick Bell
- o **Articulation Officer's Report**   Craig Kutil

Good of the Order
Adjournment
Next Regular Meeting: May 1, 2023 (*Note: Last meeting for First Readings*)