

New Course Proposal

Date Submitted: Fri, 29 Oct 2021 23:42:00 GMT

Viewing: **ETHS M40 : Introduction to Ethnic Studies**

Last edit: Mon, 08 Nov 2021 18:13:34 GMT

Changes proposed by: pcolman

Originator
pcolman

Co-Contributor(s)

Name(s)
Colman, Patricia (pcolman)

College	Moorpark College
Division	MC Bus, Beh/Social Sci, CD, ES, & Language
Department	Ethnic Studies (1217)

In Workflow

1. **1217 Chair**
2. **129 Dean**
3. **MC Technical Review - Action**
4. **MC Curriculum Committee Co-Chair - Faculty**
5. MC Curriculum Technician
6. MC Banner
7. Banner

Approval Path

1. Sat, 30 Oct 2021 03:00:46 GMT
Hugo Hernandez (hhernandez):
Approved for 1217 Chair
2. Sat, 30 Oct 2021 13:22:02 GMT
Howard Davis (HDavis): Approved for 129 Dean
3. Mon, 08 Nov 2021 18:14:06 GMT
Ana Barcnas (abarcnas):
Approved for MC Technical Review - Action

Need Statement (new courses only), or Justification/Reason for Change:

Introduction to Ethnic Studies is a core course for the AD-T in Ethnic Studies and will offer another choice for students looking to fulfill their CSU Area F requirement.

Attach Support
Documentation (as
needed)

Discipline (CB01A) ETHS - Ethnic Studies

Course Number M40
(CB01B)

Course Title (CB02) Introduction to Ethnic Studies

Banner/Short Title Introduction to Ethnic Studies

Credit Type Credit

Honors No

Start Term Fall 2022

Co-listed (Same-as)
Course(s)

Formerly

Formerly

Catalog Course

Description

Introduces foundational concepts and theories of the Ethnic Studies discipline by focusing on the four historically racialized groups in the United States: Native Americans, African Americans, Asian Americans and the Chicana/o community. Explores the social and political construction of race and ethnicity and emphasizes liberation, self-determination, and contemporary activism.

Additional Catalog
Notes

Additional historical
relevant notes on
this course

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience
Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Visits to museums, exhibits, lectures, cultural events, and other community activities related to Ethnic Studies may be required.

Grading method (L) Letter Graded

Alternate grading methods

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for No

Credit

Is this course part No

of a family?

Units and Hours

Carnegie Unit Override No

In-Class

Lecture	Minimum Contact/In-Class Lecture Hours	52.5	Maximum Contact/In-Class Lecture Hours
52.5			

Activity	Minimum Contact/In-Class Activity Hours		Maximum Contact/In-Class Activity Hours

Laboratory	Minimum Contact/In-Class Laboratory Hours		Maximum Contact/In-Class Laboratory Hours

Total in-Class

Total in-Class	Total Minimum Contact/In-Class Hours	52.5	Total Maximum Contact/In-Class Hours
52.5			

Outside-of-Class

Internship/Cooperative Work Experience

Paid	Minimum Paid Internship/Cooperative Work Experience Hours	Maximum Paid Internship/Cooperative Work Experience Hours
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Unpaid	Minimum Unpaid Internship/Cooperative Work Experience Hours	Maximum Unpaid Internship/Cooperative Work Experience Hours
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Total Outside-of-Class

Total Outside-of- Class	Minimum Outside-of-Class Hours 105	105	Maximum Outside-of-Class Hours
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Total Student Learning

Total Student Learning 157.5	Total Minimum Student Learning Hours	157.5	Total Maximum Student Learning Hours
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Minimum Units (CB07)	3	Maximum Units (CB06)	3
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Prerequisites

Corequisites

Advisories on
Recommended
Preparation

Limitations on
Enrollment

Entrance Skills

Student Learning

Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	identify the cultural, political, historical, economic, and institutional factors affecting the social construction of race and ethnicity.
2	apply critical frameworks and core concepts of Ethnic Studies such as decolonization, racialization, and intersectionality.
3	interpret how social justice and liberation as experienced by Native Americans, African Americans, Asian Americans and the Chicana/o community are connected to current societal issues.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	analyze and articulate concepts such as race and racism, racialization, ethnicity, ethno-centrism, discrimination, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism using an Ethnic Studies theoretical framework.
2	apply theory and knowledge produced by Native Americans, African Americans, Asian Americans, and/or the Chicana/o community to describe the critical events, cultures, intellectual traditions, contributions, lived-experiences and social struggles with a particular emphasis on agency and group-affirmation.
3	critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age within the Native American, African American, Asian American, and/or Chicana/o communities.
4	explain and asses how struggle, resistance, racial and social justice, solidarity and liberation as experienced and enacted by Native Americans, African Americans, Asian Americans, and/or the Chicana/o community are relevant to current and structural issues such as immigration, reparations, and language policies.
5	describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American, and/or Chicana/o communities to build a just and equitable society.

Course Content

Lecture/Course Content

I. Introduction to Ethnic Studies (5%)

1. History of the Discipline
 - a. 1968- San Francisco State University
 - b. Third World Liberation to Ethnic Studies
 - c. Ethnic Studies today
2. Definitions and Etymology
3. Methodologies in Ethnic Studies

II. Theoretical Approaches to Racism: Creating the "Other" (15%)

1. Prejudice, stereotyping, and labeling
2. Multiculturalism, pluralism, neoliberalism critique
3. Racial ideology, formation and identity
4. Critical Race Theory
5. Structural, colorblind, and modern racism
6. Ethnic stratification
7. Caste and colonialism theories
8. Decolonization theory
9. Racial capitalism
10. Internal colonialism: an American theory of race

III. Social Construction of Race (10%)

1. Racial ideology before the 19th century
2. 20th century pseudoscience and eugenics
3. Ethnic and racial political identities
4. Blood quantum
5. Census identification
6. Naturalization and citizenship
7. Tribal sovereignty

IV. Ideology into Practice: Foundational Racialization in the United States (25%)

1. Indigenous Americans
 - a. Settler-colonial experience
 - b. Removal and reservations
 - c. Assimilation
2. African Americans
 - a. The slave trade and diaspora
 - b. Abolition and resistance
 - c. Reconstruction
 - d. Jim Crow
 - e. World War II and *Brown vs. Board of Education*
3. Chicana/o Experience

- a. Colonization and imperialism
 - b. Manifest Destiny and land displacement
 - b. Mexican migration and the rise of nativism
 - c. Deportation and repatriation campaigns
 - d. World War II and Bracero program
4. Asian Americans
- a. Late 19th century and early 20th century immigration and exclusion
 - b. World War II
 - c. Model minority
 - d. Anti-Asian hate crimes

V. Cultural Intersectionality and the Lived Experience (15%)

- 1. Theoretical Development
 - a. Sojourner Truth, Kimberle Crenshaw, bell hooks, Audre Lorde, Gloria Anzaldua
- 2. Types of intersection
 - a. Structural
 - b. Political
 - c. Representational
- 3. Marxist and Feminist Approaches

VI. Contemporary Framework and Issues (30%)

- 1. Racial hierarchies and interracial politics
- 2. White supremacy and white privilege
- 3. Socioeconomic wealth inequalities
- 4. Racial groups in popular culture and media
- 5. Criminal Justice
 - a. School to prison pipeline
 - b. Police brutality
 - c. Criminal justice reform
- 6. Education
 - a. Boarding schools
 - b. Racially segregated school systems
 - c. Affirmative action
 - b. Equity
- 7. Racial and Social Justice Movements
 - a. Black Power to Black Lives Matter
 - b. Immigrant rights
 - c. Tribal treaty land claims
 - d. Asian American Movement
 - e. Chicano Movement
- 8. Interracial Coalition Movements

- a. 1946 Hawaiian Sugar Strike
- b. Black-Asian Alliances
- c. United Farm Workers-Black Power Movement
- d. The making of D-Q University

Laboratory or

Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course?
(Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

- Essay exams
- Group projects
- Individual projects
- Journals
- Objective exams
- Oral analysis/critiques
- Oral presentations
- Performances
- Portfolios
- Quizzes
- Reports/papers
- Research papers
- Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

- Audio-visual presentations
- Case studies

Class activities
Class discussions
Collaborative group work
Demonstrations
Distance Education
Field experience/internship
Field trips
Group discussions
Guest speakers
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will lecture and use PowerPoint and video to enhance the visual learning process. Students will be put into small groups to read sources and answer questions collectively. Students will conduct research projects, gathering information from the college library pertaining to Ethnic Studies and present research projects to the class.

Representative Course Assignments

Writing

Assignments

Write a research paper comparing and contrasting the immigrant experiences of at least two ethnic groups. Evaluate audio, visual, or print sources and write a review of how one or more ethnic group is portrayed in the media.

Maintain a written journal responding to current events involving race and ethnicity such as police reform or affirmative action.

Critical Thinking

Assignments

Participate in group debates on topics such as opposing viewpoints on reparations in the United States. Utilize Ethnic Studies methodology and models to interpret their own lived experiences. Research and report on ethnic and racial housing patterns within Ventura County.

Reading

Assignments

Reading course texts, supplemental readings, and handouts.
Reading and annotating articles from scholarly journals such as *Ethnic Studies Review* published by UC Press.

Skills

Demonstrations

Other assignments
(if applicable)

Outside Assignments

Representative

Outside

Assignments

Attend a lecture, cultural or community event that addresses an issue relevant to Ethnic Studies.

Visit a site or museum relevant to one or more of the four historically racialized groups such as the Japanese American National Museum in Los Angeles.

Utilize the Library resources to research and write a paper on an assigned topic in Ethnic Studies.

Articulation

C-ID Descriptor

Number

Status

Equivalent Courses

at 4 year

institutions

University	Course ID	Course Title	Units
Cal State University, San Marcos	ETST 101	Introduction to Ethnic Studies	3
UC Berkley	ETH STD 11AC	Introduction to Ethnic Studies	4
Cal Lutheran University	ERS 101	Introduction to Ethnic and Race Studies	4
Cal Poly San Luis Obispo	ES 114	Introduction to Ethnic Studies	3

Comparable

Courses within the

VCCCD

Equivalent Courses

at other CCCs

College	Course ID	Course Title	Units
Chabot College	ES 1	Introduction to Ethnic Studies	3

College	Course ID	Course Title	Units
Citrus College	ETHN 101	Introduction to Ethnic Studies	3
Irvine Valley College	ETHN 10	Introduction to Ethnic Studies	3

Attach Syllabus

District General Education

Select the area where the course is being proposed or is already approved. Check all applicable areas. The area definition criteria are governed by Title 5, CSUCO, UCOP, and/or applicable authorities. See the articulation officer for the latest information.

A. Natural Sciences

A1. Biological Science

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

A2. Physical Science

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

B. Social and Behavioral Sciences

B1. American History/Institutions

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

B2. Social and Behavioral Sciences

Proposed

Date Proposed: 12/2020

Date Approved:

Date Denied:

Reason Denied:

Effective term:

C. Humanities

C1. Fine/Performing Arts

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

C2. Humanities

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

D. Language and Rationality

D1. English Composition

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

D2. Communication/Analytical Thinking

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

E. Health and Physical Education/Kinesiology

E1. Health Education

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

E2. Physical Education

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Proposed

Date Proposed: 12/2021

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Course is CSU transferable	Yes
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CSU Baccalaureate List effective term:	FALL 2022
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CSU GE-Breadth

Select whether a course is being proposed for a particular area(s) or is already approved. Check all applicable areas. The area definition criteria are governed by Title 5, CSUCO, UCOP, and/or applicable authorities. See the articulation officer for the latest information.

Area A: English Language Communication and Critical Thinking

A1 Oral Communication

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

A2 Written Communication

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

A3 Critical Thinking

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area B: Scientific Inquiry and Quantitative Reasoning

B1 Physical Science

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

B2 Life Science

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

B3 Laboratory Activity

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

B4 Mathematical/Quantitative Reasoning

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area C: Arts and Humanities

C1 Arts: Arts, Cinema, Dance, Music, Theater

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

C2 Humanities: Literature, Philosophy, Languages Other than English

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area D: Social Sciences

D Social Sciences

Proposed

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

12/2021

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Fall 2022

Expiration term:

Attach File

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area F: Ethnic Studies

F Ethnic Studies

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

Indicate whether the course is being proposed to meet one of the following requirements. Approvals, denials, and dates are to be entered by the Articulation Officer.

US - 1: Historical development of American Institutions and Ideals

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

US - 2: U.S. Constitution and Government

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

US - 3: California State and Local Government

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

UC TCA

Indicate whether the course is being proposed for the University of California Transfer Course Agreement (UC TCA) or is already approved. The effective term is to be entered by the Articulation Officer.

UC TCA

Proposed

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed: 6/2022

Date Approved:

Date Denied:

Reason Denied:

Effective term: Expiration term:

Attach File

IGETC

Select whether a course is being proposed for a particular area(s) or is already approved. Check all applicable areas. The area definition criteria are governed by Title 5, CSUCO, UCOP, and/or applicable authorities. See the articulation officer for the latest information.

Area 1: English Communication

Area 1A: English Composition

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term: Expiration term:

Attach File

Area 1B: Critical Thinking and Composition

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area 1C: Oral Communication

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 2A: Mathematical Concepts & Quantitative Reasoning

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area 3: Arts and Humanities

Area 3A: Arts

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area 3B: Humanities

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Proposed

Date submitted to ASSIST:

MM/DD/YYYY

Date Proposed:

12/2022

Date Approved:

Date Denied:

Reason Denied:

Effective term:

Expiration term:

Attach File

Area 5: Physical and Biological Sciences

Area 5A: Physical Science

Date submitted to ASSIST: MM/DD/YYYY
Date Proposed:
Date Approved:
Date Denied:
Reason Denied:
Effective term: Expiration term:

Attach File

Area 5B: Biological Science

Date submitted to ASSIST: MM/DD/YYYY
Date Proposed:
Date Approved:
Date Denied:
Reason Denied:
Effective term: Expiration term:

Attach File

Area 5C: Laboratory Science

Date submitted to ASSIST: MM/DD/YYYY
Date Proposed:
Date Approved:
Date Denied:
Reason Denied:
Effective term: Expiration term:

Attach File

Area 6: Languages Other than English (LOTE)

Area 6: Languages Other than English (LOTE)

Date submitted to ASSIST: MM/DD/YYYY

Date Proposed:

Date Approved:

Date Denied:

Reason Denied:

Effective term: Expiration term:

Attach File

Textbooks and Lab Manuals

Resource Type Textbook

Classic Textbook Yes

Description

Messer-Kruse, Tim. *Ethnic Studies: Critical Fundamentals*. Revised 2nd ed., Achromatic Books, 2018.

Resource Type Textbook

Classic Textbook

Description

Fitzgerald, Kathleen J. *Recognizing Race and Ethnicity: Power, Privilege, and Inequality*. 3rd edition, Routledge, 2020.

Resource Type Textbook

Classic Textbook

Description

Omi, Michael and Winant, Howard. *Racial Formation in the United States*. 3rd edition, Routledge, 2014.

Resource Type Other Instructional Materials

Description

Jones, Nikki. *The Chosen Ones: Black Men and the Politics of Redemption*. University of California Press, 2018.

Resource Type Other Instructional Materials

Description

De Anda, Irsi. *Codeswitch: Fires de mi Corazon*. Los Writers Underground Press, 2016.

Library Resources

Assignments

requiring library
resources

Utilize the Library's print and online resources for research. Access film content such as the Race and Class Studies Collection available through Kanopy streaming.

Sufficient Library Yes
Resources exist

Example of
Assignments
Requiring Library
Resources

Utilize the Library's print and online resources to research and write a paper on an assigned topic concerning one of the four historically racialized groups. Topics might include the debate over slavery reparations or the Chinese Exclusion Act. Materials should include primary and secondary sources. Also research using Library monographs on various topics covered in the course. Internet availability in the Library's open access lab.

Distance Education Addendum

Definitions

Distance Education	Hybrid (1%–50% online)
Modalities	Hybrid (51%–99% online) 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50%
online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

Hybrid (51%–99%
online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
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Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

100% online

Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
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Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

Examinations

Hybrid (1%–50% online) Modality	On campus Online
Hybrid (51%–99% online) Modality	On campus Online

Primary Minimum Qualification ETHNIC STUDIES

Additional Minimum Qualifications

Additional local certifications

required

Review and Approval Dates

Department Chair	10/30/2021
Dean	10/30/2021
Technical Review	11/04/2021
Curriculum Committee	MM/DD/YYYY
DTRW-I	MM/DD/YYYY
Curriculum Committee	MM/DD/YYYY
Board	MM/DD/YYYY
CCCCO	MM/DD/YYYY
Control Number	
DOE/accreditation approval date	MM/DD/YYYY

Reviewer

Comments

Danielle Kaprelian (dkaprelian) (Tue, 02 Nov 2021 21:48:20 GMT): Very minor edits to textbook formatting - Library assignments look great. Thank you Patty!

Letrisha Mai (Imai) (Wed, 03 Nov 2021 02:01:35 GMT): -completed transfer/artic info. Will propose for UC in June 2022 and 12/2022 for effective F2022; Will propose for CSU GE in 12/2021, to be effective F2022.

Wade Bradford (wbradford) (Wed, 03 Nov 2021 19:08:56 GMT): Should "self determination" be hyphenated? In #4 of the objective: change "asses" to "assess" Rephrase the first Reading Assignment (Make parallel, and perhaps make it more specific?)

Scarlet Relle (srelle) (Thu, 04 Nov 2021 17:19:57 GMT): - CSLO #2 need to change the verb understand. - course content does not have % of time.

Key: 7469