



Santiago Canyon College
Course Outline of Record Report
 01/13/2026

ESL800 : ESL for Healthcare Careers

General Information

| | |
|-------------------------------------|---|
| Author: | <ul style="list-style-type: none"> Rita Van Dyke-Kao Sanchez, Patty |
| Course Code (CB01) : | ESL800 |
| Course Title (CB02) : | ESL for Healthcare Careers |
| Program: | ESL Integrated* |
| Proposal Start: | Fall 2024 -Cont. Ed. |
| TOP Code (CB03) : | (4930.87) English as a Second Language–Integrated |
| CIP Code: | (32.0108) Developmental/Remedial English. |
| SAM Code (CB09) : | E - Non-Occupational |
| Distance Education Approved: | Yes |
| Is Distance Education Course: | Yes |
| Course Control Number (CB00) : | CCC000645392 |
| Curriculum Committee Approval Date: | 05/06/2024 |
| Board of Trustees Approval Date: | 06/10/2024 |
| External Review Approval Date: | 06/14/2024 |
| Course Description: | Prepares intermediate and advanced-level ESL students with the language skills required to explore medical vocational programs in Career Education (such as Behavior Technician, Caregiver/Personal Care Aid, Lactation Educator Specialist, Nursing Assistant, and Medical Billing). Expand vocabulary and communicative ability to inquire about healthcare sector occupations. Comprehensive overview of the various pathways within the allied health field and certificate requirements. Open Entry/Open Exit. |
| Submission Rationale: | Change to Content Change to hours from 96-216 hours (removed hour range) to 32 hours, SLOs, course objectives and content. |
| Author: | <ul style="list-style-type: none"> Rita Van Dyke-Kao Sanchez, Patty |

Course Development Options

| | | |
|----------------------------------|------------------------------------|---|
| Basic Skill Status (CB08) | Course Special Class Status (CB13) | Grading Criteria |
| Course is a basic skills course. | Course is not a special class. | <ul style="list-style-type: none"> Pass/No Pass Satisfactory Progress Other: (P) PASS: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70% or higher using various methods of evaluation/multiple measures. (SP) SATISFACTORY PROGRESS: The student has demonstrated proficiency |

in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of evaluation/multiple measures. (NP) NO PASS: The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/multiple measures.

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

99

Course Prior To College Level (CB21)

Four levels below transfer.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

CE - Continuing Education

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Course Capacity

999

Associated Programs

Course is Part of a Credential (CB24)

Associated Program

Award Type

Active

ESL for CNA and Caregiving, COM

Certificate of Competency

Spring 2025 -Cont Ed.

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Not Applicable

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

Units and Hours: Non-credit profile

Summary

Minimum Units (CB07) 0

Maximum Units (CB06) 0

Total Course In-Class (Contact Hours) 32

Total Course Out-of-Class Hours 0

Total Student Learning Hours 32

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

English as a Second Language (ESL).

Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Work Experience Education Status (CB10)

Weekly Student Hours

Course Student Hours

| | In Class | Out of Class |
|------------------|-----------------|---------------------|
| Lecture Hours | 1.78 | 0 |
| Laboratory Hours | 0 | 0 |
| Activity Hours | 0 | 0 |

| | |
|--|----|
| Course Duration (Weeks) | 18 |
| Hours per unit divisor | 54 |
| Course In-Class (Contact) Hours | |
| Lecture | 32 |
| Laboratory | 0 |
| Activity | 0 |
| Total | 32 |

| | |
|----------------------------------|---|
| Course Out-of-Class Hours | |
| Lecture | 0 |
| Laboratory | 0 |
| Activity | 0 |
| Total | 0 |

Minimum & Maximum Hour Range

No value

Units and Hours: Non-credit profile - Weekly Specialty Hours

| Activity Name | Type | In Class | Out of Class |
|---------------|----------|----------|--------------|
| No Value | No Value | No Value | No Value |

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ESL303 - Intermediate Low

or equivalent

Entrance Skills

| Entrance Skills | Description |
|-----------------|-------------|
| No value | No value |

Limitations on Enrollment

| Limitations on Enrollment | Description |
|---------------------------|-------------|
| No value | No value |

Specifications

| Methods of Instruction | |
|------------------------|----------------------|
| Methods of Instruction | Activity |
| Rationale (Optional) | No value |
| Methods of Instruction | Cooperative Learning |
| Rationale (Optional) | No value |
| Methods of Instruction | Discussion |
| Rationale (Optional) | No value |
| Methods of Instruction | Distance Education |
| Rationale (Optional) | No value |
| Methods of Instruction | Guest Lecturers |
| Rationale (Optional) | No value |
| Methods of Instruction | Handouts |

| | |
|---|-------------------------------|
| Rationale (Optional) | No value |
| Methods of Instruction | Instructor-Prepared Materials |
| Rationale (Optional) | No value |
| Methods of Instruction | Journaling |
| Rationale (Optional) | No value |
| Methods of Instruction | Mediated Learning |
| Rationale (Optional) | No value |
| Methods of Instruction | Multimedia Presentations |
| Rationale (Optional) | No value |
| Outside-of-Class Assignments Only | |
| <i>To accelerate the learning of the required course competencies, students are encouraged to dedicate time outside of class to:</i> | |
| <ul style="list-style-type: none"> • speak English with family, friends, neighbors, co-workers, and classmates, and to practice voice recordings and public speaking. • listen to information in English in TV shows, movies, news, videos, podcasts, and other media. • read labels, statements, articles, newspapers, stories, books, and other materials. • write lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings. • review course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects | |
| Methods of Evaluation | Rationale (Optional) |
| Computer Assignments | No value |
| Exams/Tests | No value |
| Group Projects | No value |
| Observation and evaluation of attitudes and actions | No value |
| Open-ended and controlled dialogues | No value |
| Oral Presentation | No value |
| Projects | No value |
| Quizzes | No value |
| Worksheets | No value |
| Competency-based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor | No value |
| Standard instrument measuring student subjective opinion | No value |

Standardized instrument objectively measuring student knowledge No value

Textbook Rationale

No Value

Textbooks

| Author | Title | Publisher | Date | ISBN |
|----------|----------|-----------|----------|----------|
| No Value | No Value | No Value | No Value | No Value |

Other Instructional Materials

Description Textbook selected from ESL Department Book List
Author
Citation No value

Description Instructor-developed materials
Author
Citation No value

Description Open Educational Resources (OER)
Author
Citation No value

Materials Fee

No value

Learning Outcomes

Course Objectives

Explore career pathways within the allied health sector, highlighting the duties and responsibilities in: a. Behavior Technician b. Caregiver/Personal Care Aid c. Certified Nursing Assistant (CNA) d. Lactation Educator Specialist e. Medical Billing

Examine educational and certification requirements for allied health careers.

Explain career goals within the healthcare field and develop actionable plans to achieve these goals.

CSLOs

Identify and explain the roles, responsibilities, and educational requirements of specific allied health careers.

Expected SLO Performance: 70.0

Align personal career aspirations with the appropriate vocational pathway by completing a 5-step action plan.

Expected SLO Performance: 70.0

Outline

Course Outline

The ESL Program recognizes that our students' race, ethnicity, linguistic background, national origin, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English language skills.

- **Language Structure and Grammar** (12 hours)
 - Simple and compound sentences
 - Affirmative, negative, and interrogative sentences.
 - Simple present and past
 - Future tense
- **Listening** (6 hours)
 - Allied health careers roles and responsibilities
 - Lectures about career planning
- **Speaking** (6 hours)
 - Career aspirations and planning
 - Open-ended questions about allied health careers
- **Reading** (6 hours)
 - Allied health career descriptions
 - Texts regarding pathways for education and certification in the healthcare field
- **Digital Literacy** (2 hours)
 - Website navigation of school site and employment platforms

Total hours: 32 hours

Distance Education Addendum

1. Select the distance education modality. A Distance Education Addendum (DEA) that is 100% online includes hybrid modality. For EDEA - In consultation with the department, the instructor of record determines emergency status, which can apply to any teaching environment that the instructor deems potentially unsafe. This section was revised in 2022, to view prior DEAs then select "Show History" in the Curriculum Library.

- 100% Online

2. Title 5 (55204) states that "Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, email, or other activities." Describe the methods of instruction applied in this course and include any strategies that will ensure regular and substantive contact between students and the instructor in the online modality.

This class is online. The textbook and lab assignments will be delivered through an online Learning Management System (LMS), such as Canvas. Instructors may also deliver online content to replicate ongoing traditional classroom interaction (i.e., instructor-student, student-student, student-instructor) in multiple formats (e.g., a combination of discussion boards, blogs, wikis; instructor-developed web lectures, converted PowerPoint presentations, digital video clips; graphics, digital animations; online reference resources; chats, e-mail, webinars; publisher-prepared online materials including CD/DVD support materials and textbook supplements; instructor blog/website; online libraries; and OER resources).

This distance education course will include regular effective contact. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. This distance education course is considered a "virtual equivalent" of a face-to-face course. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances (such as holidays and weekends).

Instructors will maintain regular effective contact related to the course through an LMS such as Canvas; hold group and individual meetings; coordinate orientations, review sessions, supplemental seminars, or study lessons; and clearly establish contact policies via text, e-mail, or other media options (e.g., video conferencing). Instructors may use announcements, discussion boards, wikis, blogs, or similar technology available at the time the course is offered. Instructors trained in the teaching of English as a Second Language will design this interaction to be effective by being relevant to recent or upcoming content, to current events, or to information that students can use to relate the course content to other experiences. Using a wide variety of strategies will allow for student differences in contacting the instructor and/or other students. Instructors will ensure the lines of communication remain open between the instructor and the students. Instructors will provide regular feedback on assignments, which may be held during a 30-minute virtual meeting with each individual student. Also, each student will have the opportunity to ask questions and have those questions addressed through class discussion boards.

3. Describe the ways regular and substantive student-to-student contact will be monitored and promoted.

This course will include online student group discussion boards in order to foster interaction in the target language. Instructors will use discussion boards to facilitate class discussion, along with the possibility of using blogs, wikis, journals, etc., allowing student-to-student posts, which will provide further opportunities for students to interact in a virtual environment. Instructors will view these interactions regularly, making constructive comments to assure the effectiveness of student-to-student contact.

4. Describe ways student learning will be evaluated and provide examples.

Student learning will be evaluated by a combination of formative and summative assessments (e.g., homework assignments, quizzes, tests, online activities, and evaluations consistent with the Course Outline of Record). Opportunities for student self-assessment will be provided at the end of each learning module, as formative assessments. Examinations and assignments will be given and submitted online. Students are expected to conduct two hours of outside study time for every one lecture hour as stated in the Course Outline of Record.

5. List any special texts, equipment, or supplies needed for this course or sections of this course being offered through distance education.

Access to an up-to-date computer with Office Applications (MS Word, PowerPoint, Excel, OR Pages, Keynote, Numbers, OR Open Office equivalents), webcam, speakers and microphone, and reliable high-speed internet connection that is capable of supporting streaming video. Internet speed of 4Mbps download and 512kbps upload or faster is recommended. Students should have access to at least two Internet browsers (e.g., Mozilla Firefox, Safari, Google Chrome). Instructors might require the use of a particular browser. Students should have a "backup" computer/plan in the event that their main computer experiences technological difficulties. Students may be required to use a webcam for quizzes, tests, and exams.

6. Describe the college resources required for this course, e.g., facilities, technology, student support services, etc.

Technology: Computers, tablets, the Internet, and an LMS (such as Canvas).

Student Support Services: Students are not required to use any college resources, but should have access, as needed, to available online library services, counseling, tutoring, DSPS, and computer lab/learning center.

7. Section 55200 of title 5 states "In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d)." What technologies will be used for instruction, e.g., videos, images, etc.? Explain the ways that will ensure that these technologies will be accessible to students with disabilities.

Online classes at Santiago Canyon College are designed to be welcoming, accessible, and usable by everyone, including students who are English language learners, have a variety of learning styles, have disabilities, or are new to online learning. The instructor of this online class will work with DSPP to ensure that all course materials are ADA accessible before being offered to the public, such as documents being correctly formatted, images having alternate text descriptions, audio is transcribed, video is closed captioned, and third-party materials, such as publisher materials, websites, or shared student materials, are evaluated for accessibility and inaccessible elements are appropriately accommodated when needed.