



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, April 29, 2020, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/97582137592>

Or iPhone one-tap (US Toll): +16699006833,97582137592# or +13462487799,97582137592#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 975 8213 7592

International numbers available: <https://cccconfer.zoom.us/j/97582137592>

Or Skype for Business (Lync):

SIP:97582137592@lync.zoom.us

Members:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Nick Mata	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Emin Menachekanian	Lydia Strong
Brenda Antrim	Gary Huff	Jennifer Merlic	Toni Trives
Garen Baghdasarian	Sasha King	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Jae Lee	Estela Narrie	Michael John Siemer (A.S.)
Dione Carter	Jamar London	Lee Pritchard	Safa Saleem (A.S.)

Interested Parties:

Clare Battista	Rachel Demski	Maral Hyeler	Scott Silverman
Maria Bonin	Vicki Drake	Stacy Neal	Esau Tovar
Patricia Burson	Kiersten Elliott	Patricia Ramos	Tammara Whitaker
Susan Caggiano	Tracie Hunter	Estela Ruezga	A.S. President

Ex-Officio Members:

Nathaniel Donahue

(Information items are listed numerically; action items are listed alphabetically)

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes 4

V. Chair's Report

VI. Information Items

1. Redesign of the Student Experience

(Non-Substantial Changes)

2. IARC 56 Contemporary Spatial Design Studies
3. PHYS 3 Human Physiology

VII. Action Items

(Consent Agenda)

• Program Maps

a. Accounting AS	10
b. Accounting AS w/ Staff Accountant CoA	11
c. Administration of Justice AS-T	12
d. Animation (3D Production Concentration) AS/Certificate of Achievement	13
e. Animation (Visual Development Concentration) AS/Certificate of Achievement	14
f. Anthropology AA-T Transfer	15
g. Architecture AS/Certificate of Achievement.....	16
h. Architecture AS CSU Transfer	17
i. Architecture and Interior Design Digital Production Certificate of Achievement.....	18
j. Child and Adolescent Development AA-T	19
k. Digital Media (Digital Audio Concentration) AS/Certificate of Achievement	20
l. Digital Media (Digital Video Concentration) AS/Certificate of Achievement	21
m. Early Childhood Associate Teacher Certificate of Achievement	22
n. Early Childhood Studies AS/Certificate of Achievement.....	23
o. Early Intervention Assistant AS/Certificate of Achievement.....	24
p. Elementary Teacher Prep – Transfer	25
q. Infant Toddler Teacher AS/Certificate of Achievement.....	26
r. Interior Architectural Design AS/Certificate of Achievement.....	27
s. Interior Architectural Design AS CSU Transfer.....	28
t. Interior Architectural Design Fundamentals Certificate of Achievement	29

(Courses: New)

u. CS 73L Cybersecurity Literacy	30
v. IXD 480 Design for the Future (Prerequisite: IXD 460, Active enrollment in the B.S. Interaction Design program)	36
w. PHILOS 8 Critical Thinking and Writing for Civic Life (Prerequisite: ENGL 1).....	40

(Courses: Distance Education)

x. CS 73L Cybersecurity Literacy	33
y. DMPOST 4 Digital Image Fundamentals.....	46
z. GIS 23 Intermediate Geographic Information Systems (<i>same as GEOG 23</i>).....	51

(Courses: Global Citizenship)

aa. CS 73L Cybersecurity Literacy	31
bb. IARC 56 Contemporary Spatial Design Studies	57

(Programs: New)

cc. Architecture AS/Certificate of Achievement..... (Program map on page 16)	60
dd. Architecture and Interior Design Digital Production Certificate of Achievement	81
(Program map on page 18)	
ee. Entry Level Business Information Assistant Certificate of Achievement.....	94

ff. Interior Architectural Design Fundamentals Certificate of Achievement..... 105
(Program map on page 29)

(Programs: Revisions)

gg. Interior Architectural Design AS/Certificate of Achievement 118
(Program map on page 27)

hh. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Dana Nasser or Jason Beardsley by email if you are unable to attend this meeting.



1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, April 8, 2020, 3:00 p.m.
Zoom Meeting

Members Present:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Emin Menachekian	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Jennifer Merlic	Lydia Strong
Brenda Antrim	Gary Huff	Jacqueline Monge	Toni Trives
Garen Baghdasarian	Sasha King	Estela Narrie	Audra Wells
Fariba Bolandhemat	Jae Lee	Lee Pritchard	Safa Saleem (A.S.)
Dione Carter	Jamar London		

Members Absent:

Nick Mata	Michael John Siemer (A.S.)
-----------	----------------------------

Others Present:

Ciaran Brewster	Rachel Demski	Brandon Lewis	Maria Munoz
Susan Caggiano	Chris Fria	Eric Minzenberg	Howard Stahl
Nicole Chan	Jo Hao	Marissa Moreno	

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:11 pm.

Motion to approve the agenda with taking items out-of-order to accommodate faculty guests, and address/vote on Program Maps first

Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley

The motion passed unanimously.

II. Public Comments

None

III. Announcements

- Jennifer Merlic provided an update from the Chancellor's Office re: COVID-19. For the Spring semester, the Department of Education relaxed rules for offering classes online. However, as authorization has not yet been granted for the Summer and Fall, the Chancellor's Office is requesting all colleges to submit any courses to be offered online/remotely to be submitted through the college Distance Education approval process by December. Currently looking into whether there needs to be an alternate Distance Education approval process for emergencies such as this; there will also need to be a plan for Professional Development for faculty. There will be another meeting on Monday that will provide more information; further updates coming soon.
- Estela Narrie announced that the Chancellor's Office is holding a Zoom meeting on Tuesday, April 14 at 2:00 pm for Journalism students in covering the outbreak.

IV. Approval of Minutes

Motion to approve the minutes of March 4 meeting with revision to VII. Action Items, dd. Changes to

degrees and certificates as a result of courses considered on this agenda – GEOL 7 and GEOL 32 to only be added to the General Science AA degree.

Motion made by: Jennifer Merlic; **Seconded by:** Sheila Cordova

Y: 17; N: 1 (Jae Lee); A: 2 (Sasha King, Toni Trives)

V. Chair's Report

- The chair announced that the Curriculum Committee will hold the remaining scheduled meetings this spring. Faculty members were encouraged to continue to submit curriculum proposals and reach out with questions.
- Curriculum Committee deadlines were reviewed as well as the post-curriculum committee actions that need to be taken before a course or program can be scheduled.

VI. Information Items

1. Redesign of the Student Experience
There are currently over 100 maps; today we're reviewing/approving six to start the process, see what the maps look like, how everything is progressing. Departments have voted on and approved the maps already. There are currently 60+ maps that have been approved by faculty.

(Non-Substantial Changes)

2. Asian Studies Certificate of Achievement
3. ARC 11 Design Communication 1
4. ARC 20 Studio 2
5. ARC 21 Design Communication 2
6. ARC 30 Studio 3
7. ARC 31 Design Communication 3
8. ARC 40 Studio 4
9. ARC 41 Design Communication 4
10. ARC 51 Design Communication 5
11. IARC 15 2D Color Theory
12. EDUC 12 Introduction to Elementary Classroom Teaching & Field Experiences
13. FASHN 20 Fashion Styling and Visual Presentation

VII. Action Items

(Courses: New)

- a. ANTHRO 11 Introduction to Primatology
Motion to approve ANTHRO 11 with no revisions.
Motion made by: Garen Baghdasarian; **Seconded by:** Toni Trives
The motion passed unanimously.
- b. IXD 481 Independent Studies in Interaction Design
Motion to approve IXD 481, IXD 482, and IXD 483 as a block with minor revisions to course description, SLOs, and addition of a prerequisite: "Admission to the Bachelor of Science in Interaction Design" for all three courses.
Motion made by: Sheila Cordova; **Seconded by:** Estela Narrie
The motion passed unanimously.
- c. IXD 482 Independent Studies in Interaction Design
Course passed as a block with IXD 481 (VII. b.)
- d. IXD 483 Independent Studies in Interaction Design
Course passed as a block with IXD 481 (VII. b.)

(Courses: Substantial Changes)

- e. ANIM 23 2D Web Animation (Formerly ET 34; Updated: Discipline/Number/Name; Description;

Hours: Lecture 5 to 2, Lab 0 to 1 (no change to units); SAM code; Skills Advisory: ET 11 to ANIM 2; SLOs; Objectives/Content; Methods of Evaluation)

Motion to approve ANIM 23 with no additional revisions.

Motion made by: Sheila Cordova; **Seconded by:** Jacqueline Monge

The motion passed unanimously.

Motion to approve ANIM 23 skills advisory of ANIM 2 with no revisions.

Motion made by: Audra Wells; **Seconded by:** Sasha King

The motion passed unanimously.

- f. DMPOST 33 Advanced Digital Compositing (Formerly ET 33; Updated: Discipline; TOP code; Arranged Hours 2 to 1 (no change to units); Skills Advisory: ET 32 to DMPOST 31; SLOs; Content; Methods of Evaluation)

Motion to approve DMPOST 33, DMPOST 50, DMPOST 51, and DMPOST 52 as a block with no additional revisions.

Motion made by: Sheila Cordova; **Seconded by:** Toni Trives

The motion passed unanimously.

Motion to approve skills advisories for DMPOST 33, DMPOST 50, DMPOST 51, and DMPOST 52 as a block with no revisions.

Motion made by: Sasha King; **Seconded by:** Jae Lee

The motion passed unanimously.

- g. DMPOST 50 Digital Effects (Formerly ET 64; Updated: Discipline/Number/Name; Description; Hours: Lecture 3 to 2, Lab 0 to 1, Arranged 0 to 2 (no change to units); Skills Advisory: ET 24 and ET 94 to DMPOST 4; SLOs; Content; Methods of Evaluation/Presentation)

Course passed a block with DMPOST 33 (VII. f.)

Advisory passed as a block with DMPOST 33 (VII. f.)

- h. DMPOST 51 Digital Tracking and Integration (Formerly ET 63; Updated: Discipline/Number; TOP/SAM code; Hours: Lecture 4 to 2, Lab 0 to 1, Arranged 1 to 2 (no change to units); Skills Advisory: ET 24 and ET 91 to DMPOST 3; SLOs; Objectives/Content; Methods of Evaluation)

Course passed a block with DMPOST 33 (VII. f.)

Advisory passed as a block with DMPOST 33 (VII. f.)

- i. DMPOST 52 Advanced Digital Effects (Formerly ET 65; Updated: Discipline/Number/Name; SAM code; Hours: Lecture 4 to 2, Lab 0 to 1, Arranged 1 to 2 (no change to units); Skills Advisory: ET 64 to DMPOST 50; SLOs; Methods of Presentation/Evaluation)

Course passed a block with DMPOST 33 (VII. f.)

Advisory passed as a block with DMPOST 33 (VII. f.)

- j. GAME 1 Game Design Fundamentals (Formerly ET 42; Updated: Discipline/Number; Description; SLOs; Methods of Evaluation/Presentation)

Motion to approve GAME 1 and GAME 2 as a block with no additional revisions.

Motion made by: Estela Narrie; **Seconded by:** Gary Huff

The motion passed unanimously.

- k. GAME 2 Game Mechanics (Formerly ET 44; Updated: Discipline/Number/Name; Description; TOP code; SLOs; Objectives/Content; Methods of Evaluation/Presentation; Removed Skills Advisory)

Course passed a block with GAME 1 (VII. j.)

- l. GAME 20 Game Design Studio 2 (Formerly ET 13; Updated: Discipline/Number/Name; Description; TOP/SAM code; Lab Hours 1 to 2 (no change to units); Skills Advisory: ET 42 to GAME 10; SLOs; Objectives/Content; Methods of Evaluation/Presentation)

Motion to approve GAME 20 and GAME 30 as a block with no additional revisions.

Motion made by: Sheila Cordova; **Seconded by:** Estela Narrie

The motion passed unanimously.

Motion to approve skills advisories for GAME 20 and GAME 30 as a block with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Dione Carter

The motion passed unanimously.

- m. GAME 30 Game Design Studio 3 (Formerly ET 49; Updated: Discipline/Number/Name; Description; TOP code; Hours: Lecture 6 to 2, Lab 0 to 2, Arranged 0 to 1, Units 4 to 3; Skills Advisory: ET 17 to GAME 20; SLOs; Objectives/Content; Methods of Evaluation/Presentation)
Course passed as a block with GAME 20 (VII. I.)
Advisory passed as a block with GAME 20 (VII. I.)
- n. IARC 30 Studio 3: Interior Architecture (Formerly INTARC 40; Updated: Discipline/Number/Name; Description; Hours: Lecture 1.5 to 2, Lab 4.5 to 4 (no change to units); Removed Prerequisite INTARC 31; Skills Advisory: INTARC 31 to ARC 21 and IARC 20; SLOs, Objectives/Content; Methods of Evaluation/Presentation)
Motion to approve IARC 30, IARC 35, IARC 40, and IARC 45 as a block with no additional revisions.
Motion made by: Lee Pritchard; **Seconded by:** Audra Wells
The motion passed unanimously.

Motion to approve skills advisories for IARC 30, IARC 35, IARC 40, and IARC 45 as a block with no revisions.
Motion made by: Toni Trives; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- o. IARC 35 Fundamentals of Lighting (Formerly INTARC 44; Updated: Discipline/Number; Description; Skills Advisory: ARC 11; SLOs; Objectives/Content; Methods of Evaluation/Presentation)
Course passed as a block with IARC 30 (VII. n.)
Advisory passed as a block with IARC 30 (VII. n.)
- p. IARC 40 Studio 4: Interior Architecture (Formerly INTARC 45; Updated: Discipline/Number/Name; Description; Hours: Lecture 3 to 2, Lab 3 to 4 (no change to units); Removed Prerequisite: INTARC 40; Add: Skills Advisory ARC 31 and IARC 30; SLOs; Objectives/Content; Methods of Evaluation/Presentation)
Course passed as a block with IARC 30 (VII. n.)
Advisory passed as a block with IARC 30 (VII. n.)
- q. IARC 45 Building Systems and Codes (Formerly INTARC 50; Updated: Discipline/Number; Skills Advisory: INTARC 31 to IARC 20; SLOs; Methods of Evaluation/Presentation)
Course passed as a block with IARC 30 (VII. n.)
Advisory passed as a block with IARC 30 (VII. n.)
- r. IARC 55 Sustainable Design (Formerly INTARC 39; Updated: Discipline/Number/Name; Description; SLOs; Objectives/Content; Methods of Evaluation/Presentation)
Motion to approve IARC 55 and IARC 56 as a block with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- s. IARC 56 Contemporary Spatial Design Studies (Formerly INTARC 71; Updated: Discipline/Number; SLOs; Methods of Evaluation)
Passed as a block with IARC 55 (VII. r.)

(Courses: Distance Education)

- t. ARC 20 Studio 2: Architecture
Motion to approve Distance Education for ARC 20, IARC 35, IARC 45, IARC 55, and IARC 56 with no revisions.

Motion made by: Audra Wells; **Seconded by:** Sasha King
The motion passed unanimously.

- u. IARC 35 Fundamentals of Lighting
Distance Education for IARC 35 passed as a block with ARC 20 (VII. t.)
- v. IARC 45 Building Systems and Codes
Distance Education for IARC 45 passed as a block with ARC 20 (VII. t.)
- w. IARC 55 Sustainable Design
Distance Education for IARC 55 passed as a block with ARC 20 (VII. t.)
- x. IARC 56 Contemporary Spatial Design Studies
Distance Education for IARC 56 passed as a block with ARC 20 (VII. t.)

(Courses: Global Citizenship)

- y. ANTHRO 11 Introduction to Primatology
Global Citizenship application for ANTHRO 11 withdrawn.
- z. IARC 56 Contemporary Spatial Design Studies
Motion to table Global Citizenship application for IARC 56, pending changes to course outline.
Motion made by: Guido Davis Del Piccolo; **Seconded by:** Sheila Cordova
The motion passed unanimously.

(Programs: New)

- aa. Cultural Resource Management Certificate of Achievement
Motion to approve Cultural Resource Management Certificate of Achievement with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Lee Pritchard
The motion passed unanimously.

(Programs: Deactivation)

- bb. Cultural Resource Management Department Certificate
Motion to deactivate Cultural Resource Management Department Certificate.
Motion made by: Jason Beardsley; **Seconded by:** Jae Lee
The motion passed unanimously.

(Programs: Revisions)

- cc. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve adding ANTHRO 11 to the Anthropology AA-T (List C)
Motion made by: Brandon Reilly; **Seconded by:** Jennifer Merlic
The motion passed unanimously.

VIII. New Business

- Program Maps:
 - Animation (2D Animation Concentration) AS/Certificate of Achievement
Motion to approve Animation (2D Animation Concentration) AS/Certificate of Achievement and Animation (3D Animation Concentration) AS/Certificate of Achievement program maps as a block with no revisions.
Motion made by: Sheila Cordova; **Seconded by:** Estela Narrie
The motion passed unanimously.
 - Animation (3D Animation Concentration) AS/Certificate of Achievement
Passed as a block with Animation (2D Animation Concentration) AS/Certificate of Achievement.
 - Chemistry UC Transfer
Motion to approve Chemistry UC Transfer program map with no revisions.

Motion made by: Jennifer Merlic; **Seconded by:** Audra Wells
The motion passed unanimously.

- Computer Science AS
Motion to approve Computer Science AS program map with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Toni Trives
The motion passed unanimously.
- Early Childhood Education AS-T
Motion to approve Early Childhood Education AS-T and Transitional Kindergarten program maps as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- Transitional Kindergarten Certificate of Achievement
Passed as a block with Early Childhood Education AS-T.

Motion to use a consent agenda for program map approvals at future Curriculum Committee meetings (with the ability to pull an item from the consent agenda for further discussion)
Motion made by: Estela Narrie; **Seconded by:** Gary Huff
The motion passed unanimously.

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:09 pm.

Motion made by: Estela Narrie; **Seconded by:** Jennifer Merlic
The motion passed unanimously.

Accounting AS						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ENGL 1 or BUS 31		GE	IV A		3	9				
	COUNS 20		EL			3	9			YES	
	BUS 1	1	PR / GE	II B	YES	3	9			YES	
	MATH		GE / Advisory	IV B		5	15				Recommend MATH 20: Advisory for ACCT 1
	TOTAL Semester 1					14	42				
SEMESTER 2	ACCT 1	1	PR		YES	5	15	MATH 20			
	BUS 32	2	PR			3	9		ENGL 1 or BUS 31 (P)		
	GE		GE	IIA / GC		3	9			YES	
	RE	3	RE			3	9			YES	LIST A
	TOTAL Semester 2					14	42				
SEMESTER 3	ACCT 2	1	PR			5	15		ACCT 1 (P)		
	GE		GE	III / GC		3	9			YES	
	RE	2	RE			3	9			YES	
	RE	3	RE			3	9				LIST A
	EL		EL			2	6				
TOTAL Semester 3					16	48					
SEMESTER 4	GE		GE	I / GC		3	9				
	RE	1	RE			3	9				LIST A or B
	RE	2	RE			3	9				LIST A or B
	EL		EL			3	9				
	EL		EL			3	9				
	EL		EL			1	3				
TOTAL Semester 4					16	48					

OVERALL COMMENTS:

Accounting AS w/ Staff Accountant CoA						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ENGL 1		IV A		3	9					
	BUS 1	1	IIB	YES	3	9			YES		
	MATH		IV B		5	15					
	COUNS 20				3	9			YES		
	EL				2	3					
TOTAL Semester 1					16	45				Recommend MATH 20: Advisory for ACCT 1	
SEMESTER 2	ACCT 1	1		YES	5	15	MATH 20				
	BUS 32	2			3	9		ENGL 1 or BUS 31 (P)			
	GE		IIA / GC		3	9			YES		
	RE	3			3	9			YES		
TOTAL Semester 2					14	42				List A	
SEMESTER 3	ACCT 2	1		YES	5	15		ACCT 1 (P)			
	RE	2			3	9			YES		
	GE		III / GC		3	9			YES		
	GE		I / GC		3	9					
TOTAL Semester 3					14	42					
SEMESTER 4	ACCT 10A	1			3	9		ACCT 2 (P)			
	ACCT 10B	2			3	9	ACCT 10A	ACCT 2			
	EL				3	9					
	EL				3	9			YES		
	EL				3	9			YES		
	EL				1	3					
TOTAL Semester 4					16	48				Required for Staff Accountant CoA / RE LIST B for AS / Recomm 1st 8 weeks Required for Staff Accountant CoA / RE LIST B for AS / Recomm 2nd 8 weeks	

OVERALL COMMENTS:

Recommended ACCT 10A and 10B taken over 8 weeks, one before the other as advised.

Administration of Justice AS-T						CSU GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	AD JUS 1	1	PR / GE	D	YES	3	9			
	ENGL 1		GE	A2		3	9			
	COUNS 20		GE	E		3	9		YES	
	LIST B	2	RE / GE	A1		3	9		YES	Dept Recommends COM ST 16 or 21 / CSU GE
	MATH		GE	B4		3	9			
TOTAL Semester 1						15	45			
SEMESTER 2	AD JUS 2	1	PR			3	9			
	GE		GE	A3		3	9			Dept Recommends ENGL 2 or BUS 32
	LIST B	2	RE / GE	D		3	9		YES	Dept Recommends SOCIOL 1
	GE		GE	C1		3	9			
	GE		GE	C2		3	9		YES	Recommend US HIST for CSU grad reqmt
TOTAL Semester 2						15	45			
SEMESTER 3	AD JUS LIST A	1	RE			3	9			
	GE		GE	B1 or B2 w/lab		4	12			
	GE		GE	D		3	9		YES	Recommend POLSCI 1 / CSU Grad Reqmt
	GE		GE	C1 or C2		3	9		YES	
	EL		EL			3	9			
TOTAL Semester 3						16	48			
SEMESTER 4	AD JUS LIST A	1	RE			3	9			
	GE		GE	B1 or B2		3	9			
	EL		EL			3	9		YES	
	EL		EL			3	9		YES	
	EL		EL			2	6			
TOTAL Semester 4						14	42			

OVERALL COMMENTS:

Animation (3D Production Concentration) - AS / CoA							SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ANIM 1	1	PR		YES	3	9				
	ANIM 2	2	PR		YES	3	9				
	ANIM 3	3	PR		YES	3	9				
	ANIM 4	4	PR		YES	3	9				
	COUNS 20		EL			3	9		YES		
TOTAL Semester 1						15	45				
SEMESTER 2	ANIM 5	1	PR / GE	III		3	9		YES		
	ANIM 35	2	PR			3	9	ANIM 3			
	ANIM 36	3	PR			3	9	ANIM 3			
	GE		GE	IV A		3	9		YES		
	GE		GE	IV B		3	9				
TOTAL Semester 2						15	45				
SEMESTER 3	ANIM 37	1	PR			3	9	ANIM 35			
	ANIM 38	2	PR			3	9	ANIM 35			
	GE		GE	I / GC		3	9				
	GE		GE	II A / GC		3	9		YES		
	GE		GE	II B / GC		3	9		YES		
TOTAL Semester 3						15	45				
SEMESTER 4	ANIM 75	1	PR			2	6		YES		
	ANIM 85	2	PR			3	9	ANIM 37			
	EL		EL			3	9				
	EL		EL			3	9		YES		
	EL		EL			3	9				
TOTAL Semester 4						14	42				

Animation (Visual Development Concentration) - AS / CoA							SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ANIM 1	1	PR		YES	3	9				
	ANIM 2	2	PR		YES	3	9				
	ANIM 3	3	PR		YES	3	9				
	ANIM 4	4	PR		YES	3	9				
	COUNS 20		EL			3	9		YES		
TOTAL Semester 1						15	45				
SEMESTER 2	ANIM 5	1	PR / GE	III		3	9		YES		
	ANIM 18	2	PR			2	6				
	ANIM 19	3	PR			2	6				
	ANIM 40	4	PR			3	9	ANIM 4			
	GE		GE	IV A		3	9		YES		
	GE		GE	IV B		3	9				
TOTAL Semester 2						16	48				
SEMESTER 3	ANIM 41	1	PR			3	9	ANIM 18 and 19			
	ANIM 42	2	PR			3	9	ANIM 18 and 19			
	GE		GE	I / GC		3	9				
	GE		GE	II A / GC		3	9		YES		
	GE		GE	II B / GC		3	9		YES		
TOTAL Semester 3						15	45				
SEMESTER 4	ANIM 75	1	PR			2	6		YES		
	ANIM 80	2	PR			3	9	ANIM 4 and 40			
	EL		EL			3	9				
	EL		EL			3	9		YES		
	EL		EL			3	9				
TOTAL Semester 4						14	42				

Anthropology AA-T / Transfer					IGETC					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	ANTHRO 2	1	PR / GE	4	YES	3	9			
	ENGL 1		GE	1A		3	9			
	COUNS 20		EL			3	9		YES	
	GE		GE	1C		3	9			COMM ST 11, 12 16 or 21 for CSU
	GE		GE	3A		3	9		YES	Dept recommends AHIS 1, 2, 3, 5, 6,11, 15, 17, 18, 71, 72
TOTAL Semester 1						15	45			
SEMESTER 2	MATH		GE	2		3	9			Recommend MATH 54
	RE AREA C	2	RE / GE	4		3	9		YES	Dept highly recommends ANTHRO 3
	ANTHRO 5	1	PR / GE	5B w/lab		4	12			or ANTHRO 1 if takes GE Area 5A w/ lab
	ENGL 2	3	RE / GE	1B		3	9		YES	RE AREA A
	EL		EL			2	6			
TOTAL Semester 2						15	45			
SEMESTER 3	ANTHRO 4	1	PR		YES	3	9			
	GE		GE	3B		3	9		YES	Recommend US HIST for CSU grad reqmt
	RE AREA B	2	RE			3	9		YES	
	GE		GE	5A		3	9			Dept recommends GEOL 1 or 4; CHEM 10; GEOG 1 or 5
	GE		GE	3A or 3B		3	9			Dept recommends LING 1
TOTAL Semester 3						15	45			
SEMESTER 4	GE		GE	4		3	9		YES	Recommend POLSC 1 for CSU grad reqmt
	EL		EL			3	9			Dept recommends foreign language
	EL		EL			3	9		YES	
	EL		EL			3	9			
	EL		EL			3	9			
TOTAL Semester 4						15	45			

OVERALL COMMENTS:

Architecture AS / CoA						SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	COUNS 20		EL		3	9			YES	
	ENGL 1		GE	IV A	3	9				
	ARC 10	1	PR		3	10				
	ARC 11	2	PR		3	9			YES	
	AHIS 21	3	PR / GE	III / GC	3	9				
TOTAL Semester 1					15	46				
SEMESTER 2	GE		GE	IV B	3	9				
	GE		GE	II A	3	9			YES	
	ARC 20	1	PR		3	10	ARC 10 / ARC 11			
	ARC 21	2	PR		3	9			YES	
	AHIS 22	3	PR		3	9				
TOTAL Semester 2					15	46				
SEMESTER 3	GE		GE	II B	3	9				
	ARC 70	4	PR		1	3	ARC 20 or ARC 31		YES	
	ARC 30	1	PR		3	10	ARC 20 / ARC 21			
	ARC 31	2	PR		3	9				
	ARC 35	3	PR		3	9	ARC 11		YES	
EL			EL		2	6				
TOTAL Semester 3					15	45				
SEMESTER 4	ARC 40	1	PR		3	9	ARC 30 / ARC 31			
	GE		GE	I	3	9				
	EL		EL		3	9				
	EL		EL		3	9			YES	
	EL		EL		3	9			YES	
TOTAL Semester 4					15	45				

OVERALL COMMENTS:

NOTE: After completion of this Architecture Program, California students have the option to pursue a license in Architecture through the NCARB internship process.
Recommended electives: IARC 15 2D Color Theory; IARC 25 Materials; IARC 35 Lighting; IARC 45 Codes; IARC (pending) Green

Architecture AS / CoA / Transfer						CSU GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	MATH	GE	B4		3	9					
	ENGL 1	GE	A2		3	9					
	ARC 10	1	PR		YES	3	10				
	ARC 11	2	PR		YES	3	9		YES		
	AHIS 21	3	PR / GE / GC	C1		3	9		YES		
TOTAL Semester 1					15	46					
SEMESTER 2	COUNS 20	GE	E		3	9			YES		
	COM ST	GE	A1		3	9					
	ARC 20	1	PR			3	10	ARC 10 / ARC 11			
	ARC 21	2	PR			3	9		YES		
	AHIS 22	3	PR / GE	C1		3	9				
TOTAL Semester 2					15	46					
SEMESTER 3	GE	GE	D		3	9					
	ENGL 2	GE	A3		3	9					
	ARC 30	1	PR			3	10	ARC 20 / ARC 21			
	ARC 31	2	PR			3	9				
	ARC 35	3	PR			3	9	ARC 11	YES		
	ARC 70	4	PR			1	3	ARC 20 or 31	YES		
TOTAL Semester 3					16	49					
SEMESTER 4	GE	GE	C2		3	9					
	GE	GE	D		3	9			YES		
	ARC 40	1	PR			3	9	ARC 30 / ARC 31			
	GE	GE	D			3	9		YES		
	GE	GE	B1 or B2 w/lab			4	12				
TOTAL Semester 4					16	48					

OVERALL COMMENTS

Short one course for full CSU GE completion - can utilize intersessions or receive partial certification prior to transfer.

Note: After completion

of this Architecture program, California students have the option to pursue a license in architecture through the NCARB internship process.

Transfer students, in addition to meeting academic requirements for admittance into a university, Architecture Programs also require prospective students to submit a portfolio for review to determine admittance into the program. It is recommended that students make an appointment with counselors at the institution of their choice to inquire about requirements.

Architecture and Interior Design Digital Production - CoA							N/A				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ARC 11	1	PR		3	9					
	ARC 21	2	PR		3	9			YES		
	ARC 31	3	PR		3	9			YES		
	TOTAL Semester 1				9	27					
SEMESTER 2	ARC 41	1	PR		3	9	ARC 31		YES		
	ARC 51	2	PR		3	9					
	ARC 70	3	PR		1	3	ARC 20 or ARC 31		YES		
	TOTAL Semester 2				7	21					

OVERALL COMMENTS:

Child and Adolescent Development AA-T						CSUGE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Interession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	PSYCH 11	1	PR / GE	D	Yes	3	9		YES		
	ENGL 1		GE	A2		3	9				
	POLSC 1		GE	D		3	9			CSU grad reqmt	
	COUNS 20		GE	E		3	9		YES		
	EL		EL			3	9				
TOTAL Semester 1						15	45				
SEMESTER 2	ECE 11	1	PR	D		3	9	PSYCH 11	YES		
	MATH 54	2	PR / GE	B4		3	9				
	ENGL 2	3	GE / RE	A3		3	9	ENGL 1		List C / RE	
	COMM ST		GE	A1		3	9		YES	COMM ST 11, 12, 16, or 21	
	PSYCH 1	4	PR			3	9				
TOTAL Semester 2						15	45				
SEMESTER 3	RE List A	1	RE			3	9			List A: Recommended ECE 46	
	GE		GE	B2		3	9				
	GE / RE List A or B	2	GE / RE	C1		3	9		YES	Crosslist with List A or B / RE	
	PSYCH 19	3	PR			3	9	PSYCH 11			
	RE List A or B	4	RE			3	9		YES	Crosslist with List A or B / RE	
TOTAL Semester 3						15	45				
SEMESTER 4	GE		GE	B1 / B3		4	12				
	GE	1	PR	C1 or C2		3	9		YES		
	GE		GE	C2		3	9		YES	Recommended US HIST for CSU grad reqmt	
	EL		EL			3	9				
	EL		EL			2	6				
TOTAL Semester 4						15	45				

OVERALL COMMENTS:

Digital Media (Digital Audio Post-Production Concentration) - AS / CoA								SMC GE			REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ANIM 1	1	PR		YES	3	9				
	DMPOST 1	2	PR		YES	3	9				
	DMPOST 2	3	PR		YES	3	9				
	DMPOST 3	4	PR		YES	3	9				
	COUNS 20		EL			3	9		YES		
TOTAL Semester 1						15	45				
SEMESTER 2	DMPOST 4	1	PR			3	9				
	DMPOST 20	2	PR			3	9	DMPOST 2			
	DMPOST 21	3	PR			3	9	DMPOST 2			
	GE		GE	IV A		3	9		YES		
	GE		GE	IV B		3	9		YES		
TOTAL Semester 2						15	45				
SEMESTER 3	DMPOST 22	1	PR			3	9	DMPOST 20			
	DMPOST 23	2	PR			3	9	DMPOST 20			
	FILM 1	3	PR / GE	III		3	9		YES		
	GE		GE	I / GC		3	9				
	GE		GE	II A / GC		3	9		YES		
TOTAL Semester 3						15	45				
SEMESTER 4	DMPOST 24	1	PR			3	9	DMPOST 23			
	DMPOST 60	2	PR			3	9	DMPOST 24			
	GE		GE	II B / GC		3	9		YES		
	EL		EL			3	9		YES		
	EL		EL			3	9				
TOTAL Semester 4						15	45				

Digital Media (Digital Video Post-Production Concentration) - AS/CoA								SMC GE			REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ANIM 1	1	PR		YES	3	9				
	DMPOST 1	2	PR		YES	3	9				
	DMPOST 2	3	PR		YES	3	9				
	DMPOST 3	4	PR		YES	3	9				
	COUNS 20		EL			3	9		YES		
TOTAL Semester 1						15	45				
SEMESTER 2	DMPOST 4	1	PR			3	9				
	DMPOST 30	2	PR			3	9	DMPOST 3			
	GR DES 71	3	PR			3	9	GRDES 64 or GRDES 33			
	GE		GE	IV A		3	9		YES		
	GE		GE	IV B		3	9		YES		
TOTAL Semester 2						15	45				
SEMESTER 3	DMPOST 31	1	PR			3	9	DMPOST 4			
	GR DES 71B	2	PR			3	9	GR DES 71			
	FILM 1	3	PR / GE	III		3	9		YES		
	GE		GE	I / GC		3	9				
	GE		GE	II A / GC		3	9		YES		
TOTAL Semester 3						15	45				
SEMESTER 4	DMPOST 32	1	PR			3	9	DMPOST 30			
	DMPOST 60	2	PR			3	9	DMPOST 32			
	GE		GE	II B / GC		3	9		YES		
	EL		EL			3	9		YES		
	EL		EL			3	9				
TOTAL Semester 4						15	45				

Early Childhood Associate Teacher CoA						None				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Interession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	PYSCH 11	1	PR		3	9			YES	*See comment
	ECE 2	2	PR		3	9	PSYCH 11		YES	
	ECE 11	3	PR		3	9	PSYCH 11			
	ECE	4	RE		3	9	PSYCH 11			ECE 4, 5, 8 or 17
	TOTAL Semester 1				12	36				

OVERALL COMMENTS:

*Recommend PSYCH 11 in interession prior to 1st semester, as it serves as an advisory to remaining 9 units for certificate.

Noncredit Pathway: Introduction to Early Care and Education - ECE NC 901, 902, 903. This is a NC Certificate of Completion and it serves as a bridge into for-credit coursework. After students complete the noncredit certificate and any 6-unit of ECE coursework, they are able to receive an Assistant Teacher Permit from the California Commission on Teacher Credentialing and enter public or private sector employment as an Assistant Teacher in a preschool or other early care and education environment.

Early Childhood Studies AS / CoA						SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	PSYCH 11	1	PR	II B	3	9			YES	Advised during intercession - advisory to ECE 2 Also CSU grad reqmt
	ECE 2	2	PR		3	9	PSYCH 11			
	ENGL 1		GE	IV A	3	9				
	GE		GE	II A / GC	3	9				
	COUNS 20		EL		3	9			YES	
TOTAL Semester 1					15	45				
SEMESTER 2	ECE 11	1	PR		3	9	PSYCH 11		YES	ECE 4, 5, 8, or 17 Recommended ENGL 2 or A3 for CSU transfer Recommended COMM ST 11, 12, 16, or 21 for CSU transfer
	ECE	2	RE		3	9	PSYCH 11			
	MATH		GE	IV B	3	9				
	GE		GE	III	3	9				
	EL		EL		3	9			YES	
TOTAL Semester 2					15	45				
SEMESTER 3	ECE 21	1	PR		4	12		PSYCH 11, ECE 2, 11 and one of: ECE 4, 5, 8 or 17 (P)		ECE 4, 5, 8, or 17 4 units if lab science Recommend add'l CSU GE
	ECE 64	2	PR		3	9				
	ECE	3	RE		3	9	PSYCH 11		YES	
	GE		GE	I / GC	3	9				
	EL		EL		3	9			YES	
TOTAL Semester 3					16	48				
SEMESTER 4	ECE 22	1	PR		5	15		ECE 21		Recommended US HIST for CSU grad reqmt Recommend add'l CSU GE
	ECE 45	2	PR		3	9	PSYCH 11		YES	
	EL		EL		3	9			YES	
	EL		EL		3	9				
TOTAL Semester 4					14	42				

OVERALL COMMENTS:

*Recommend PSYCH 11 in intercession prior to 1st semester, as it serves as an advisory to remaining 9 units for certificate.

Noncredit Pathway: Introduction to Early Care and Education - ECE NC 901, 902, 903. This is a NC Certificate of Completion and it serves as a bridge into for-credit coursework. After students complete the noncredit certificate and any 6-unit of ECE coursework, they are able to receive an Assistant Teacher Permit from the California Commission on Teacher Credentialing and enter public or private sector employment as an Assistant Teacher in a preschool or other early care and education environment.

Early Intervention Assistant AS / CoA						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	PSYCH 11	1	PR	II B	YES	3	9		YES	Advised during intercession/advisory for ECE 2	
	ECE 2	2	PR		YES	3	9	PSYCH 11			
	ENGL 1		GE	IV A		3	9				
	GE		GE	II A / GC		3	9			Also CSU grad req'mt	
	COUNS 20		GE			3	9		YES		
TOTAL Semester 1						15	45				
SEMESTER 2	ECE 11	1	PR			3	9	PSYCH 11	YES		
	ECE 17	2	PR			3	9	PSYCH 11	YES		
	MATH		GE	IV B		3	9				
	ECE 45	3	PR			3	9	PSYCH 11			
	GE		GE	III		3	9			Recommend ENGL 2 or any CSU A3	
TOTAL Semester 2						15	45				
SEMESTER 3	ECE 21	1	PR			4	12		PSYCH 11, ECE 2, 11 and one of: ECE 4, 5, 8 or 17 (P)		
	ECE 49	2	PR			3	9		ECE 45 (P)	YES	
	ECE 46	3	PR			3	9	PSYCH 11			
	ECE 64	4	PR			3	9				
	GE		GE	I / GC		3	9		YES	4 units if lab science	
TOTAL Semester 3						16	48				
SEMESTER 4	ECE 23	1	PR			5	15		ECE 45 and 49 (P)		
	EL		EL			3	9		YES	Recommend COM ST 11, 12, 16 or 21 for CSU	
	EL		EL			3	9		YES	Recommend add'l CSU GE	
	EL		EL			3	9			Recommend add'l CSU GE	
TOTAL Semester 4						14	42				

OVERALL COMMENTS:

Elementary Teacher Prep (AST Elem Teacher Education pending)						CSU GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	ENGL 1	1	PR / GE	A2		3	9				
	MATH 54	2	PR / GE	B4		4	12				
	EDUC 12	3	PR		YES	3	9				
	POLSC 1	4	PR / GE	D		3	9			YES	CSU grad reqmt
	COUNS 20		GE	E		3	9			YES	
	TOTAL Semester 1					16	48				
SEMESTER 2	BIOL 3	1	PR / GE	B2 / B3 (lab)		4	12				
	ENGL 2	2	PR / GE	A3		3	9	ENGL 1			
	COM ST 11	3	PR / GE	A1		3	9				
	PSYCH 11	4	PR / GE	D		3	9			YES	
	HIST 11	5	PR / GE	C2		3	9			YES	CSU grad reqmt
	TOTAL Semester 2					16	48				
SEMESTER 3	CHEM or PHYSCS	1	PR			4	12				Choose 1: CHEM 9, 10 or 19 or PHYSCS 14
	ENGL 18	2	PR / GE	C2		3	9	ENGL 1 (P)			
	GEOG 11	3	PR / GE	D		3	9			YES	
	HIST 33	4	PR			3	9			YES	
	EL		EL			1	3				
	TOTAL Semester 3					14	42				
SEMESTER 4	GEOL 4 or 5	1	PR / GE	B1		4	12				
	MATH 41	2	PR			3	9				CAUTION: THIS CLASS HAS BEEN CANCELLED IN THE PAST DUE TO LOW ENROLLMENT
	GE	3	PR	C1		3	9			YES	Choose 1: AHIS 11, 1,2,17; MUSIC 30,31,32; DANCE 5; TH ART 2,5
	EL		EL			3	9			YES	
	EL		EL			1	3				
	TOTAL Semester 4					14	42				

OVERALL COMMENTS:

Infant and Toddler Teacher AS / CoA						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Interession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	PYSCH 11	1	PR	II B	YES	3	9		YES	Advised during interession - advisory to ECE 2	
	ECE 2	2	PR		YES	3	9	PSYCH 11			
	ENGL 1		GE	IV A		3	9				
	GE		GE	II A / GC		3	9				Also CSU grad reqmt
	COUNS 20		EL			3	9		YES		
TOTAL Semester 1						15	45				
SEMESTER 2	ECE 11	1	PR			3	9	PSYCH 11		Meets Area D of CSU GE	
	ECE 17	2	PR			3	9	PSYCH 11			
	MATH		GE	IV B		3	9				
	GE		GE	III		3	9		YES	Recommend ENGL 2 or CSU GE Area A3 for CSU transfer	
	EL		EL			3	9		YES	Recommend COMM ST 11, 12 ,16 or 21 for CSU transfer	
TOTAL Semester 2						15	45				
SEMESTER 3	ECE 21	1	PR			4	12		PSYCH 11, ECE 2, 11 and one of: ECE 4, 5, 8 or 17 (P)		
	ECE 46	2	PR			3	9	PSYCH 11	YES		
	ECE 32	3	PR			3	9				
	GE		GE	I / GC		3	9			4 units if lab science	
	EL		EL			3	9		YES	Recommend add'l CSU GE	
TOTAL Semester 3						16	48				
SEMESTER 4	ECE 22	1	PR			5	15		ECE 21 (P)		
	ECE 71	2	PR			3	9	ECE 46			
	EL		EL			3	9		YES	Recommend add'l CSU GE	
	EL		EL			3	9		YES	Recommend add'l CSU GE	
TOTAL Semester 4						14	42				

OVERALL COMMENTS:

*Recommend PSYCH 11 in interession prior to 1st semester, as it serves as an advisory to remaining 9 units for certificate.

Noncredit Pathway: Introduction to Early Care and Education - ECE NC 901, 902, 903. This is a NC Certificate of Completion and it serves as a bridge into for-credit coursework. After students complete the noncredit certificate and any 6-unit of ECE coursework, they are able to receive an Assistant Teacher Permit from the California Commission on Teacher Credentialing and enter public or private sector employment as an Assistant Teacher in a preschool or other early care and education environment.

Interior Architectural Design AS / CoA						SMC GE					REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	GE	GE	IV B		3	9					
	COUNS 12		EL		1	3					
	GE		GE	IV A	3	9					
	ARC 10	1	PR		3	10					
	ARC 11	2	PR		3	9			YES		
	IARC 15	3	PR		YES	3	9		YES		
TOTAL Semester 1					16	49					
SEMESTER 2	GE	GE	I / GC		3	9					
	GE	GE	II A / GC		3	9					
	IARC 20	1	PR		3	10	ARC 10 / ARC 11				
	ARC 21	2	PR		3	9			YES		
	IARC 25	3	PR		3	9			YES		
TOTAL Semester 2					15	46					
SEMESTER 3	AHIS 21	1	PR / GE	III	3	9					
	IARC 30	2	PR		3	10	ARC 21 / IARC 20 or ARC 20				
	ARC 31	3	PR		3	9			YES		
	IARC 35	4	PR		3	9	ARC 11		YES		
	ARC 70	5	PR		1	3	ARC 20 or IARC 20 and ARC 31		YES		
	EL		EL		1	3					
TOTAL Semester 3					14	43					
SEMESTER 4	AHIS 22	1	PR		3	9					
	IARC 40	2	PR		3	9	ARC 31 / IARC 30 or ARC 30				
	IARC 45	3	PR		3	9	ARC 20 or IARC 20		YES		
	GE		GE	II B / GC	3	9			YES		
	EL		EL		3	9					
TOTAL Semester 4					15	45					

OVERALL COMMENTS:

NOTE: After completion of this Interior Architectural Design program, California students can register to take the CID exam.

Interior Architectural Design AS / Transfer						CSUGE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	
SEMESTER 1	MATH		GE	B4		3	9			
	ENGL1		GE	A2		3	9			
	ARC 10	1	PR		YES	3	10			
	ARC 11	2	PR		YES	3	9			YES
	IARC 15	3	PR		YES	3	9			YES
TOTAL Semester 1						15	46			
SEMESTER 2	COUNS 20		GE	E		3	9			YES
	COM ST		GE	A1		3	9			
	IARC 20	1	PR			3	10	ARC 11	ARC 10 (P)	
	ARC 21	2	PR			3	9			YES
	IARC 25	3	PR			3	9			
TOTAL Semester 2						15	46			
SEMESTER 3	AHIS 21	1	PR / GE	C1		3	9			
	IARC 30	2	PR			3	10	ARC 21	IARC 20 or ARC 20	
	ARC 31	3	PR			3	9			YES
	IARC 35	4	PR			3	9	ARC 11	INTARC 31 (P)	YES
	ARC 70	5	PR			3	9	ARC 31; ARC 20 or IARC 20		YES
TOTAL Semester 3						15	46			
SEMESTER 4	AHIS 22	1	PR / GE	C1		3	9			YES
	IARC 40	2	PR			3	9	ARC 31	IARC 30 or ARC 30	
	IARC 45	3	PR			3	9	ARC 20 or IARC 20		YES
	GE		GE	D		3	9			Recommended POL SC 1 for CSU grad reqmt
	GE		GE	B1 or B2		3	9			
TOTAL Semester 4						15	45			
SEMESTER 5	GE		GE	A3		3	9			Recommended ENGL 2 for transfer options
	GE		GE	B1 or B2		3	9			
	GE		GE	D / GC		3	9			
	GE		GE	C2 / GC		3	9			YES
	GE		GE	D / GC		3	9			
TOTAL Semester 5						15	45			

OVERALL COMMENTS:

Final GE course is included in 5th semester, but is not required for CSU admission. Stud can take after transfer or during intercession prior to transfer.

Note: After completion of this Interior Architectural Design program, California students can register to take the CID exam.

Transfer students: In addition to meeting course requirements for admission into a university, Interior Architectural Design programs also require applicants to submit a portfolio for review to determine admission into

Interior Architectural Design Fundamentals CofA											
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Interession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEM 1	ARC 10	1	PR		YES	3	9				
	ARC 11	2	PR		YES	3	9			YES	
	IARC 15	3	PR		YES	3	9				
	TOTAL Semester 1					9	27				
SEM 2	IARC 20	1	PR			3	9	ARC 11, ARC 10			
	ARC 21	2	PR			3	9				
	IARC 25	3	PR			3	9			YES	
	TOTAL Semester 2					9	27				

Santa Monica College
New Course: COMPUTER SCIENCE 73L, Cybersecurity Literacy

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	November 2019

Transferability:	Transfers to CSU
-------------------------	------------------

Degree Applicability:	D - Credit - Degree Applicable
Proposed Start:	Fall 2020
TOP/SAM Code:	0701.00 - Information Technology, General* / D – Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualifications:	Computer Science (Masters Required)
Program Impact:	Not proposed for inclusion in any degree or certificate

Rationale

This is course provides necessary background for any computer-based device user to learn how to use that device safely. This covers users of computers, cell phones, and any device that uses an embedded computer chip. With 100's of millions of such users, the risk of falling victim to cyber-criminals is greater than ever. The general public need to be aware of the risks and learn how to protect their privacy and security.

I. Catalog Description

Technology, through the use of cellphones, tablets, desktops and embedded systems, surrounds us everywhere and is a part of our daily life. With the ubiquity of device use, and global-scale data transfers, users are vulnerable to the temptations of cyber-criminals. In this course, students learn how to use technology safely. The course also introduces basic concepts of cybersecurity and explores careers in this field.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Cybersecurity Literacy, Douglas Jacobson, Chapman and Hall CRC Press © 2013, ISBN: 978-1-4398-5619-2;
2. Keep Calm and Log On: Your Handbook for Surviving the Digital Revolution, Gillian Andrews, MIT Press © 2020, ISBN: 978-026253876;
3. Stay Safe: Digital Safety in the Modern Age: Keep Fraudster's Hands Off Of Your Data, Robert Smith, Kindle © 2017;

III. Course Objectives

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

1. Identify the basic concepts of computers and networks.
2. Recognize the basic concepts of security threats both in technology and human behavior.
3. Apply a series of steps to act more securely and avoid being exploited.
4. Demonstrate an understanding of what privacy means and how to protect one's own data.
5. Maintain currency in global use-cases and their impact on the world and on the individual.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Critique, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Basic computer hardware and software components as they relate to communication
20.00%	Fundamentals of cybersecurity
20.00%	Risks, exploits and threats
20.00%	Prevention, avoidance, and mitigation
20.00%	Privacy and privacy laws
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation - Discussions
15 %	Class Work
25 %	Exams/Tests
25 %	Final exam
25 %	Homework
100 %	Total

VII. Sample Assignments:

Exploitations:

List one type of email exploitation and show an actual case that was caused by this type of exploitation.

Social Engineering:

Briefly describe a social engineering case and how it could be avoided. Demonstrate your work using a movie or a news article.

VIII. Student Learning Outcomes

- Using the principles of cyber threats and risk mitigation, students practice using technology with less risk as assessed by: assignments, and exams.
- Applying the standards for privacy laws, students will act more responsibly when handling data as assessed by: projects and exams.

Global Citizenship Application

Category: Global Studies

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a course must meet three criteria (see below).

Course meets all of the following three criteria:

- ☑ Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.
- ☑ Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- ☑ Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

Outcomes that pertain to this Global Citizenship Category

- Applying the standards for privacy laws, students will act more responsibly when handling data as assessed by: projects and exams.

Narrative

Cybersecurity affects all uses of any device that uses a computer chip. The data on that device is at risk if the user is unaware of what actions can lead to the breach of that device. Laws have been enacted in the U.S. and elsewhere that affect what data may be collected on users. This affects privacy and our rights to our private data. Further, cyber wars affect us all as humans, and may affect our daily lives. How safely we use devices may protect not just our own data but the data and access to technology to many other consumers. Finally, access to technology or its lack may affect communities of all backgrounds.

Department Vote

10 Yes; 0 No; 0 Abstain

CS 73L Distance Education Application

First semester course to be offered: Fall 2020

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

Instructor posts scenarios related to unit being covered. Students must post supporting or counter scenarios. Instructors comments on assignments and or quiz essay type answers to provide comments on how to improve and further study materials.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

In the weekly Discussion of each modules, students must provide examples of the topics being covered such as breach of data and a potential security measure that could have prevented it. Students must provide counter examples, or what other measures to apply.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Each week a module covers certain topics. The topics are supported by slides, videos, and or news articles. Students complete an assignment, a quiz and a posting which may consist of an original posting and a reply or critique of another postings.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Each unit requires students to post about a subject relative to the unit's main topic. Students must comment on other students messages to counter those messages or to support them. Students must read all the messages posted in the Discussion in order to respond to each other. This is essential to create a knowledge about local and global issues related to technology that affects students lives and the world around them.	30.00%
Written assignments	There will be a number of written assignments that reflect how technology and security of data affects humans around the globe. Those assignments once graded, will be posted anonymously so students provide feedback or comments. The instructor then closes with their final conclusion. This provides students with a plethora of ideas to follow and methods to critique.	20.00%
Online Lecture	The lectures will be in the form of PPT animated slides and or videos. Students will be asked to comment on one content in the slides or videos that they learned and found applicable to their life experience.	20.00%
Exams	Exams will test students knowledge. Feedback will be given on essay type questions while objective questions will have answer keys that students will be directed to review. Recommendations will be made on what topics to study should the student need direction.	15.00%
Other (describe)	Students must research security incidents and attacks that have global influence such as nation attacks vs individuals, and what the differences are between such attacks. This require web searches, and video watching in addition to studying the lecture materials.	15.00%

2. Instruction: Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

Related topics will be placed into modules. Each module will contain a 'homepage' that lists the objectives, study materials and links to the discussion and assignment and or quiz. The study materials will be made of slides, other related documents, videos, new articles, and case studies. The module will also contain a discussion thread which will contain a heading to direct students on what they need to post about. An assignment and or a Quiz will be also contained in the module.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
50.00%	Exams, quizzes and final exam	Tests will be made of TF, MC and essay questions. Students will be given answer keys and individual essay questions feedback. On the overall exam, students will be given feedback on how well they are doing as well as recommendations for how to improve their studying skills and what topics to revisit if any.
10.00%	Class Participation	The discussion board is where students interact publicly with the instructor and with each other. They will have to post messages that address the topic of the week. They also have to post messages that address other students messages. The instructor will comment on all messages posted whether to address inaccuracies or incompleteness.

25.00%	Homework	Students will get individual feedback on their homework assignments. Also the instructor will post a general message whether to draw conclusions or direct students to general topics that may have been missed by the overall. In some assignments that affect the global theme, assignments will posted once they are graded anonymously so everyone benefits from the ideas presented and get a chance to comment and critique.
15.00%	Classwork	Classwork will be done mostly in the Discussion. Randomly during the course of covering a unit of topics, a question will be posted that students must address. Extra credit may be given to those to provide the first correct answer. This opens the door for further discussions and further exploration of the topic of the week.

4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Knowledge of the college's current course management system is needed as well as knowledge of how to search for documents and news articles while evaluating their credibility.

5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

The syllabus as well as a page placed in the general module should direct students on where to find tutoring services, office hours, links to the disabled students services office, career counseling and general counseling.

6. Accessibility: Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

The recommendations of section 508 will be followed when creating pages (e.g. formatting), adding videos (properly captioned). In addition to use the Accessibility tool in the CMS, the college's Accessibility site will be referenced to ensure PDF, Word Docs, and other files types that may be used are compliant.

7. Online Strategies: Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

The 4th Objective states that students will "Understand what privacy means and how to protect one's own data". U.S. vs European laws pertaining to privacy will be covered. Certain software cloud tools will be visited to demonstrate how such laws are applied/used. Data breaches in the past 5 years will be referenced and students must research how the data was accessed, whether it was stolen, and whether action was taken by the data owners to mitigate future breaches. In the discussion board, students will post examples of actual breaches and what they would have done to protect such data. Other students will post on how they can exploit the data security measures.

Santa Monica College
New Course: INTERACTION DESIGN 480, Design for the Future

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	April 2020

Transferability:	Transfers to CSU
-------------------------	------------------

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	IXD 460 active enrollment in the B.Sc. Interaction Design program
Proposed Start:	Spring 2021
TOP/SAM Code:	1030.00 - Graphic Art and Design* / C - Clearly Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualifications:	Masters Degree in Graphic Design, Interaction Design or similar
Program Impact:	Interaction Design (BS)

Rationale

The course responds to the changing demands of the digital design industry and the job market. It seeks to prepare students to design with and for the new and emerging technologies.

I. Catalog Description

This course introduces the students to a set of emerging technologies, new interfaces and developing mediums which will shape the design landscape 5 to 10 years from now - focusing on machine learning, computer-mediated realities and immersive environments. The goal of the course is to help the students prepare for the jobs that might not even exist yet and to equip them with the tools and methodologies that will help them to quickly learn and adapt to the rapidly changing nature of digital design.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Radical Technologies, 1st edition, Adam Greenfield, Verso © 2017, ISBN: 978-1784780432;
2. Brenda Laurel. Computers as Theater, Addison-Wesley Professional

III. Course Objectives

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

1. Demonstrate familiarity with a set of emerging technologies, including machine learning, and mixed and mediated realities
2. Identify design concerns and challenges for projects related to the new and emerging technologies
3. Understand the possible ethical, moral and social impact of design in the emerging technological domains
4. Develop a robust personal set of self-learning methods and techniques
5. Recognize and adapt to the changing technologies underlying the field of interaction design
6. Identify the range of technical possibilities within a design project

IV. Methods of Presentation:

Lecture and Discussion, Critique, Observation and Demonstration, Projects, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
33.00%	Enhanced reality: - Introduction to computer-mediated realities - Augmented reality and its applications - Tools and methods for prototyping in enhanced reality applications - Peculiarities and challenges of design for augmented realities
33.00%	Constructed reality: - Overview of virtual reality - Introduction to platforms and prototyping tools in VR - VR tools and concepts
34.00%	Teachable machine: - Introduction to machine-learning - Overview of the field of artificial intelligence - Tools and methods for training neural networks - Applications of machine learning in design - Applications of design in machine learning
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
25 %	Final Project
25 %	Group Projects
25 %	Oral Presentation
15 %	Written assignments
100 %	Total

VII. Sample Assignments:

Augmenting Everyday Experiences:

Prototype augmented shopping experience using Unity and Vuforia AR plugin. Pay attention to how the existing environment interferes with the proposed layer of augmentation. Who would benefit from experiences like this and who would be excluded?

New realities:

Use A-Frame Web XR framework to create a Web-based VR experience to introduce children (8-10 yr/o) to VR. How could you promote both specific technical knowledge and unbound curiosity about the medium.

Teachable machine:

Using Wekinator train a gestural input for a Processing sketch. Test your input schema with other people to find out if they are able to use it as well as you can. Seek feedback and look for unexpected findings.

VIII. Student Learning Outcomes

1. Exhibit the ability to learn and implement emerging digital interfaces and technologies in design projects
2. Demonstrate the working understanding of the spectrum of ethical, moral and social concerns related to the design and implementation of digital technologies

Prerequisite / Corequisite Checklist and Worksheet: IXD 480

Prerequisite: IXD 460; Tangible Interaction

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

ENTRANCE SKILLS FOR: IXD 480

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Use creative technologies to make interactive physical and spatial prototypes and concepts that use non-screen-based gestures, behaviors, and affordances.
B)	Develop user experiences that utilize multiple interactive devices.
C)	Think systematically, utilizing diagrams and various prototyping platforms to develop and communicate complex concepts.
D)	Demonstrate an understanding of creative technology techniques.
E)	Successfully design and build working physical prototypes that make it easy for users to engage and that provide clear feedback, and affordances.
F)	Explore the emotional values of interactive user experiences.
G)	Employ a hands on approach to designing and utilizing experiential prototypes as physical interventions or in user testing scenarios.

EXIT SKILLS (objectives) FOR: IXD 460

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Use creative technologies to make interactive physical and spatial prototypes and concepts that use non-screen-based gestures, behaviors, and affordances.
2.	Develop user experiences that utilize multiple interactive devices.
3.	Think systematically, utilizing diagrams and various prototyping platforms to develop and communicate complex concepts.

modified 09/26/2012

4.	Demonstrate an understanding of creative technology techniques.
5.	Successfully design and build working physical prototypes that make it easy for users to engage and that provide clear feedback, and affordances.
6.	Explore the emotional values of interactive user experiences.
7.	Employ a hands on approach to designing and utilizing experiential prototypes as physical interventions or in user testing scenarios.

		ENTRANCE SKILLS FOR: IXD 480							
EXIT SKILLS FOR IXD 460		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								

Santa Monica College
New Course: PHILOSOPHY 8, Critical Thinking and Writing for Civic Life

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	May 2019

Transferability:	Transfers to CSU, UC (pending)
Comparable UC Course	UC Berkeley – R1B: Reading and Composition Through Philosophy De Anza College – 3: Critical Thinking and Writing Cypress College – 172C: Critical Thinking and Writing Santa Barbara City College – 111: Critical Thinking and Writing in Philosophy
IGETC Area:	IGETC Area 1: English Communication <ul style="list-style-type: none"> o B: Critical Thinking-English Composition (pending)
CSU GE Area:	CSU GE Area A: Communication in the English Language and Critical Thinking <ul style="list-style-type: none"> o A3 - Critical Thinking (pending)
SMC GE Area:	GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> o Area III: Humanities

Degree Applicability:	D - Credit - Degree Applicable
Prerequisite(s):	ENGL 1
Proposed Start:	Fall 2021
TOP/SAM Code:	1509.00 – Philosophy / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualifications:	Philosophy (Masters Required)
Program Impact:	Not proposed for inclusion in any degree or certificate

Rationale

PHILOS 8 will help (1) positively affect student learning outcomes, (2) close the equity gap, and (3) help better prepare students for effective democratic participation in civic life in the digital age. This course helps students to develop their critical thinking and writing skills beyond the level achieved in English 1.

Every student has a right to an education which provides critical thinking instruction to prepare them for civic life and democratic decision making. Toward this end we have drawn from the social sciences, civics and philosophy to provide a solid curricular foundation for teaching the skills of disinterested deliberation, frame-shifting, fair fighting, social diagnosis, ethical/political reasoning, cause-and-effect analysis, and argumentative composition writing. Students will learn the role of facts in democratic decision making, the limits of factual argument in belief formation, how to dialogue in good faith in the context of systemic power differences, and how to use facts and principles to make judgements for collective action. We have incorporated relevant, state-of-the-art content enrichments, including ideology/propaganda critique, digital literacy, cognitive bias mitigation, intersectionality, collaborative norm-setting, and project-based learning, equity/decolonizing pedagogy, and “flipping the classroom.”

We do have a Logic and Critical Thinking course -- PHILOS 7 -- which emphasizes techniques for evaluating inductive and deductive arguments. However, PHILOS 7 does not include a writing component, an interdisciplinary approach, nor does it provide instruction in collaboration, deliberation, or civic engagement. Critical Thinking and Writing for Civic Life (PHILOS 8) is intended to fulfill the IGETC 1B

transfer requirement by requiring students to write 6000 words. And because this course is designed to emphasize composition the enrollment should be capped at 25 students per section.

Student Choice & College Prep: Roughly 50 California community colleges offer students the opportunity to meet the IGETC 1B requirement by taking a philosophy course. PHILOS 8 – with its focus on interdisciplinary texts from the social sciences and philosophy – will enable students to satisfy the IGETC 1B requirement by taking a course that may be a better fit for their interest, prepare them for their major, and/or allow them to explore other disciplines.

PHILOS 8 provides an alternative to ENG 2 for students pursuing the following PATHWAYS Areas of Interest: People and Society; Arts, Media, & Entertainment; Culture, History, and Languages; and Education. This would not be the first alternative to ENG 2 at SMC, since HIST 47 also satisfies the IGETC 1B requirement.

PHILOS 8 offers instruction in argumentative writing informed by a diverse range of methodologies proper to philosophy and the social sciences. Students often have difficulty understanding how to write argumentative essays without referencing literary texts. This course offers instruction in the use of evidence, perspectives, and methods in the social sciences and philosophy.

I. Catalog Description

In this course you will develop critical thinking and writing skills needed for knowledgeable and effective participation in public life. You will learn how to develop strong arguments based on reasons and evidence, as well as strategies for identifying and critiquing fallacies, biases, and propaganda. The emphasis is on dialogue, deliberation, and debate for conflict resolution and communal decision-making. A minimum of 6,000 words of writing is required over the entirety of the course.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Our Declaration: A Reading of the Declaration of Independence in Defense of Equality, Danielle Allen, W.W. Norton © 2014, ISBN: 9780871406903;
2. White Fragility: Why It's So Hard for White People to Talk about Racism, Robin Diangelo, Beacon Press © 2018, ISBN: 9780807047415;
3. Excelsior College . Argument & Critical Thinking, Creative Commons Attribution 4.0 , 11-06-2018
4. . Stanford Encyclopedia of Philosophy, The Metaphysics Research Lab Center for the Study of Language and Information Stanford University Stanford, CA 94305-4115 Volume

III. Course Objectives

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

1. Identify arguments using logical and interpretive analysis.
2. Write clear, plausible, and convincing argumentative essays.
3. Effectively use writing strategies including definition, analysis, synthesis, and interpretation.
4. Define “critical thinking” by reference to primary texts and contemporary civic discourse.
5. Identify, contextualize, and frame public problems and possible solutions based on a democratic framework.
6. Make conceptual distinctions, including fact/value, inductive/deductive, belief/knowledge.
7. Draw conclusions from facts and principles.
8. Evaluate inductive arguments including analogies, generalizations, and causal claims.
9. Give due consideration in response to oppositional arguments.
10. Refine positions or seek new ones when faced with weaknesses in one’s own arguments.
11. Identify, fact check, and critique propaganda, social media manipulation, and other rhetorical strategies of persuasion.
12. Identify and mitigate logical fallacies, cognitive bias, and ideological bias.
13. Collaborate on writing projects.
14. Identify and analyze intersecting axes of power at individual and structural levels.
15. Dialogue, deliberate, and debate in order to resolve conflicts and build consensus.

16. Apply critical thinking skills and knowledge to guide belief and action in civic life.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Other (Specify), Critique, Group Work, Service Learning, Online instructor-provided resources, Visiting Lecturers, Other
 Other Methods: Thought Experiments Debates Project-Based Learning Collaborative Writing

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Introduction: Critical Thinking for Civic Agency Define: critical thinking, argument, civic life. Strategies for writing personal introductions.
20.00%	Ideology, Propaganda, and Post-Truth Politics: Evaluating arguments by analogy. Describe, contextualize, and frame public problems/solutions. Interpretive strategies, including logic, semiotics, intersectionality. Identify, fact-check, and critique propaganda, social media manipulation, and other post-truth strategies of persuasion.
20.00%	Facts, Principles, & Conclusions: Evaluating causal claims. Draw inductive conclusions from facts and principles. Make conceptual distinctions including fact/value, inductive/deductive, metaphysics/epistemology. Check assumptions for logical fallacy, cognitive biases, and ideological biases. Strategies for responding to opposing arguments.
20.00%	Conflict, Respect, & Compromise: Evaluating generalizations. Identify and analyze intersecting axes of power. Identifying and mitigating biased thinking based on social positions including race, class, gender. Norm setting for dialogue and deliberation to resolve conflicts and build consensus. Civic virtues and vices.
20.00%	Declarations, Democracy, & Justice: Strategies for building consensus around shared interests and civic values to articulate principles. Draw on principles to argue that certain grievances count as injustices. How to use the power of a public declaration to make an argument for a "public good."
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
20 %	Group Projects - Collaborative Writing Projects, e.g. write a declaration, stage a debate, develop a public relations campaign.
50 %	Papers - A series (2-4) argumentative essays require students to apply critical thinking skills to topics pertinent to their reading assignments and contemporary issues in civic life. At least one argumentative essay will use social science research to support a descriptive conclusion, e.g. a generalization or causal claim. At least one argumentative essay argue by analogy or thought experiment for a normative conclusion on the basis of moral principles, e.g. evaluating a court decision. Drafts subject to peer review. Students will write a minimum of 6,000 words.
20 %	Written assignments - Written assignments might include peer review responses guided by rubrics, discussion posts and replies, fact-checking reports, cognitive bias reflections, identifying fallacies in social media content.
100 %	Total

VII. Sample Assignments:

Collaborate on a Declaration :

Using the "Declaration of Independence" as an example, begin collaborating in small groups to write a declaration (approx. 1337 words) together. 1. Identify the problem which the declaration attempts to solve. 2. Debate and build consensus about what to declare, e.g. independence, equity, black lives matter, election reform, etc. 3. Compose the argument upon self-evident truths. 4. Give good reasons, supported by facts in support of the declaration. 5. Use a framing strategy for scaling impact. 6. Draft, edit, and peer review.

Argumentative Essay:

Write a clear, plausible, convincing argumentative essay which answers a question relevant to democratic participation in civic life, e.g. "Is social media good or bad for democratic participation?" State your thesis. Define key concepts. Provide facts in support of your conclusion based on social science research. Consider and reply to the best opposition.

Calling in/Calling Out Dialogue:

Write a dialogue which (1) contrasts good/bad faith civic engagements, (2) illustrates a cognitive bias and mitigation, and (3) includes an intersectional analysis.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate through oral and/or written work knowledge of the course content.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling arguments, orally and/or in writing, that critically evaluate the strengths and weaknesses of positions/theories relative to a specific problem/issue in civic life.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Prerequisite / Corequisite Checklist and Worksheet: PHILOS 8

Prerequisite: English 1; Reading and Composition 1

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

- X
- 1) Cal State Los Angeles, Critical Thinking and Composition, Prerequisite: GE A2 (a written communication requirement)
 - 2) UC Berkeley, Reading and Composition Through Philosophy, Prerequisite: R1 A, (a reading and composition requirement)
 - 3) Cal Poly San Luis Obispo, Logic and Argumentative Writing, Prerequisite: GE A2 (a written communication requirement)
 - 4) De Anza College, Philosophy 3--Critical Thinking and Writing, Prerequisite Engl. 1A
 - 5) Cypress College, Philosophy 172C Critical Thinking and Writing, Prerequisite Engl. 100
 - 6) Santa Barbara City College, Philosophy 111, Critical Thinking and Writing in Philosophy, Prerequisite Engl. 110

ENTRANCE SKILLS FOR PHILOS 8

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.
B)	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
C)	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
D)	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.

E)	Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
F)	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
G)	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
H)	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
I)	Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
J)	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
K)	Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.
L)	Integrate quotations and source material effectively into their essays.

EXIT SKILLS (objectives) FOR ENGL 1

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.
2.	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
3.	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
4.	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
5.	Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
6.	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
7.	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
8.	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
9.	Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
10.	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
11.	Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.
12.	Integrate quotations and source material effectively into their essays.

		ENTRANCE SKILLS FOR PHILOS 8											
		A	B	C	D	E	F	G	H	I	J	K	L
EXIT SKILLS FOR ENGL 1	1	X											
	2		X										
	3			X									
	4				X								
	5					X							
	6						X						
	7							X					
	8								X				
	9									X			
	10										X		
	11											X	
	12												X

Santa Monica College
Distance Education for: DIGITAL MEDIA POST PRODUCTION 4, Digital Image Fundamentals

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours	72.00
Date Submitted:	February 2020

Transferability:	Transfers to CSU
-------------------------	------------------

Degree Applicability:	Credit - Degree Applicable
------------------------------	----------------------------

Rationale

Part of major update to ET certificates & degrees.

I. Catalog Description

This course covers the skills and concepts needed to create and manipulate images specifically for use in digital media projects. Students will learn the core concepts of working with image formats, brushes, selection tools, channels and layers as well as digital painting and color correction techniques.

*Catalog Course Comment: This course uses the Adobe Creative Cloud.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Digital Painting in Photoshop: Industry Techniques for Beginners, 3DTotal, 3DTotal Publishing © 2018, ISBN: 190941476X;
2. Adobe Photoshop CC Classroom in a Book, Faulkner, A., Adobe Press © 2019, ISBN: 0135261783;
3. Online resources provided by the instructor.

III. Course Objectives

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

1. Manage digital assets proficiently and work effectively with a variety of image formats.
2. Use standard software tools and settings to make selections, adjust and apply color, and edit image size and orientation.
3. Work effectively with layers, blending modes, filters, and channels.
4. Paint original images using standard and custom brushes, fills and gradients.

IIIb. Arranged Hours Objectives:

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

1. Use image editing software proficiently through shortcuts and custom workflows.
2. Understand and apply techniques to create advanced effects and image mattes.

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources

IVb. Arranged Hours Instructional Activities:

Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.00%	Overview of course material and topics
10.00%	Advanced layer techniques
10.00%	Advanced alpha channel effects
20.00%	Creating texture maps
10.00%	Displacement mapping and lighting effects
10.00%	Compositing multiple elements
10.00%	Selecting and isolating images and shapes
10.00%	Painting and outputting image mattes
10.00%	Working with images, type and color for output.
100.00%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100.00%	Application of techniques learned in lecture.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation
20 %	Exams/Tests
20 %	Final Project
40 %	Projects - 4 Projects
100 %	Total

VII. Sample Assignments:

Sample One:

Create an original movie poster for a movie of your choice based on a poster design from a similar genre film. Utilize at least three of the actors from your film along with the title and tag line with an appropriate font.

Sample Two:

Create a multi-layered environment backplate for a proposed game or film scene. This would include a background, possible structures and/or vehicles and characters as independent players.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by using industry standard tools to manipulate and output digital images, and by creating original imagery for use in digital media projects.

DMPOST 4 Distance Education Application

First semester course to be offered: Fall 2020

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

This course will begin with a detailed information about the course requirements and methods of communication. The instructor will post an announcement for each course project along with frequent reminders of upcoming due dates. Each project will include a discussion board where students and the instructor can provide comments, input and feedback. The instructor will provide constructive feedback on the projects along with the numerical scores, and promptly respond to communication from students via email or the project discussion board.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion boards where they can answer questions and provide feedback to each other on the current project. Students will also be asked to introduce themselves at the start of the course in a general discussion board.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students will interact with the course content through weekly modules and discussion boards related to each project. Modules will consist of written lecture notes, tutorials, and supplemental instructional videos for each project. Questions and comments will be addressed daily in the discussion board related to each project.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Online lecture notes will introduce students to the core concepts of each weekly project.	40.00%
Videos	Each weekly project will be supported with written tutorials and companion videos to demonstrate the necessary skills and methods.	40.00%
Discussion Boards	Each weekly project will have a dedicated discussion board to facilitate student-instructor and student-student interaction.	20.00%

2. Instruction: Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

This course is organized through weekly modules, gradually building in complexity up to a final project that incorporates all of the previously introduced concepts. The format provided for each module is consistent: learning objectives, written instructions, supplemental online video demonstrations, and project files. In addition, each project will have a dedicated discussion board to address comments and questions. The required software is available at a reduced rate for students, and the scope of each project is managed to ensure that the software can run effectively on desktop and laptop computers.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
50.00%	Projects	Projects are assessed using individual rubrics. There will be five projects in total, each worth 10%.
30.00%	Discussion Boards	Students will be assessed on their participation in the weekly discussion boards for both individual posts and peer responses.
30.00%	Final Project	Students will be assessed on their application of the core concepts introduced in the previous projects.

4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of accessibility requirements is also vital.

5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Students should be informed of ways to contact technical support services for the Canvas platform. Robust support services exist for the required software.

6. Accessibility: Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

All videos with an audio component will be closed captioned. Written lecture notes and instructions will be provided in HTML format and tested using the screen reader built into the Canvas platform.

7. Online Strategies: Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Paint original images using standard and custom brushes, fills and gradients. Lecture notes will outline the specific tools in Adobe Photoshop and video demonstrations will show the tools in use as well as the effects of modifying the individual tool settings.

Santa Monica College
Distance Education for: GEOGRAPHIC INFORMATION SYSTEMS 23, Intermediate Geographic Information Systems (same as GEOG 23)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	March 2020

Transferability:	Transfers to CSU
-------------------------	------------------

Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	GEOG 20 or GIS 20

Rationale

Update Intermediate GIS class to be offered as Distance Ed in addition to on-campus format.

I. Catalog Description

This course emphasizes GIS principles and methodology used in both the private and public sectors. Hands-on applications using both raster and vector data and technology will expose students to more advanced understanding of GIS. Students will learn various methods of data acquisition, including Global Positioning Systems (GPS) as well as the World Wide Web. The add-on modules extend the analytical capabilities of ArcMap and allow input of map features and conversion of feature themes from raster to vector. This course will also provide an introduction to several of ArcMap's extension including Spatial Analyst and 3D Analyst. Students will complete a "Model Builder" to be used in siting new solar sites. Spatial Analysis will include slope and aspect maps, neighborhood and zone analysis. The course will present single and multi-layer statistical operations including classification, coordination, and modeling analysis.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The ESRI Guide to GIS Analysis, Volume 2: Spatial Measurements and Statistics, Andy Mitchell, ESRI Press © 2005, ISBN: 9781589481169;
2. The ESRI Guide to GIS Analysis, Vol 3: Modeling Stability, Movement and Interaction, Andy Mitchell, ESRI Press © 2012, ISBN: 9781589483057;

III. Course Objectives

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

1. Explain the terminology used to describe spatial objects in ArcGIS software
2. Build and complete a "Model Builder" to perform advanced spatial analysis
3. Create, manipulate, and query tables and charts using GIS software and SQL
4. Develop a quality GIS-ready database.

IV. Methods of Presentation:

Online instructor-provided resources, Projects, Other (Specify), Lab, Lecture and Discussion
 Other Methods: Lectures, accompanied by diagrams, demonstrations, PowerPoint and ArcGIS exercises.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
--------------------	--------------

5.00%	Spatial vs. Attribute Data; Operations (Data Management, spatial data input, data display and organizations)
10.00%	Datums, Coordinate Systems, Map Projections, Map Formats
6.00%	Topological and non-topological vector data, TINs, Regions, object-oriented data models, spatial data concepts
8.00%	Errors in digitizing, topological/non-topological editing, edgematching
10.00%	Linking attribute data and spatial data, relational database model, data entry, creating new attribute data
10.00%	Raster Data model elements, types of raster data, data structure, compression and files
10.00%	Vector data query, spatial data query, raster data query, geographic visualization through classification and map comparisons; buffering, map overlay, distance measurement, manipulation of maps
8.00%	Analysis environments, local operations, neighborhood operations, zonal operations, spatial autocorrelation
10.00%	Spatial Analyst tool: DEM, TIN, contouring, Hillshading, Terrain analysis, surface curvature, viewshed and watershed analysis
6.00%	Control Points, Trend surface analysis, regression models, Thiessen polygons, density, estimations (KERNEL), thin-plate splines, kriging
6.00%	GIS modeling, binary modeling, index models, regression models, process models
6.00%	Geographic regions, applications of regions data model, create regions, attribute data, management with regions, region-based query and overlay
5.00%	Networks, network applications, dynamic segmentation, event tables
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
40 %	Exams/Tests - Examinations (at least 2)
25 %	Lab Reports - GIS computer laboratory exercises
15 %	Other - Completed GIS assignments
20 %	Projects - Final independent project
100 %	Total

VII. Sample Assignments:

:

Viewing a remotely sensed image draped over a terrain surface can often lead to greater understanding of the patterns in the image and how they relate to the shape of the earth's surface. Students will imagine that they are a geologist studying Death Valley, California. Both a TIN that shows the terrain and a satellite radar image that shows the roughness of the land surface have been collected. The image is highly informative, but students can add another dimension to their understanding by draping the image over the terrain surface. Death Valley image data was supplied courtesy of NASA/JPL/Caltech. Students will create a suitability map to find the best location for a new school. Students will derive

datasets of distance and slope, reclassify datasets to a common scale, then weight those that are more important to consider and combine them to find the most suitable locations. Students will then locate the optimal site using the selection tools within ArcMap.

Create a Suitability Map:

Students will create a suitability map to find the best location for a new school. Students will derive datasets of distance and slope, reclassify datasets to a common scale, then weight those that are more important to consider and combine them to find the most suitable locations. Students will then locate the optimal site using the selection tools within ArcMap.

VIII. Student Learning Outcomes

1. Students will distinguish between single and multi-layer statistical operations including classification, coordination, and modeling analysis.
2. Students will complete a "Model Builder" to be used in siting new solar sites. Spatial Analysis will include slope and aspect maps, neighborhood and zone analysis.
3. Students will perform various methods of data acquisition, including Global Positioning Systems (GPS) as well as the World Wide Web. The add-on modules extend the analytical capabilities of ArcView and allow input of map features and conversion of feature themes from raster to vector

GIS 23 Distance Education Application

First semester course to be offered: Fall 2020

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

All of the course expectations and requirements will be outlined in the syllabus and sent to students via announcements. The instructor will regularly send out multiple announcements to the class every week regarding the weekly content, tasks, resources, and tips. Each unit will contain a discussion forum for students to post questions. The instructor will monitor the discussion forum every day and respond promptly (within 24 hours) to provide help to students as needed. Students can also email the instructor via the course inbox or directly through email for any personal questions or extra help. All graded student assignments will provide a rubric explaining the grade received and the instructor will give additional comments with recommendations, feedback, and tips to help students improve their remote sensing skills. An overview video will help students learn how to navigate the course and its content. Weekly office hours are provided by appointment (i.e. student request) at the request of the student. The student can have virtual face-to-face individual interaction (skype, zoom, or by phone) with the instructor to ask for additional clarification and assistance. With the ability to share computer screens via online appointments, the instructor is able to provide more individualized assistance as you would receive in person.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will be able to help one another through the discussion forums. To facilitate collaborative learning, students are encouraged to contribute to the course discussion forums by both asking and answering questions regarding the course material and weekly assignments. They can also email one another through the canvas inbox and share resources through the class via email. Additionally, students are invited to participate in peer review on the assignments. This will enable further student-to-student interaction as well as expose them to the process and outcomes that other students undertook.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students will interact with materials through the online learning platform (e.g. Canvas). Every week, a new unit will be released, with various text headers organizing the content by conceptual lectures, technical screencasts and videos, assignment instructions, resources, and a discussion forum. The mix of both conceptual and technical videos provide both knowledge and operational skills and help students complete their weekly assignments. Every few weeks a graded quiz will assess their comprehension of the material. Detailed grading rubrics with additional instructor comments will give individualized feedback and learning opportunities. In addition to lecture content, supplemental information such as external links, readings, and resources provide various modes of information to address different learning styles.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Project Presentation	Students will work independently on a GIS project to be submitted at the end of the semester	30.00%
Exams	Online quizzes will be given after every unit and exams will be given after every module.	30.00%
Discussion Boards	Students will be required to respond to questions posted both by the instructor and other students	20.00%
Online Lecture	Online PowerPoint presentations with notes and/or reading assignments from an online text along with links to external content.	20.00%

2. Instruction: Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The course includes conceptual and technical information and communication/collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide with those concepts and objectives described on the course outline. A typical instructional module includes (1) overview of the expectations and materials covered in the unit; (2) content for review including resources and a conceptual video lecture; (3) technical screencasts and videos walking students through a remote sensing exercise that will help them complete and master the remote sensing skills to complete their assignment; (4) a graded assignment with instructions, links to data, and references for specific tools they will utilize; (5) occasional quizzes to test their comprehension of the material; (6) discussion forum; (7) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
------------	----------	-------------------

20.00%	Students will complete a semester project conducting a spatial analysis of data.	Submission of project. Grading will be based on (1) data quality (2) analysis performed (3) cartographic skills in map-making (4) written report
40.00%	Quizzes and Midterm Exam	Two quizzes (20%) and one Midterm Exam (20%) consisting of objective questions and short-answer essays, along with a practicum to test GIS skills
25.00%	Weekly lab assignments, exercises and reports	Students will complete lab exercises, written assignments (based on readings)
15.00%	Group discussions on various topics in GIS	Students will participate in Threaded Discussions as individuals and groups on various current topics and methods in GIS

4. Technology: Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

The instructor should be familiar with SMC online learning system (e.g. canvas) to manage the online class. He/She should also be able to use the Citrix Server in SMC to guide student in using the GIS software installed on the server (e.g. ArcMap, ArcPro).

5. Student Support: Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Website links to SMC library, bookstore, DSPS, Admissions, Financial Aid, Tutoring Center, Wellness and Well-being, Counseling, and Earth Science Department will be posted on the class website. In addition, useful links to GIS data sources, articles, software online help documents and other professional discussion forum will be posted on the class website.

6. Accessibility: Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

All online course materials including lecture presentations, videos, assignments and other assessment forms, will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Outside web links to additional materials that are appropriate for the course will likewise be accessible to all students.

7. Online Strategies: Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Course Objective: Build and complete a "Model Builder" to perform advanced spatial analysis Assignment: Students will be asked to perform appropriate spatial analysis methods to analyze the spatial pattern of a geographic phenomena (e.g. crime pattern, air pollution) with ArcGIS Model Builder function. Students will acquire and process the spatial data layers of interest, and build a workflow to analyze the data with appropriate spatial analysis methods learned in the course. They will have access to the course contents that describes background information on relevant conceptual theories as well as the technical screencasts and videos that give them visual instructions. Students will have access to a discussion forum with threaded responses in order to ask the instructor and other students questions and offer other resources or tips they come across.

Santa Monica College

Global Citizenship for: INTERIOR ARCHITECTURAL DESIGN 56, Contemporary Spatial Design Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	February 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

I. Catalog Description

This course is a comprehensive visual/lecture study of 20th and 21st century spatial and interior design theory and practice from the turn of the 20th century through the most current international designs today. Emphasis is on design styles, materials, ornamentation, and techniques. Course is directed toward careers in interior design and related spatial design fields encompassing both residential and commercial projects.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. New Directions in Contemporary Architecture: Evolutions and Revolutions in Building Design Since 1988, Puglisi, L. P., Wiley-Blackwell © 2008, ISBN: 0470518898;
2. An Introduction to Architectural Theory: 1968 to Present, Mallgrave, H.F./ Goodman, D., Wiley-Blackwell © 2011, ISBN: 144439598X;

III. Course Objectives

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

1. Identify and analyze the characteristics of major 20th and 21st century design styles.
2. Use correct terminology to describe major theoretical movements of the last century.
3. Utilize a glossary of modern design terms.
4. Place in correct chronological sequence design styles of each decade of the 20th and 21st century.
5. Recognize and identify contemporary American and International designers and their works.
6. Identify major influences in contemporary design trends.

IV. Methods of Presentation:

Field Trips, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.00%	Introduction to contemporary design.
20.00%	History and Development: Precedents for Postmodernism in spatial and interior design context. Characteristics and identification of relevant designers, periods and styles. Culminates with analysis of global trends observable in emerging industrialized nations. (Case Study Selections: China, Japan, Korea, or Singapore).
10.00%	Field study of Art Deco and Early Modernism in the Greater Los Angeles area.
20.00%	Post WW2 Industrial technology, materials and systems and impact upon Modernism. Construction vocabulary and techniques.

20.00%	Late and Post Modernism: Impact of architectural theories of functional and stylistic determinants.
20.00%	Contemporary Spatial Design - Theories and Practice: Impact of Digital Technology and User Experience on 21st Century design trends.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Class Participation
15 %	Exams/Tests - 3 quizzes
20 %	Final exam
30 %	Projects
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Look Book:

Students will assemble a look book that shows how contemporary design has evolved from and influenced by historical precedents. The Look Book shall include a minimum of 8 projects that have at least a one page write up plus images.

Assignment:

Students will research a historical architectural project and write a report on the history and style of the building and interior space. Students will formulate a Visual Argument, PowerPoint presentation, addressing the influence of the project or designer upon current design trends.

Project:

Students will be provided contemporary global design projects for analysis and schematic redesign, applying Design Thinking and User Experience Guidelines addressing social, technological, and sustainable issues.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Recognize and identify a variety of contemporary spatial designers from around the world and their works from visual images.
3. Develop research projects and presentations analyzing contemporary international designs from stylistic, structural, sustainable, economic and aesthetic aspects.

Global Citizenship Application

Category: Global Studies

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a course must meet three criteria (see below).

Course meets all of the following three criteria:

- Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.

- ☑ Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.
- ☑ Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

Outcomes that pertain to this Global Citizenship Category

- Recognize and identify a variety of contemporary spatial designers from around the world and their works from visual images.
- Develop research projects and presentations analyzing contemporary international designs from stylistic, structural, sustainable, economic and aesthetic aspects.

Narrative

Interior and Architectural design has deep cultural roots but is also affected by contemporary social, economic and technological issues. This course would explore the interconnections of these issues in both a historical and contemporary context in spatial design from around the world.

Department Vote

10 Yes; 0 No; 0 Abstain

SANTA MONICA COLLEGE PROGRAM OF STUDY

Architecture Associate in Science (AS)/Certificate of Achievement

This program explores architecture through cultural, environmental, and social relevance while understanding and addressing critical issues facing the built environment. Innovative design, critical analysis, and communication skills are developed in drawing, writing, modeling, and collaboration. Students completing the AS degree may apply for transfer to a University program in Architecture, Interior Architecture, or Environmental Design or obtain an entry level position in the same fields.

Note: in addition to meeting academic requirements for admittance into a university, Architecture Programs also require prospective students to submit a portfolio to review for admittance into the program. It is recommended that students make an appointment with counselors at the institution of their choice to inquire about requirements.

After completion of this Architecture program, California students have the option to pursue a license in architecture through the NCARB internship process.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate the ability to research and analyze critical concepts of design and human interaction within the built environment, understand architecture's role in society, develop environmentally responsible designs, and communicate design concepts through drawing, writing, modeling, and collaboration. Students will develop a portfolio of work displaying design and technical skills to apply as an entry level architectural designer or drafter, or to transfer to a university.

Area of Emphasis

Architecture AS Degree and Certificate of Achievement		Units
AHIS 21	Architectural History: Ancient to 1850	3.0
AHIS 22	Architectural History and Theory - 1850 to Present	3.0
ARC 10 (formerly INTARC 34B)	Studio 1	3.0
ARC 11 (formerly INTARC 28B/INTARC 29)	Design Communication 1	3.0
ARC 20	Studio 2: Architecture	3.0
ARC 21 (formerly INTARC 28A/INTARC 35)	Design Communication 2	3.0
ARC 30	Studio 3: Architecture	3.0
ARC 31 (formerly INTARC 38)	Design Communication 3	3.0
ARC 32	Construction Materials and Methods	3.0
ARC 40	Studio 4: Architecture	3.0
ARC 70	Portfolio	1.0

Total: 31.0



Narrative for Associates of Science Degree and Certificate of Achievement in Architecture

1. Program Goals and Objectives:

The Architectural Program will culminate in either a two year Associates of Science degree or a Certificate of Achievement in Architecture. This is a collaborative effort to integrate Interior Architectural Design and Architecture with common first year core courses in design and technical skills followed by a specialized second year that branches Interior Architecture and Architecture onto separate tracts.

Architecture Tract Students will acquire the technical skills to enter the workforce as an intern or entry level designer in architecture, interior design, or environmental design firms. Technical skills include visual communications skills such as drafting and presentation work, oral communication skills, project collaboration and management, site and environmental design, and building systems and code compliance.

Architecture and Interior Design have a similar base of students which cross over and will complement each program. The current Interior Design program has students every semester whose goal is to transfer to an architecture program at a university, but interior design courses are not accepted as program requirements at university architecture programs while architecture courses are accepted at interior design programs. Broadening the umbrella to architecture, while keeping the specialization in interior design, will strengthen our student base and enriches the program by providing an environment of professional collaboration.

Program Learning Outcomes, including Occupational Competencies:

Upon completion of the program, students will demonstrate the ability to research and analyze critical concepts of design and human interaction within the built environment, understand architecture's role in society, develop environmentally responsible designs, and communicate design concepts through drawing, writing, modeling, and collaboration. Students will develop a portfolio of work displaying design and technical skills to apply as an entry level architectural designer or drafter, or to transfer to a university.

2. Catalog Description:

This program explores architecture through cultural, environmental, and social relevance while understanding and addressing critical issues facing the built environment. Innovative design, critical analysis, and communication skills are developed in drawing, writing, modeling, and collaboration. Students completing the AS degree may apply for transfer to a University program in Architecture, Interior Architecture, or Environmental Design or obtain an entry level position in the same fields.

Note: After completion of this Architecture program, California students have the option to pursue a license in architecture through the NCARB internship process.

Transfer students, in addition to meeting academic requirements for admittance into a university, Architecture Programs also require prospective students to submit a portfolio to review for admittance into the program. It is recommended that students make an appointment with counselors at the institution of their choice to inquire about requirements.



3. Program Requirements:

To earn the Associates of Science Degree in Architecture, students must successfully complete the following courses:

Architecture AS Degree and Certificate of Achievement		Units
AHIS 21	Architectural History: Ancient to 1850	3.0
AHIS 22	Architectural History and Theory - 1850 to Present	3.0
ARC 10 (formerly INTARC 34B)	Studio 1	3.0
ARC 11 (formerly INTARC 28B/INTARC 29)	Design Communication 1	3.0
ARC 20	Studio 2: Architecture	3.0
ARC 21 (formerly INTARC 28A/INTARC 35)	Design Communication 2	3.0
ARC 30	Studio 3: Architecture	3.0
ARC 31 (formerly INTARC 38)	Design Communication 3	3.0
ARC 32	Construction Materials and Methods	3.0
ARC 40	Studio 4: Architecture	3.0
ARC 70	Portfolio	1.0
		Total: 31.0

4. Master Planning

This program is consistent with SMC’s Mission to “assist students in the development of skills needed to succeed in college [and] prepare students for careers...” Students completing the AS degree may apply for transfer to a university for a 5-year professional degree or a 4-year non-professional degree or they may qualify for entry level positions into the careers below.

5. Enrollment and Completer Projections

The following labor marketing information was obtained from the attached LMI report:

The Occupational Projections for Employment estimate a 5.6% increase and show the annual average openings to be 1,370. There are 19,460 employers of architectural and engineering services in the State of California. The percent of total employment for Architectural and Engineering services in the state of California is 68.1%

This program prepares students for the following occupations:

- Architect
- Interior Architect
- Urban Planner
- Environmental Designer
- Industrial Designer
- Furniture and Fixture Designer
- Project Manager
- Drafter and Renderer

6. Place of Program in Curriculum/Similar Programs

Estimated Cost of Program Materials and Equipment:

Condensed from instructions in Program and Course Approval Handbook, 6th Edition p. 72-76

SMC_cordova_



Facility and resources are similar to that of the Interior Design program which is currently supported at the Center for Media and Design. The most practical solution for a classroom is to emulate the professional environment. Students should have work spaces which can accommodate large drawings, space for drawing and modeling, and computers or support for laptops at each station. Laptops would update workstations in the current classrooms to match the professional standard. 30 laptops, the accrements to house and run the laptops, plus the industry software will be needed. The equipment and software would also be utilized by Interior Architecture Program. The cost breakdown is:

30 Laptops:	\$60,000
1 Cart:	\$ 1,000
Software:	\$12,000
TOTAL	\$73,000

Current network would support this configuration.

7. Similar Programs at Other Colleges in Service Area

Community Colleges within 10 miles:

- None

Community Colleges within 10 to 20 miles:

- El Camino Community College: 15 miles

4 or 5 year Transfer Colleges with an Architecture Program in Southern California:

- University of Southern California (Bachelor Program)
- University of California Los Angeles (Bachelor program starts at Junior Level and Masters)
- Woodbury (Bachelor Program in Architecture and Interior Architecture)
- SciArc (Bachelor Program)
- Otis (Bachelor Program in arch and interior studies)
- California Polytechnic Pomona (Bachelor Program)
- New School of Architecture in San Diego (Bachelor Program)

Even without an architecture program, we have 26 students transferring to architecture programs in the UC system between 2012-2017.

8. Transfer Preparation Information

The general education courses are chosen for the transfer requirements of University Architecture programs listed above. The required courses offered are consistent with the NAAB (National Architectural Accreditation Board) requirements – two-year programs are not accredited but courses must align to be transferrable.

- Critical Thinking and Representation:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas including writing, investigative skills, speaking, drawing and model making,
 - Courses which cover this aspect: Intro to Design, Studio 1, Studio 2, Studio 3, English 1, English 2, ComSt 11, AHIST 21, AHIST 22, Visual Comm 2, 3, 4



- B. **Building Practices, Technical Skills and Knowledge:** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.
 - a. Studio 2, Studio 3, Construction Materials and Methods
- C. **Integrated Architectural Solutions:** Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.
 - a. Intro to Design, Studio 1, 2, 3, and Visual Comm 2, 3, 4
- D. **Professional Practice.** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically and critically for the good of the client, society and the public.
 - a. Studio 3 will cover some of this information such as the architect's role and responsibilities but most professional practice courses are upper level and will be taught at the university.

Goals for the Program and perspectives that impact education and development of professional architects:

A. Collaboration and Leadership

- Students will work on projects which simulate situations found in the profession. They will work on individual solutions and will collaborate in teams to provide an opportunity to understand team dynamics and leadership roles. Architects are expected to serve clients, interact with engineers and professional colleagues, and must be comfortable working with diverse groups and stakeholders.

B. Design

- Students will engage in design challenges using as a multi-faceted problem solving approach that encourages discovery of opportunities and provide a diverse range of ideals and processes.

C. Professional Opportunity

- Students will understand the career paths for architects in both traditional and nontraditional settings which include local and global communities. Internships are encouraged and courses are offered to give credit for student internships.

D. Stewardship of the Environment

- "Students will understand and take responsibility for stewardship of the environmental and natural resources what are significantly compromised by the act of building and constructing human settlements."

E. Community and Social Responsibility

- Students will be engaged in the societal responsibility of creating better places within more livable communities. Civic engagement and positively influencing the built and natural environment.

Program Endorsement Brief: Architecture/Interior Design

Los Angeles/Orange County Center of Excellence, May 2019

Summary

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide regional labor market supply and demand data related to architecture/interior design. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with relevant occupations.

The following summarizes key findings from this data brief:

- The number of jobs for occupations related to architecture/interior design is projected to increase by 2% through 2023; more than 1,250 job openings will be available annually due to new job growth and replacement need.
- Over the past 12 months, there have been 812 online middle-skill job postings related to architecture/interior design in Los Angeles and Orange Counties.
- Eight other related program recommendation requests were received in 2018 from regional community colleges.
- Twenty-two colleges in the region have existing applied design, architectural drafting, architecture and architectural technology, drafting technology, and interior design and merchandising programs.
- Between 2015 and 2018, community colleges in the region conferred an average of 660 awards annually (associate degrees and certificates) in related training programs.

Occupational Demand — In Los Angeles/Orange County, the number of jobs for occupations related to architecture/interior design is projected to increase by 2% through 2023. There will be more than 1,250 job openings per year due to new job growth and replacement need (retirements).

Exhibit 1: Occupational demand in Los Angeles and Orange Counties¹

Geography	2018 Jobs	2023 Jobs	2018-2023 Change	2018-2023 % Change	Annual Openings
Los Angeles	9,390	9,649	259	3%	894
Orange	3,960	4,015	55	1%	363
Total	13,350	13,663	313	2%	1,257

¹ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages — Entry-level wages for occupations related to architecture/interior design in the region are approximately \$18/per hour. Entry-level wages are higher than the MIT Living hourly wage for one adult in the region (\$14.36 in Los Angeles County and \$15.85 in Orange County). Appendix B shows hourly wages for each occupation and by county.

Job Postings — There were 812 online middle-skill postings for jobs related to architecture/interior design listed in the past 12 months. The majority of job postings were for interior designers, design consultants, and CAD drafters. Top specialized skills include: interior design, AutoCAD, and Revit. The top three employers, by number of job postings, in the region are: The Home Depot, West Coast Living Thomasville and Bassett Furniture.

Educational Attainment — The BLS lists an associate degree as the typical entry-level education for architectural drafters, and a Bachelor’s degree as the entry-level education for interior designers. National-level educational attainment data indicates between 30% and 62% of workers in the field have completed some college or an associate degree. Of the job postings listing high school/vocational training or associate degree as an education requirement in Los Angeles/Orange County, 65% request an associate degree.

Community College Supply — Appendix A shows the annual and three-year average number of awards conferred by community colleges in Architecture and Architectural Technology (0201.00), Drafting Technology (0935.00), Architectural Drafting (0935.10), Applied Design (1009.00) and Interior Design and Merchandising (1302.00). The colleges with the most architecture and architectural technology completions in the region are: East LA, Mt San Antonio, and Orange Coast. Last year, there were eight other related program recommendation requests from regional community colleges.

Appendix A: Regional community college awards (certificates and degrees), 2015-2018

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-18 Awards	3-Year Award Average
0201.00	Architecture and Architectural Technology	Cerritos	16	20	17	18
		Citrus	0	0	2	1
		Compton	2	0	0	1
		East LA	103	25	34	54
		El Camino	18	21	35	25
		Fullerton	8	9	8	8
		Glendale	4	3	4	4
		LA Harbor	14	10	5	10
		LA Pierce	7	4	8	6
		LA Trade-Tech	8	9	8	8
		LA Valley	3	2	4	3
		Long Beach	6	12	10	9
		Mt San Antonio	19	67	82	56
		Orange Coast	34	43	82	53
		Pasadena	7	5	11	8
Rio Hondo	17	13	19	16		

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-18 Awards	3-Year Award Average
		Saddleback	6	14	12	11
Subtotal/Average			272	257	341	290
0953.00	Drafting Technology	Cerritos	45	41	48	45
		Citrus	7	2	6	5
		East LA	41	33	38	37
		El Camino	14	11	15	13
		Fullerton	8	8	11	9
		Golden West	16	17	18	17
		Irvine	3	5	0	3
		LA Harbor	5	2	1	3
		LA Pierce	3	8	7	6
		LA Valley	1	2	4	2
		Mt San Antonio	30	45	34	36
		Pasadena	2	0	21	8
		Rio Hondo	19	9	93	40
		Saddleback	2	0	2	1
Santa Ana	8	20	23	17		
Subtotal/Average			204	203	321	243
0953.10	Architectural Drafting	Citrus	0	1	0	0
		Fullerton	0	0	4	1
		Long Beach	4	12	8	8
		Santa Ana	1	3	3	2
Subtotal/Average			5	16	15	12
1009.00	Applied Design	Compton	1	0	0	0
		Subtotal/Average			1	0
1302.00	Interior Design and Merchandising	Fullerton	17	15	34	22
		LA Mission	1	3	7	4
		Long Beach	1	0	0	0
		Mt San Antonio	13	16	19	16
		Orange Coast	27	32	34	31
		Saddleback	29	6	32	22
		Santa Monica	14	15	30	20
Subtotal/Average			102	87	156	115
Total/Average			584	563	833	660

Appendix B: Occupational demand and wage data by county

Exhibit 3. Los Angeles County

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Interior Designers (27-1025)	5,118	5,289	171	3%	513	\$18.05	\$23.36	\$72.61
Architectural and Civil Drafters (17-3011)	4,272	4,360	88	2%	381	\$18.49	\$28.47	\$41.27
Total	9,390	9,649	259	3%	894			

Exhibit 4. Orange County

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Interior Designers (27-1025)	2,015	2,031	16	1%	189	\$18.32	\$22.83	\$41.11
Architectural and Civil Drafters (17-3011)	1,945	1,984	39	2%	174	\$18.86	\$27.92	\$39.18
Total	3,960	4,015	55	1%	363			

Exhibit 5. Los Angeles and Orange Counties

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Interior Designers (27-1025)	7,133	7,319	186	3%	702	\$18.20	\$23.17	\$63.49
Architectural and Civil Drafters (17-3011)	6,217	6,344	127	2%	555	\$18.62	\$28.31	\$40.75
Total	13,350	13,663	313	2%	1,257			

Appendix C: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (EMSI)
- Employment Development Department, Labor Market Information Division, OES
- Employment Development Department, Unemployment Insurance Dataset
- Living Insight Center for Community Economic Development
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- MIT Living Wage
- Chancellor's Office Curriculum Inventory

For more information, please contact:

Juan Madrigal
Center of Excellence, Los Angeles/Orange County Region
jmadrigal@mtsac.edu
May 2019



LAOCRC/Centers of Excellence Program Application

Section I: Program Information

Program Title: Program title must match exactly what is going to be submitted to COCI
Architecture

Submission Type: Is your submission a new program or are substantial changes being made to an existing program?

- New Program
 Substantial Changes

TOP Codes 020100

Projected Start Date (mm/dd/yyyy) 08/01/2020

Catalog Description Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal.
Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal.

Architecture – Program Description

This program explores architecture through cultural, environmental and social relevance while understanding and addressing critical issues facing the built environment through innovative design and critical analysis. Communication skills are developed in drawing, writing, modeling, and collaboration. Students completing the AS degree may apply for transfer to a University degree program in Architecture, Interior Architecture, or Environmental Design or obtain an entry level position in the same fields.

Program Learning Outcomes, including Occupational Competencies:

Upon completion of the program, students will demonstrate the ability to research and analyze critical concepts of design and human interaction within the built environment, understand architecture's role in society, develop environmentally responsible designs, and communicate design concepts through drawing, writing, modeling, and collaboration. Estimated Cost of Program Materials and Equipment:
Facility and resources are similar to that of the Interior Design program which is currently supported at the Center for Media and Design. For online, fitting three classrooms with computer cameras, microphones, and speakers.

Enrollment Completer Projections Enrollment Completer Projections are projections of number of students to earn certificate or degree annually.

24 annually

Section II: Program Proposal Attributes

Program Award Type(s)

Check all that apply

Type of Program

- Certificate of Achievement: 8 to fewer than 16 semester (or 16 to fewer than 24 quarter) units (B)
- Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)
- Associate of Science Degree (S)
- Associate of Arts Degree (A)
- A.A. – T Degree (Y)
- A.S. – T Degree (X)
- Noncredit Program (NIL)

Program Goal Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Regional recommendation is only needed for programs with an occupational goal.

The Architectural Program will culminate in either a two year Associates of Science degree or a Certificate of Achievement in Architecture. This is a collaborative effort to integrate Interior Architectural Design and Architecture with common first year core courses in design and technical skills followed by a specialized second year that branches Interior Architecture and Architecture onto separate tracts.

Architecture Tract Students will acquire the technical skills to enter the workforce as an intern or entry level designer in architecture, interior design, or environmental design firms. Technical skills include visual communications skills such as drafting and presentation work, oral communication skills, project collaboration and management, site and environmental design, and building systems and code compliance.

Architecture and Interior Design have a similar base of students which cross over and complement each program. The current Interior Design program has students every semester whose goal is to transfer to an architecture program at a university, but interior design courses are not accepted as program requirements at university architecture programs while architecture courses are accepted at interior design programs. We are unable to fully service our students and they leave early to pursue their career education elsewhere. Broadening the umbrella to architecture, while keeping the specialization in interior design, will strengthen our student base and enrichen the program by providing an environment of professional collaboration.

Section III: Course Unit and Hours

Total Certificate Units (Minimum and Maximum) 31 min

Units of Degree Major or Area of Emphasis (Minimum and Maximum) 31 min

Total Units for Degree (Minimum and Maximum) 62 min

Section IV: Course Report

Program Requirements Narrative

To earn the Associates of Science Degree in Architecture, students must successfully complete the following courses:

(See Attached for a full list of required courses for the certificate and degree.)

Course	Title	Units	Year/Semester (Y1 or S1)
ARCH 10A	STUDIO 1	3	Y1 S1
ARCH 10B	DESIGN COMMUNICATION 1	3	Y1 S1
ARCH 11A	STUDIO 2	3	Y1 S2
ARCH 11B	DESIGN COMMUNICATION 2	3	Y1 S2
ARCH 20A	STUDIO 3: ARCHITECTURE	3	Y2 S3
ARCH 20B	DESIGN COMMUNICATION 3	3	Y2 S3
ARCH 60	CONSTRUCTION MATERIALS & METHODS	3	Y2 S3
ARCH 70	PORTFOLIO	1	Y2 S3
ARCH 21A	STUDIO 4	3	Y2 S4
AHIST 21 AND 22	ARCH HISTORY 1 AND 2	3 + 3	Y1 S1 AND S2

Program Requirements Program Requirements includes course requirements and sequencing that reflect program goals.

To earn the Associates of Science Degree in Architecture, students must successfully complete the following courses: It is recommended that students complete the courses in the order shown.

Sem	Pre-req or Skills	Course No.	Semester 1	Units	IGETC	CSU
FALL		**ARCH 10a	Studio 1	3	-	-
		**ARCH 10b	Design Communication 1	3	-	-
		AHIST 21	Arch History 1	3	3A	C1
		GE	General Elective	3-5	2	B4
		ENG 1	English 1	3	1A	A2
			SUBTOTAL	15-17		

Sem	Pre-req or Skills	Course No.	Semester	Units	IGETC	CSU
SPRING	ARCH 10a	ARCH 11a	Semester 2 Studio 2	3	-	-
	ARCH 10b	ARCH 11b	Design Communication 2	3	-	-
		AHIST 22	Arch History 2	3	A	C1
		GE	General Elective	3	1B	A3
		GE	General Elective	3	1C	A1
			SUBTOTAL		15	
FALL	ARCH 11a	ARCH 20a	Semester 3 Studio 3	3	-	-
	ARCH 11b	ARCH 20b	Design Communication 3	3	-	-
	ARCH 10b	ARCH 60	Construction Mat'l/Meth	3	-	-
	ARCH 20a	ARCH 70	Portfolio	1	-	-
		GE	General Elective	3	5B	B2
		GE	General Elective	3	3B	C2
		SUBTOTAL		16		
SPRING	ARCH 20a	ARCH 21a	Semester 4 Studio 4	3	-	-
		GE	General Elective w/ lab	4	5A/C	B1/3
		GE	General Elective	3	4	D
		GE	General Elective	3	4	D
		GE	General Elective	3	4	D
		SUBTOTAL		16		
		TOTAL		62-64		

** A critical course which is required and predicts success in area of study.

Section V: Supporting Documents

Please attach to the email

Section VI: Los Angeles/Orange County Region Specific Questions

District Santa Monica Community College District

College Santa Monica College

CRLC Member Patricia G. Ramos

Email ramos_patricia@smc.edu

Phone 310) 434-3311

Reason for approval request

- New Program
 Substantial Change
 Local Approved

Place of program in college's curriculum/similar program.

Design Technology Department

This department houses: Interior Architecture, Graphic Design, and Entertainment Technology

List similar programs at other colleges in the Los Angeles and Orange County Region

Community Colleges within 10 miles:

- None

Community College within 10 to 20 miles:

- El Camino Community College: 15 miles

4 or 5 year Transfer Colleges with an Architecture Program within 20 miles:

- University of Southern California
- University of California Los Angeles (Bachelors degree starts at Junior year)
- Woodbury
- Sci-Arc
- Otis
- Cal Poly Pomona (40 miles)
- California Baptist University, Riverside (70 miles)
- New School of Architecture San Diego (120 miles)

The LMI reports a 2% growth through 2023 and more than 1,250 job opening annually with 660 degrees or certificates awarded annually.

Annual Enrollment projects (non-duplicative)

24 annually

Advisory Minutes

Please attach to the email.

I. ATTENDEES

- Kristin King, CSUN, Interior Design
- Cristoph Korner, Woodbury, Interior Architecture
- Heather Flood, Woodbury, Architecture
- Aaron Gensler, Gensler Architects
- Josephine Hao, SMC, Interior Architecture
- Sheila Cordova, SMC, Interior Architecture
- Stuart Cooley, SMC, Environmental Studies

II. PROGRAM REPORT

- A More Integrated Classroom
 - **Emulating the work environment: Studio laptops (update)**

We have applied for and passed the first approval to incorporate laptops into the studio classroom. This would allow all students to design, draw, and work through a design solution as they would in an office. The grant covers laptops to a classroom of 30, a cart to store and move them, and the industry software.

III. DISCUSSION

- Program and Certificate - New
 - **Architecture Program and Certificate (New)**
 1. **ARC courses**

Proposed architecture courses were reviewed for application for transfer and for career skills. This was a lengthy discussion on critical skills needed for both. The discussion included: verbal, written, critical thinking, graphic skills (including rendering and model building), knowledge of building construction, and public speaking. A motion was passed based on the attached Architecture Narrative handed out in the meeting. A motion was made to proceed with the Architecture Program at Santa Monica College. The motion passed unanimously.
 2. **GE Courses**

General Education courses included in the proposed program were reviewed for applicability in transferring. It was agreed that the proposed courses fit with the current transfer requirements. A full articulation agreement will need to be reached and the GE courses shall align with the articulation agreement.

■ Other Certificates:

1. Digital Design (Architectural)

The current certificate in digital design under interior architecture was reviewed and is a critical entry level career for both fields. A motion was made to keep this certificate under both Architecture and Interior Architecture. The motion passed unanimously.

IV. ADJOURNMENT

The meeting was adjourned at 12:15pm.

I. IN ATTENDANCE

- Frank Dawson, Dean of CMD
- Jason Beardsley, Dean Instruction Services
- Dana Nasser, Curriculum Chair
- Steven Sedky, CE Chair
- Rachel Demsky, Curriculum Specialist
- Jo Hao, Department Chair
- Sheila Cordova, Faculty

II. REPORT

A. Streamlining Students' College Path

Sheila and Jo have been working diligently on the Pathways initiative. During the process, we had a session on how to meet the needs of our students. Our instructors and counselors noticed a number of students were attending classes with the intention of transferring or entering the field of architecture. As an interior design program, we are unable to meet these students needs so we explored the possibility of offering a certificate in architecture. This was not feasible since the programs have a different TOP code. This led to an investigation in offering a 2-year Associates of Science degree in Architecture.

B. A New Program: Architecture

The initial research for starting a program included outreach on campus (how would it be done), to other campuses (what would they need from our students to enter into their architecture programs), and to the National Architectural Accreditation Board (NAAB) for what is required in educational courses. This led to an Advisory Board meeting with outreach to local universities and to local architecture businesses.

From the research emerged a framework for a series of 4 studios, 3 technical skills course, and construction methods course. A portfolio course was discussed and deemed important since students will needs them to seek a job in the industry or to transfer to a university. The course would also be of use to professionals interested in showcasing their work online. Of the 9 courses, 2 studio, 3 technical courses, and 1 portfolio course are existing Interior Architectural Design courses that will be modified as needed to meet the requirements for both programs.

With a framework of classes established which meet NAAB and transfer requirements, 2 workshops were organized to discuss skills which would be required for transfer and for job placement. The workshops aim was to identify skills that are both required and desired, then to place them in the course framework identified for degree and transfer. A beautiful series of courses emerged whose intentions are to best serve students' needs in both transfer and job placement.

C. Program Goals and Objectives

The Architectural Program will culminate in either a two year Associates of Science degree or a Certificate of Achievement in Architecture. This is a collaborative effort to integrate Interior Architectural Design and Architecture with common first year core courses in design and technical skills followed by a specialized second year that branches Interior Architecture and Architecture onto separate tracts.

Architecture Tract Students will acquire the technical skills to enter the workforce as an intern or entry level designer in architecture, interior design, or environmental design firms. Technical skills include visual communications skills such as drafting and presentation work, oral communication skills, project collaboration and management, site and environmental design, and building systems and code compliance.

Architecture and Interior Design have a similar base of students which cross over and will complement each program. The current Interior Design program has students every semester whose goal is to transfer to an architecture program at a university, but interior design courses are not accepted as program requirements at university architecture programs while architecture courses are accepted at interior design programs. Broadening the umbrella to architecture, while keeping the specialization in interior design, will strengthen our student base and enriches the program by providing an environment of professional collaboration.

Program Learning Outcomes, including Occupational Competencies:

Upon completion of the program, students will demonstrate the ability to research and analyze critical concepts of design and human interaction within the built environment, understand architecture's role in society, develop environmentally responsible designs, and communicate design concepts through drawing, writing, modeling, and collaboration. Students will develop a portfolio of work displaying design and technical skills to apply as an entry level architectural designer or drafter, or to transfer to a university.

D. Catalog Description

This program explores architecture through cultural, environmental, and social relevance while understanding and addressing critical issues facing the built environment. Innovative design, critical analysis, and communication skills are developed in drawing, writing, modeling, and collaboration. Students completing the AS degree may apply for transfer to a University program in Architecture, Interior Architecture, or Environmental Design or obtain an entry level position in the same fields.

Note: After completion of this Architecture program, California students have the option to pursue a license in architecture through the NCARB internship process.

Transfer students, in addition to meeting academic requirements for admittance into a university, Architecture Programs also require prospective students to submit a portfolio to review for admittance into the program. It is recommended that students make an appointment with counselors at the institution of their choice to inquire about requirements.

E. Integrated Programs

1. **Renumbering Interior Architecture** – to ease student access and reduce confusion for both programs, we propose to rename the program from Intarc to IARC. This allows both program name and numbering to align for the first 2 semesters.
2. **Architecture** is using previous numbers and courses to align with the historic/archived program. The prefix will be ARCH.
3. **First year:** Both programs have a similar schedule the first year. IARC and ARCH will have a studio, design communications, and history class the first 2 semesters
4. **Second year:** the studio courses will separate. The technical skills courses will be the same for both programs and a portfolio course will be taken by both.
5. A handout with both Programs' flow chart was given.

III. DISCUSSION

A. What do we need to make the program successful?

1. Existing Facilities

Currently we have drafting rooms, a computer lab and computer rooms with the appropriate software. This is good for the technical skills class and for homework, but the studio courses should have the ability to work on a large desk for drawings and modeling – and have a computer for digital design. The rooms now are either work rooms or computer rooms but not both. Essentially, we would need 30 laptops with a cart and WIFI access for room 272. This room currently has large work desks for drawings and model-making.

2. New Facilities

Architecture and Interior Design programs are now requiring digital fabrication knowledge. We currently have 3D printers but additional equipment is needed. We are unable to meet the demand at this time. Suggestions were offered for how to address this. Discussed:

- Look for a place on the CMD campus for a fabrication laboratory
- Collaborate with the Art Department
- Collaborate with Engineering
- Look into a central location to house a fabrication laboratory for all four programs (Art, Engineering, Architecture, Interior Architecture). Frank mentioned a new facilities map which is currently being reviewed and said we can look for possibilities there.
- Look into a 3rd party who can provide and house the equipment. They would team with SMC to provide services for students and classes. Frank mentioned his workforce people have made contact with a company that we might pursue.

B. Updates and information

Dana Nasser: The architecture courses will be all reinstated since the numbers and courses follow (but are updated for current content). All courses required for the Degree are part of the reinstate. Interior Architecture will be renumbered to align with the numbers in Architecture.

Rachel Demski: Program is in Meta and sees that courses have been started. Seven courses have been inputted in and two courses will be done in the next few weeks. Worked out a few bugs. IARC will be added shortly.

Frank Dawson: AIA asking to have conference here. What can we ask for? Student Internships, scholarships, Fab Lab grant or input.

Laptop or other money requests: look at Strong Workforce but also Perkins (SW has lowered the apportionment to about 30%).

Meeting with Charlie this week about SMC facilities and possible allotment of buildings. Look for a fabrication location?

Steven Sedky: Looking for ADT for Architecture (not now but possible future track). Architecture and Interior Design courses are not CI-D at this point.

Look for transfers to UC San Louis Obispo, San Fransisco, and other UC schools.

Jason Beardsley: Is the forward progress of the Architecture Program contingent upon the digital fabrication courses and lab? No, students can get the skills in a summer course at the transfer college but it would be highly beneficial for our transfer and career track students to have these skills.

Other programs are looking at a Fab Lab also. A discussion with all three programs would be beneficial for a central fabrication facility for all programs.

IV. ADJOURNMENT

11:25am

Thank you for taking the time to help in the process for starting the Architecture Program.

SANTA MONICA COLLEGE PROGRAM OF STUDY

**Architecture and Interior Design Digital Production
Certificate of Achievement**

This program provides students with practical knowledge using industry standard tools and techniques. Focus is on the skill necessary for communicating ideas and projects using a variety of technical skills including digital drafting, modeling, rendering, image enhancement, fabrication and the use of VR in the design industry. Students will be prepared to work in a wide range of design disciplines including, architecture, interior design, fixture and furnishing design, and 3D rendering firms.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate skills in a variety of industry standard software for drafting, modeling, and rendering. Students will develop a portfolio of work displaying technical skills to apply as an entry level drafter or renderer.

Area of Emphasis

Digital Production and Design		Units
ARC 11 (<i>formerly INTARC 28B/INTARC 29</i>)	Design Communication 1	3.0
ARC 21 (<i>formerly INTARC 28A/INTARC 35</i>)	Design Communication 2	3.0
ARC 31 (<i>formerly INTARC 38</i>)	Design Communication 3	3.0
ARC 41 (<i>formerly INTARC 70</i>)	Design Communication 4	3.0
ARC 51 (<i>formerly INTARC 65</i>)	Design Communication 5	3.0
ARC 70	Portfolio	1.0
		Total: 16.0



Narrative for Certificate of Achievement in Architecture and Interior Design Digital Production

1. Program Goals and Objectives:

Students will acquire the technical skills to enter the workforce as a drafter or renderer in architecture, interior design, or environmental design firms. Technical skills include visual communications skills such as drafting and presentation work, project collaboration, and management. Students will be prepared to work in a wide range of design disciplines including, architecture, interior design, fixture and furnishing design, and 3D rendering firms.

Program Learning Outcomes, including Occupational Competencies:

Upon completion of the program, students will demonstrate the ability to communicate designs and projects through drawing, modeling, and collaboration. Students will develop a portfolio of work displaying a variety of technical skills to apply as an entry level drafter or renderer.

2. Catalog Description:

This certificate provides students with practical knowledge using industry standard tools and techniques. Focus is on the skill necessary for communicating ideas and projects using a variety of technical skills including digital drafting, modeling, rendering, image enhancement, fabrication and the use of VR in the design industry. Students will be prepared to work in a wide range of design disciplines including, architecture, interior design, fixture and furnishing design, and 3D rendering firms.

3. Program Requirements:

To earn the Certificate of Architecture and Interior Design Digital Production, students must successfully complete the following courses.

Digital Production and Design		Units
ARC 11 (formerly INTARC 28B/INTARC 29)	Design Communication 1	3.0
ARC 21 (formerly INTARC 28A/INTARC 35)	Design Communication 2	3.0
ARC 31 (formerly INTARC 38)	Design Communication 3	3.0
ARC 41 (formerly INTARC 70)	Design Communication 4	3.0
ARC 51 (formerly INTARC 65)	Design Communication 5	3.0
ARC 70	Portfolio	1.0
		Total: 16.0

4. Master Planning

This program is consistent with SMC’s Mission to “assist students in the development of skills needed to succeed in college [and] prepare students for careers...” Students completing the certificate may qualify for entry level positions into the careers below.

5. Enrollment and Completer Projections

The following labor marketing information was obtained from the attached LMI report:



The Occupational Projections for Employment estimate a 5.6% increase and show the annual average openings to be 1,370. There are 19,460 employers of architectural and engineering services in the State of California. The percent of total employment for Architectural and Engineering services in the state of California is 68.1%.

This program prepares students as drafters or renderers in the following occupations:

- Architect
- Interior Architect
- Urban Planner
- Environmental Designer
- Industrial Designer
- Furniture and Fixture Designer

6. *Place of Program in Curriculum/Similar Programs*

Facility and resources are similar to that of the Architecture and Interior Design programs which are currently supported at the Center for Media and Design.

7. *Similar Programs at Other Colleges in Service Area*

Community Colleges within 10 miles:

- *None*

Community Colleges within 10 to 20 miles:

- El Camino Community College: 15 miles

8. *Transfer Preparation Information*

This certificate is mostly intended for entering the workforce. Students interested in transferring to a 4- or 5-year university program may use most of some of these courses for transfer.

Program Endorsement Brief: 0201.00/Architecture and Architectural Technology Architecture

Los Angeles/Orange County Center of Excellence, April 2019

Summary

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide regional labor market supply and demand data related to architecture and architectural technology. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with relevant occupations.

The following summarizes key findings from this data brief:

- The number of jobs for architectural and civil drafters is projected to increase by 2% through 2023; more than 550 job openings will be available annually due to new job growth and replacement need (retirements).
- Over the past 12 months, there have been 107 online middle-skill postings for architectural and civil drafting-related jobs in Los Angeles and Orange Counties.
- Six other related program recommendation requests were received in 2018 from regional community colleges.
- Twenty colleges in the region have existing architecture and architectural technology, drafting technology, and architectural drafting programs.
- Between 2015 and 2018, community colleges in the region conferred an average of 545 awards annually (associate degrees and certificates) in related training programs.

Occupational Demand — In Los Angeles/Orange County, the number of jobs for architectural and civil drafters is projected to increase by 2% through 2023. There will be more than 550 job openings per year due to new job growth and replacement need (retirements).

Exhibit 1: Occupational demand in Los Angeles and Orange Counties¹

Geography	2018 Jobs	2023 Jobs	2018-2023 Change	2018-2023 % Change	Annual Openings
Los Angeles	4,272	4,360	88	2%	381
Orange	1,945	1,984	39	2%	174
Total	6,217	6,344	127	2%	555

¹ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages — Entry-level and median hourly wages for architectural and civil drafters in the region are \$18.62 and \$28.31, respectively. Entry-level wages are higher than the MIT Living hourly wage for one adult in the region (\$14.36 in Los Angeles County and \$15.85 in Orange County). Experienced workers earn \$40.75, which is higher than the living wage.

Job Postings — There were 107 online **middle-skill** postings for architectural and civil drafting-related jobs listed in the past 12 months. The majority of job postings were for CAD drafters structural designers, draftsmen, and civil designers. Top specialized skills include: AutoCAD, Revit, and interior design. The top employers, by number of job postings, in the region are Jacobs Engineering Group and Parsons Commercial Group.

Educational Attainment — The BLS lists an associate degree as the typical entry-level education for this occupation. The national-level educational attainment data indicates 62% of workers in the field have completed some college or an associate degree. Of job postings including a minimum education requirement in Los Angeles/Orange County, 55% request an associate degree.

Community College Supply — Appendix A shows the annual and three-year average number of awards conferred by community colleges in Architecture and Architectural Technology (0201.00), Drafting Technology (0953.00) and Architectural Drafting (0953.10). The colleges with the most architecture and architectural technology completions are: Mt San Antonio, East LA, and Orange Coast. Last year, there were six other related program recommendation requests from regional community colleges.

Appendix A: Regional community college awards (certificates and degrees), 2015-2018

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-18 Awards	3-Year Award Average
0201.00	Architecture and Architectural Technology	Cerritos	16	20	17	18
		Citrus	-	-	2	1
		Compton	2	-	-	1
		East LA	103	25	34	54
		El Camino	18	21	35	25
		Fullerton	8	9	8	8
		Glendale	4	3	4	4
		LA Harbor	14	10	5	10
		LA Pierce	7	4	8	6
		LA Trade-Tech	8	9	8	8
		LA Valley	3	2	4	3
		Long Beach	6	12	10	9
		Mt San Antonio	19	67	82	56
		Orange Coast	34	43	82	53
		Pasadena	7	5	11	8
		Rio Hondo	17	13	19	16
Saddleback	6	14	12	11		
Subtotal/Average			272	257	341	290

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-18 Awards	3-Year Award Average
0953.00	Drafting Technology	Cerritos	25	45	41	37
		Citrus	9	7	2	6
		East LA	20	41	33	31
		El Camino	16	14	11	14
		Fullerton	5	8	8	7
		Golden West	19	16	17	17
		Irvine	2	3	5	3
		LA Harbor	2	5	2	3
		LA Pierce	N/A	3	6	5
		LA Valley	1	1	2	1
		Mt San Antonio	55	30	45	43
		Pasadena	5	2	N/A	4
		Rio Hondo	21	19	9	16
		Saddleback	1	2	N/A	2
		Santa Ana	30	8	20	19
Subtotal/Average			204	203	321	243
0953.10	Architectural Drafting	Citrus	1	N/A	1	1
		Fullerton	-	-	4	1
		Long Beach	2	4	12	6
		Santa Ana	14	1	3	6
Subtotal/Average			5	16	15	12
Total/Average			481	476	677	545

Appendix B: Occupational demand and wage data by county

Exhibit 2. Los Angeles County

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Architectural and Civil Drafters (17-3011)	4,272	4,360	88	2%	381	\$18.49	\$28.47	\$41.27

Exhibit 3. Orange County

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Architectural and Civil Drafters (17-3011)	1,945	1,984	39	2%	174	\$18.86	\$27.92	\$39.18

Exhibit 4. Los Angeles and Orange Counties

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Architectural and Civil Drafters (17-3011)	6,217	6,344	127	2%	555	\$18.62	\$28.31	\$40.75

Appendix C: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (EMSI)
- Employment Development Department, Labor Market Information Division, OES
- Employment Development Department, Unemployment Insurance Dataset
- Living Insight Center for Community Economic Development
- California Community Colleges Chancellor's Office Management Information Systems
- MIT Living Wage

For more information, please contact:

Lori Sanchez, Director
 Center of Excellence, Los Angeles/Orange County Region
Lsanchez144@mtsac.edu
 April 2019



Section I: Program Information

Program Title: Program title must match exactly what is going to be submitted to COCI
Digital Production and Design for Interiors and Architecture

Submission Type: Is your submission a new program or are substantial changes being made to an existing program?

- New Program
 Substantial Changes

TOP Codes 020100

Projected Start Date (mm/dd/yyyy) Spring 2020

Catalog Description Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal. This certificate provides students with practical knowledge using industry standard tools and techniques. Focus is on the skill necessary for communicating ideas and projects using a variety of technical skills including digital drafting, modeling, rendering, image enhancement, fabrication and the use of VR in the design industry. Students will be prepared to work in a wide range of design disciplines including, architecture, interior design, fixture and furnishing design, and 3D rendering firms.

Enrollment Completer Projections Enrollment Completer Projections are projections of number of students to earn certificate or degree annually.
24, based on class size

Section II: Program Proposal Attributes

Program Award Type(s)

Check all that apply

Type of Program

- Certificate of Achievement: 8 to fewer than 16 semester (or 16 to fewer than 24 quarter) units (B)
 Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)
 Associate of Science Degree (S)
 Associate of Arts Degree (A)
 A.A. – T Degree (Y)

- A.S. – T Degree (X)
- Noncredit Program (NIL)

Program Goal Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Regional recommendation is only needed for programs with an occupational goal.

The Digital Design certificate will give students the opportunity to enter into the workforce as an intern or entry level drafter in architecture, interior design, fixture and furnishing design, and 3D rendering. Architectural Drafting positions have shown an increased demand in the marketing report and the McKenzie report.

Section III: Course Unit and Hours

Total Certificate Units (Minimum and Maximum) 16

Units of Degree Major or Area of Emphasis (Minimum and Maximum) n/a

Total Units for Degree (Minimum and Maximum) n/a

Section IV: Course Report

Program Requirements Narrative

To earn the Certificate of Digital Production and Design in Interiors and Architecture, students must successfully complete the following courses.

Course	Title	Units	Year/Semester (Y1 or S1)
IARC 10B/ARCH 10B	Design Communication 1	3	Sem 1
IARC 11B/ARCH 11B	Design Communication 2	3	Sem 1
IARC 20B/ARCH 20B	Design Communication 3	3	Sem 1
IARC 21B/ARCH 21B	Design Communication 4	3	Sem 2
IARCH 30B/ARCH 30B	Design Communication 5	3	Sem 2
IARC 70B/ARCH 70	Portfolio	1	Sem 2
	TOTAL	16	

Program Requirements Program Requirements includes course requirements and sequencing that reflect program goals.

It is recommended that students complete the courses in the order shown.

Sem	Pre-req/Skills	Course No.	Semester 1	Units	IGETC	CSU
FALL		ARCH 10b	Visual Communications 1	3	-	-
		ARCH 11b	Visual Communications 2	3	-	-
		ARCH 20b	Visual Communications 3	3	-	-
				9		
Sem	Pre-req/Skills	Course No.	Semester 2	Units	IGETC	CSU
SPRING	ARC 10	ARCH 21b	Visual Communications 4	3	-	-
	ARC 21	ARCH 30b	Visual Communications 5	3	-	-
		ARCH 70	Portfolio	1	-	-
				7		
			TOTAL	16		

Section V: Supporting Documents

Please attach to the email

Section VI: Los Angeles/Orange County Region Specific Questions

District Santa Monica Community College District

College Santa Monica College

CRLC Member Patricia G. Ramos

Email ramos_patricia@smc.edu

Phone (310) 434-3311

Reason for approval request

- New Program
 Substantial Change
 Local Approved

Place of program in college's curriculum/similar program.

Design Techonology Department

List similar programs at other colleges in the Los Angeles and Orange County Region

Architecture Drafting: Cerritos, Citrus, East LA, El Camino, Fullerton, Golden West Irvine, La Harbor, LA Pierce, LA Valley, Mt San Antonio, Pasadena, Rio Hondo, Long Beach, Santa Ana, Saddleback

Annual Enrollment projects (non-duplicative)

24, based on class size

Advisory Minutes

Please attach to the email.

I. ATTENDEES

- Kristin King, CSUN, Interior Design
- Cristoph Korner, Woodbury, Interior Architecture
- Heather Flood, Woodbury, Architecture
- Aaron Gensler, Gensler Architects
- Josephine Hao, SMC, Interior Architecture
- Sheila Cordova, SMC, Interior Architecture
- Stuart Cooley, SMC, Environmental Studies

II. PROGRAM REPORT

- A More Integrated Classroom
 - **Emulating the work environment: Studio laptops (update)**

We have applied for and passed the first approval to incorporate laptops into the studio classroom. This would allow all students to design, draw, and work through a design solution as they would in an office. The grant covers laptops to a classroom of 30, a cart to store and move them, and the industry software.

III. DISCUSSION

- Program and Certificate - New
 - **Architecture Program and Certificate (New)**
 1. **ARC courses**

Proposed architecture courses were reviewed for application for transfer and for career skills. This was a lengthy discussion on critical skills needed for both. The discussion included: verbal, written, critical thinking, graphic skills (including rendering and model building), knowledge of building construction, and public speaking. A motion was passed based on the attached Architecture Narrative handed out in the meeting. A motion was made to proceed with the Architecture Program at Santa Monica College. The motion passed unanimously.
 2. **GE Courses**

General Education courses included in the proposed program were reviewed for applicability in transferring. It was agreed that the proposed courses fit with the current transfer requirements. A full articulation agreement will need to be reached and the GE courses shall align with the articulation agreement.

■ Other Certificates:

1. Digital Design (Architectural)

The current certificate in digital design under interior architecture was reviewed and is a critical entry level career for both fields. A motion was made to keep this certificate under both Architecture and Interior Architecture. The motion passed unanimously.

IV. ADJOURNMENT

The meeting was adjourned at 12:15pm.

SANTA MONICA COLLEGE PROGRAM OF STUDY

**Entry Level Business Information Assistant
Certificate of Achievement**

Companies in various industries require employees who have basic business information systems and bookkeeping skills and can effectively communicate and interact with customers at an entry level position.

Program Learning Outcomes:

Upon completion of this program, students will demonstrate the ability to utilize business information systems; perform basic bookkeeping skills; communicate professionally in a business environment and interact successfully with customers.

Area of Emphasis

Required		Units
ACCTG 21	Business Bookkeeping	3.0

BUS 31	Business English Fundamentals	3.0
OR		
BUS 32	Business Communications	3.0

BUS 35	Customer Relationship Management	3.0
CIS 4	Business Information Systems with Applications	3.0
		Total: 12.0

Santa Monica College

Entry Level Business Information Assistant

1. Program Goals and Objectives

The occupational purpose of the program is to prepare students to work in an entry level position as a business information assistant with skills in business information systems, business communications, bookkeeping and customer relationship management. The Computer Information Systems Advisory Board recommended that a short certificate be offered similar to the Business Information Worker Quick Start 12 unit curriculum. This Entry Level Business Information Assistant certificate would include courses with basic business information systems, business communications, bookkeeping and customer relationship skills that students could complete in one semester. We created the Entry Level Business Information Assistant Certificate of Achievement with a total of four classes and 12 units to meet these program goals.

All four required classes can be completed in one semester, and these classes can all be completed online. The CIS Advisory Board also recommended that this certificate be considered for Dual Enrollment with our partner high schools. All four classes can be completed in one high school academic year so that students are prepared for a job as an entry level business information assistant upon high school graduation.

2. Catalog Description

Companies in various industries require employees who have basic business information systems and bookkeeping skills and can effectively communicate and interact with customers at an entry level position.

3. Program Requirements

The Entry Level Business Information Assistant Certificate of Achievement program requires completion of four classes including:

ACCTG 21	Business Bookkeeping	3.0

BUS 31	Business English Fundamentals	3.0
OR		
BUS 32	Business Communications	3.0

BUS 35	Customer Relationship Management	3.0
CIS 4	Business Information Systems with Applications	3.0

Total units: 12.0

Advisory Minutes Approval from Advisory Board Meeting May 17 2019:

Business Information Worker Quick Start Certificate of Achievement (12) units

This could be a weekend program and/or an online program. This program will also adhere to the C-ID requirements. Or create a similar program with similar curriculum.

Santa Monica College

Board member mentioned that a lot of high school students would definitely benefit from this. For example, Venice HS.

4. Master Planning

This program is part of the college initiative to offer skills programs that increase wages for students upon completion and can be completed in one year, either online or on ground. This program also meets the statewide initiative to improve high school graduates' employment opportunities. And, this program offers a certificate path for students to continually develop skills by completing this program after the noncredit Front Desk Receptionist certificate.

5. Enrollment and Completer Projections

40 students per year

6. Place of Program in Curriculum/Similar Program

Students can continue building skills by completing this program after they complete the noncredit Front Desk Receptionist program.

7. Similar Programs at Other Colleges in Service Area

None

8. Transfer Preparation Information

Transfer Degrees Only: provide information on transfer preparation

Los Angeles County Business Information Worker Occupations (2018-2023)

SOC	Occupation	2018 Jobs	2023 Jobs	5-Year Change	5-Year % Change	5-Year Openings*	25 th Percentile Hourly Earnings	75 th Percentile Hourly Earnings	Typical Entry Level Education
43-4031	Court, Municipal, and License Clerks	2,512	2,644	132	5%	1,326	\$20.24	\$27.33	High school diploma or equivalent
43-4051	Customer Service Representatives	56,499	57,123	624	1%	38,442	\$14.42	\$23.25	High school diploma or equivalent
43-4071	File Clerks	4,276	4,142	(134)	(3%)	2,611	\$13.63	\$22.30	High school diploma or equivalent
43-4081	Hotel, Motel, and Resort Desk Clerks	5,068	5,181	113	2%	4,440	\$12.17	\$16.39	High school diploma or equivalent
43-4151	Order Clerks	11,491	11,409	(82)	(1%)	6,745	\$12.58	\$20.62	Some college, no degree
43-4171	Receptionists and Information Clerks	30,996	32,612	1,616	5%	22,829	\$12.38	\$17.95	High school diploma or equivalent
43-5071	Shipping, Receiving, and Traffic Clerks	26,388	25,500	(888)	(3%)	12,944	\$12.60	\$18.85	High school diploma or equivalent
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	80,332	79,531	(801)	(1%)	45,267	\$15.91	\$25.27	High school diploma or equivalent
43-9061	Office Clerks, General	102,880	103,709	829	1%	63,121	\$12.54	\$21.16	High school diploma or equivalent
43-9199	Office and Administrative Support Workers, All Other	14,746	15,211	465	3%	9,145	\$12.78	\$23.55	High school diploma or equivalent
	Total	335,188	337,064	1,876	1%	206,871	\$13.92	\$21.67	

Source: Economic Modeling Specialists, International (EMSI) 2020.1

*Openings=New and replacement jobs



C · O · E

**CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH**

LAOCRC/Centers of Excellence Program Application

Section I: Program Information

Program Title: Program title must match exactly as it appeared on the LMI request.
Certificate of Achievement Entry Level Business Information Assistant

Submission Type: Is your submission a new program or are substantial changes being made to an existing program?

- New Program
 Substantial Changes

TOP Codes 0514.40 – Office Management

Projected Start Date (mm/dd/yyyy) Fall 2020

Catalog Description Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal. The program requires four 3 unit classes. There are no prerequisites for any of the classes. The student learning outcomes include:

Students will be able to perform business information tasks using Microsoft Office applications: Word, Excel, Access and PowerPoint.

Students will be able to engage in customer relationship interactions using developed business communications skills as well as customer relationship management skills.

Enrollment Completer Projections Enrollment Completer Projections are projections of number of students to earn certificate or degree annually.

40

Section II: Program Proposal Attributes

Program Award Type(s)

Check all that apply

Type of Program

- Certificate of Achievement: 8 to fewer than 16 semester (or 16 to fewer than 24 quarter) units (B)

- Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)
- Associate of Science Degree (S)
- Associate of Arts Degree (A)
- A.A. – T Degree (Y)
- A.S. – T Degree (X)
- Noncredit Program (NIL)

Program Goal Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Regional recommendation is only needed for programs with an occupational goal.

The occupational purpose of the program is to prepare students to work in an entry level position as a business information assistant with skills in business information systems, business communications, bookkeeping and customer relationship management. The Computer Information Systems Advisory Board recommended that a short certificate be offered similar to the Business Information Worker Quick Start 12 unit curriculum. This Entry Level Business Information Assistant certificate would include courses with basic business information systems, business communications, bookkeeping and customer relationship skills that students could complete in one semester. We created the Entry Level Business Information Assistant Certificate of Achievement with a total of four classes and 12 units to meet these program goals. All four required classes can be completed in one semester, and these classes can all be completed online. The Advisory Board also recommended that this certificate be considered for Dual Enrollment with our partner high schools. All four classes can be completed in one high school academic year so that students are prepared for a job as an entry level business information assistant upon high school graduation.

Section III: Course Unit and Hours

Total Certificate Units (Minimum and Maximum) 12

Units of Degree Major or Area of Emphasis (Minimum and Maximum) 12

Total Units for Degree (Minimum and Maximum) 12

Section IV: Course Report

Program Requirements Narrative

The Entry Level Business Information Assistant Certificate of Achievement program requires completion of four classes including: CIS 4 Business Information Systems with Applications to fulfil the Office Applications requirements and BUS 32 Business Communication OR BUS 31 Business English Fundamentals and ACCT 21 Business Bookkeeping and BUS 35 Customer Relationship Management.

Course	Title	Units	Year/Semester (Y1 or S1)
--------	-------	-------	-----------------------------

CIS 4	Business Information Systems with Applications	3	S1
BUS 32 or BUS 31	Business Communications or Business English Fundamentals	3 or 3	S1
ACCT 21	Business Bookkeeping	3	S1
BUS 35	Customer Relationship Management	3	S1

Program Requirements Program Requirements includes course requirements and sequencing that reflect program goals.

The Entry Level Business Information Assistant Certificate of Achievement course requirements include completion of four classes to meet the program goals of possessing skills in business information systems, business communications, bookkeeping and customer relationship management. The business communications skills can be completed by taking either the BUS 32 Business Communications or BUS 31 Business English Fundamentals classes. The curriculum of either BUS 32 or BUS 31 fulfills the business communications skills learning objective. There is no specific sequencing of courses to complete the program.

Section V: Supporting Documents

Please attach to the email

Section VI: Los Angeles/Orange County Region Specific Questions

District Santa Monica Community College District

College Santa Monica College

CRLC Member Dr. Patricia G. Ramos

Email ramos_patricia@smc.edu

Phone 310) 434-3311

Reason for approval request

- New Program
- Substantial Change
- Local Approved

Place of program in college's curriculum/similar program.

Business Department

List similar programs at other colleges in the Los Angeles and Orange County Region

None

Annual Enrollment projects (non-duplicative)

40

Advisory Minutes

Please attach to the email.

Santa Monica College
CIS Advisory Board Meeting Minutes
May 17, 2019

Attendees:

Ann Marie Leahy, SMC Career Services Advisor
Alicia Baker, Downtown Women's Center Workforce Development Program Manager
John Gutierrez, JVS So Cal Veterans, Operations Manager
Lydia Buchman, JVS So Cal Youth Program, Community Liaison/Career Coach
Jerry Bernard, DSJ Printing, Technical Director
Manuel Gonez, Lucille and Edward R. Roybal Foundation Operations Director
TJ Sullivan, Civilized Savage, Principal
Michelle King, SMC Director Career & Contract Education
Sasha King, SMC Director of Business Development Workforce & Economic Development Office
Maddie O'Connor, Robert Half, Administrative Recruiter
Howard Stahl, CSIS Department Chair
Gina Jerry, CIS Faculty
Brenda Rothaupt, CIS Faculty
Odemaris Valdivia, CIS Faculty
Jackie Scott, CIS Faculty

Welcome

Howard Stahl provided an overview of the CSIS Department and the purpose of the Advisory Board.

Board members introductions

Current CIS Certificates

- Business Information Worker 1
- Computer Business Applications
- Website Software Specialist
- Digital Publishing
- Website Creator
- Website Development Management

Three levels of certificates:

Department Certificates 12-17 units

Certificate of Achievement 18-30 units

Associate Degrees (combines certificate of achievement with general ed classes)

Due to changes in funding at the state level, the department is being asked to convert all department level certificates into Certificates of achievement.

Discussion of CIS 88A – Independent Studies – 1-unit course.

Employers feel it is beneficial for students to have the additional experience that CIS 88A provides. They see this as an opportunity for students to apply classroom learning in a practical application. They feel that the project can be used by students to add to a portfolio. The board recommended that the department continue to include CIS 88A in the certificates it currently resides.

New CIS Courses

- Adobe Acrobat
- QuickBooks Online version (different class than the existing QuickBooks desktop version). We are working directly with Intuit and other colleges.

Discussion of Statewide Certificate Programs: Business Information Worker

This is a pathway that is a state level approved program. There are three stages and courses come from several different disciplines. Stage 1 has already been approved. Stage 2 had been put on hold by the Curriculum committee until the last course, BUS 30, was approved. Now, that CIS 30 has been created, the department will continue the submission process for BIW - Stage 2. The board continues to support the department's efforts to bring all three stages of the Business Information Worker certificate program to Santa Monica College.

Business Information Professional (30) units

We are looking to use some of our existing 3-unit courses to create this certificate and follow the C-ID requirements.

Business Information Worker Quick Start Certificate of Achievement (12) units

This could be a weekend program and/or an online program. This program will also adhere to the C-ID requirements. Or create a similar program with similar curriculum.

Board member mentioned that a lot of high school students would definitely benefit from this. For example, Venice HS.

Non-credit Classes

- Due to funding changes the college is interested in this. There is no fee for the student.
- This program should benefit nontraditional students.
- 30 to 50 hours broken up into 2 or 3 classes that can be stacked and lead to a job.
- Does show up on a transcript, but does not assign a letter grade. Students can repeat noncredit classes.
- We do see this as a feeder to credit courses.

Front Desk Receptionist Certificate of Completion (noncredit)

- This certificate can lead to employment paying \$25/hour.
- The goal is for students to complete in one semester.
- Includes three courses: Basic Computer Skills (18 hours), Microsoft Office 365 Fundamentals (18 hours), and Customer Service Level 1 (18 hours).

- Board member feels this would benefit the youth. After the youth completes the certificate. They can provide 100 hours of paid work experience to employers.
- The board also feels this would benefit veterans. Some are displaced workers who are not ready for regular academic courses who would benefit from getting back into the classroom.

Discussion of Current Industry Trends: Social Media

The social media class currently includes topics such as: Facebook, Pinterest, YouTube channels, blogs, RSS, Wix, podcasting and HootSuite. One other possible topic would be TicToc.

Additional Board Member Recommendations

Software Applications Employers Request

- Sales Force
- QuickBooks
- Hoot Suite
- InDesign
- ZenDesk (customer service based)
- Microsoft Office Suite
- HR ADP
- Filemaker

They want short term classes. Approximately 50% have office skills but need to update and refresh their skills so they can get back into the workforce. Certificates such as BIW or the Front Desk receptionist would fit well with student needs.

The board recommends that students have internship experience and/or any type of work experience. Students who have a certificate with no experience do not do as well in obtaining employment.

The following recommended topics will be referred to the department's Computer Science discipline:

- IT Project Management
- Cyber Security
- Data Scientist

The board also recommends a general overview CMS course that would introduce several topics such as: Dreamweaver, WordPress, SquareSpace, and Wix.

The board thinks it would be a good idea for students to have a portfolio class.

SANTA MONICA COLLEGE PROGRAM OF STUDY

**Interior Architectural Design Fundamentals
Certificate of Achievement**

This program provides a series of foundation courses in Architecture and Interior Architectural Design. Students will gain a broad overview and acquire fundamental skills needed in the design profession. This would be the first of two tier stackable certificate program specializing in Interiors or Architectural Design.

Program Learning Outcomes:

Upon completion of the program, students will gain a broad overview and acquire fundamental skills needed in the Interior and Architectural design profession.

Area of Emphasis

Required Courses

		Units
ARC 10 (formerly INTARC 34B)	Studio 1	
ARC 11 (formerly INTARC 28B/INTARC 29)	Design Communication 1	3.0

ARC 20	Studio 2: Architecture	3.0
OR		
IARC 20	Studio 2: Interior Architecture	3.0

ARC 21 (formerly INTARC 28A/INTARC 35)	Design Communication 2	3.0
IARC 15 (formerly INTARC 34)	2D Color Theory	3.0
IARC 25 (formerly INTARC 36)	Materials and Products for Interior Architectural Design	3.0

Total: 18.0

Narrative for Certificate of Achievement in Interior Architectural Design Fundamentals

1. *Program Goals and Objectives:*

After participating in the first round of Guided Pathways workshop, we have concluded that major revisions are necessary to ensure that all of our students meet their educational and career goals in a timely manner. We propose to bring back the Architecture program since the foundation courses are similar in both disciplines. This will allow the program to fulfill the needs of a wider student body.

First year of both Interior and Architecture studies will be together. At the completion of first year, they will complete a minimum of 18 units and receive Certificate of Achievement (CoA) in Interior Architectural Design Fundamentals. Students will branch off into their specialization of Interior or Architectural design in their second year. We hope to increase student completions by creating 2 tier stackable certificates with this certificate being the first of two phases.

Program Learning Outcomes, including Occupational Competencies:

Upon completion of the program, students will gain a broad overview and acquire fundamental skills needed in the Interior and Architectural design profession.

2. *Catalog Description:*

This program provides a series of foundation courses in Interior and Architectural Design. Students will gain a broad overview and acquire fundamental skills needed in the design profession. This would be the first of two tier stackable certificate program specializing in Interiors or Architectural Design.

3. *Program Requirements:*

To earn the CoA in Interior Architectural Design Fundamentals, students must successfully complete the following courses:

Required Courses		Units
ARC 10 (formerly INTARC 34B)	Studio 1	
ARC 11 (formerly INTARC 28B/INTARC 29)	Design Communication 1	3.0

ARC 20	Studio 2: Architecture	3.0
OR		
IARC 20	Studio 2: Interior Architecture	3.0

ARC 21 (formerly INTARC 28A/INTARC 35)	Design Communication 2	3.0
IARC 15 (formerly INTARC 34)	2D Color Theory	3.0
IARC 25 (formerly INTARC 36)	Materials and Products for Interior Architectural Design	3.0
		Total: 18.0

4. *Master Planning:*

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers..." Students completing the CoA may branch off into their specialization of Interior or Architectural in their second year.

5. *Enrollment and Completer Projections:*

The following labor marketing information was obtained from:

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCri t>

[eria=interior+designer&careerID=&menuChoice=occexplorer&geogArea=0601000000&soccode=271025&search=Explore+Occupation](https://www.bls.gov/occupational-projections/area=interior+designer&careerID=&menuChoice=occexplorer&geogArea=0601000000&soccode=271025&search=Explore+Occupation)

The Occupational Projections for Employment estimate a 5.4% increase from 2016 – 2026 and show the annual average openings to be 920. There is a total of 60,332 employers of Specialized Design services, Architectural and Engineering Services, Furniture & Furnishing Merchant Wholesalers, Furniture Stores, and Residential Building Construction in the State of California. The percent of total employment for Specialized Designers in the state of California is 39.7%.

This is the first of two tier stackable certificate program that prepares students for the following occupations:

- Residential Interior Designer
- Commercial Interior Designer
- Drafter and Renderer
- Environmental Designer
- Furniture and Fixture Designer
- Color Specialist
- Product / Showroom Representative
- Set and Production Designer

6. Place of Program in Curriculum / Similar Programs

Currently under Design Technology Department

7. Similar Programs at Other Colleges in Service Area

Fullerton LA Mission

Long Beach (no longer offers program)

Mt San Antonio

Orange Coast Saddleback

Program Endorsement Brief: 1302.00/Interior Design and Merchandising
Los Angeles/Orange County Center of Excellence, March 2019

Summary

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide regional labor market supply and demand data related to interior design. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with relevant occupations.

The following summarizes key findings from this data brief:

- The number of jobs for interior design-related occupations is projected to increase by 1% through 2022; more than 900 job openings will be available annually due to new job growth and replacement need.
- Over the past 12 months, there were 797 online job postings related to interior design in Los Angeles and Orange Counties.
- One other related program recommendation request was received between January 2018 and March 2019 from regional community colleges.
- Fourteen colleges in the region have technical theater programs; and seven have interior design and merchandizing programs.
- Between 2015 and 2018, community colleges in the region conferred an average of 186 awards annually (associate degrees and certificates) in related training programs.

Occupational Demand—In Los Angeles/Orange County, the number of jobs for interior designers-related occupations is projected to increase by 1%. There will be more than 900 job openings per year through 2022 (Exhibit 1).

Exhibit 1: Occupational demand in Los Angeles and Orange Counties¹

Geography	2017 Jobs	2022 Jobs	2017-2022 Change	2017-2022 % Change	Annual Openings
Los Angeles	7,589	7,683	94	1%	744
Orange	2,299	2,327	28	1%	218
Total	9,889	10,011	122	1%	963

¹ Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages — Entry-level wage for interior designers in the region are between \$16.59 and \$18.24. Entry-level wages for interior designers are higher than the MIT Living hourly wage for one adult in the region (\$13.54 in Los Angeles County and \$15.31 in Orange County). In fact, regional wages are above the average statewide wage for this occupation.

Job Postings — There were 797 online job postings related to the two occupations of interest listed in the past 12 months. The majority of job postings are for interior designers, kitchen designers, interior design assistants, design consultants, and set production assistants. The top three employers, by number of job postings, in the region are: The Home Depot, Gensler, and Basset Furniture.

Educational Attainment — The BLS lists a Bachelor’s degree as the typical entry-level education for these occupations. The national-level educational attainment data indicates 30% of workers in the field have completed some college or an associate degree. In Los Angeles/Orange County, 81% of job postings request a Bachelor’s degree.

Community College Supply — Appendix A shows the annual and three-year average number of awards conferred by community colleges in Technical Theater (1006.00) and Interior Design and Merchandising (1302.00). The colleges with the most completions in the region are: Orange Coast and Saddleback. Between January 2018 and March 2019, there was one other related program recommendation request from a regional community college.

Appendix A: Regional community college awards (certificates and degrees), 2015-18

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-18 Awards	3-Year Award Average
1006.00	Technical Theater	Citrus	3	4	9	5
		Cypress	3	6	3	4
		East LA	1	-	10	6
		Fullerton	18	22	10	17
		Golden West	-	3	-	3
		Irvine	2	5	2	3
		LA City	5	20	-	8
		LA Pierce	10	10	12	11
		LA Valley	-	6	2	4
		Long Beach	-	-	1	1
		Pasadena	-	-	2	2
		Saddleback	1	1	2	1
		Santa Ana	1	1	3	2
		Santa Monica	8	11	16	12
Subtotal/Average			52	89	72	71

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-18 Awards	3-Year Award Average
1302.00	Interior Design and Merchandising	Fullerton	17	15	34	22
		LA Mission	1	3	7	4
		Long Beach	1	-	-	1
		Mt San Antonio	13	15	19	16
		Orange Coast	27	32	34	31
		Saddleback	29	6	32	22
		Santa Monica	14	15	30	20
Subtotal/Average			102	86	156	115
Total/Average			154	175	228	186

Appendix B: Occupational demand and wage data by county

Exhibit 2. Los Angeles County

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Interior Designers (27-1025)	5,011	5,157	146	3%	496	\$16.59	\$21.93	\$47.30
Set and Exhibit Designers (27-1027)	2,578	2,526	(52)	(2%)	248	\$16.05	\$24.94	\$47.36
Total	7,589	7,683	94	1%	744			

Exhibit 3. Orange County

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Interior Designers (27-1025)	1,998	2,016	18	1%	188	\$18.24	\$22.80	\$41.27
Set and Exhibit Designers (27-1027)	302	311	9	3%	30	\$16.01	\$23.70	\$35.04
Total	2,299	2,327	28	1%	218			

Exhibit 4. Los Angeles and Orange Counties

Occupation (SOC)	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Interior Designers (27-1025)	7,009	7,173	164	2%	684	\$17.05	\$22.18	\$45.36
Set and Exhibit Designers (27-1027)	2,880	2,838	(42)	(1%)	278	\$16.05	\$24.82	\$46.72
Total	9,889	10,011	122	1%	963			

Appendix C: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (EMSI)
- Employment Development Department, Labor Market Information Division, OES
- Employment Development Department, Unemployment Insurance Dataset
- Living Insight Center for Community Economic Development
- California Community Colleges Chancellor’s Office Management Information Systems (MIS)
- MIT Living Wage
- Chancellor’s Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

Juan Madrigal
 Center of Excellence, Los Angeles/Orange County Region
jmadrigal@mtsac.edu
 March 2019



LAOCRC/Centers of Excellence Program Application

Section I: Program Information

Program Title: Program title must match exactly what is going to be submitted to COCI

Design I - (Interior Architectural Design 1)

Submission Type: Is your submission a new program or are substantial changes being made to an existing program?

- New Program
 Substantial Changes

TOP Codes 1302.00

Projected Start Date (mm/dd/yyyy) 8/15/2020

Catalog Description Catalog Description includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal.

Design I certificate provides a series of foundation courses in Architecture and Interior Architectural Design. Students will gain a broad overview and acquire fundamental skills needed in the design profession .

Enrollment Completer Projections Enrollment Completer Projections are projections of number of students to earn certificate or degree annually.

48 based on 2 sections of each course.

Section II: Program Proposal Attributes

Program Award Type(s)

Check all that apply

Type of Program

- Certificate of Achievement: 8 to fewer than 16 semester (or 16 to fewer than 24 quarter) units (B)
- Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)
- Associate of Science Degree (S)
- Associate of Arts Degree (A)
- A.A. – T Degree (Y)
- A.S. – T Degree (X)
- Noncredit Program (NIL)

Program Goal Program Goals and Objectives must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. Regional recommendation is only needed for programs with an occupational goal.

Upon completion of the program, students will develop basic skills in design analysis and communication in Interior and Architectural Design. Students will receive hands-on exposure to the tools and methods used in the profession and make informed choices about advanced areas of study or career advancement in this field.

Section III: Course Unit and Hours

Total Certificate Units (Minimum and Maximum) 18

Units of Degree Major or Area of Emphasis (Minimum and Maximum) n/a

Total Units for Degree (Minimum and Maximum) n/a

Section IV: Course Report

Program Requirements Narrative

The Design I foundation program is composed of introductory courses in Interiors and Architectural design that can be completed in the recommended sequence. At the completion of first two semesters, students will complete a minimum of 18 units in the following courses to receive CoA in Design 1.

Course	Title	Units	Year/Semester (Y1 or S1)
IARC 10A / ARCH 10A	Studio 1	3	S1
IARC 10B / ARCH 10B	Design Comm 1	3	S1
IARC 15	2D Color Theory	3	S1
IARC 11A / ARCH 11A	Studio 2	3	S2
IARC 11B / ARCH 11B	Design Comm 2	3	S2
IARC 22	Materials and Products	3	S2

Program Requirements Program Requirements includes course requirements and sequencing that reflect program goals.

This would be the first of two phases in a stacked certificate specializing in Interiors or Architectural Design.

Section V: Supporting Documents

Please attach to the email

Section VI: Los Angeles/Orange County Region Specific Questions

District Santa Monica Community College District
 College Santa Monica College
 CRLC Member Patricia G. Ramos
 Email ramos_patricia@smc.edu
 Phone 310) 434-3311

Reason for approval request

- New Program
- Substantial Change
- Local Approved

Place of program in college's curriculum/similar program.

Design Technology

List similar programs at other colleges in the Los Angeles and Orange County Region

Fullerton

LA Mission

Long Beach (no longer offers program)

Mt San Antonio

Orange Coast

Saddleback

Annual Enrollment projects (non-duplicative)

48 based on 2 sections of each course.

Advisory Minutes

Please attach to the email.

I. ATTENDEES

- Kristin King, CSUN, Interior Design
- Cristoph Korner, Woodbury, Interior Architecture
- Aaron Gensler, Gensler Architects
- Josephine Hao, SMC, Interior Architecture
- Sheila Cordova, SMC, Interior Architecture
- Stuart Cooley, SMC, Environmental Studies

II. PROGRAM REPORT

- Streamlining Students' College Path

- Areas of Interest (Meta Majors update)

We discussed how Interior Architecture will fit in the new Pathways Program under Arts, Media, and Entertainment. The prompting of reviewing the current interior design pathway and updating coursework to better serve our students.

- A More Integrated Classroom

- Emulating the work environment: Studio laptops (update)

We have applied for and passed the first approval to incorporate laptops into the studio classroom. This would allow all students to design, draw, and work through a design solution as they would in an office. The grant covers laptops to a classroom of 30, a cart to store and move them, and the industry software.

- Coursework update

Pathways initiated a series of proposed changes in our program. Including Architecture History 1 and 2 to replace Decorative Arts History 1 and 2. The AHIST courses are also GE courses which help a student's path to completion while being industry specific.

III. DISCUSSION

- Program and Certificate Recertification

- Interior Architecture Design Program and Certificate

1. Changes to current required courses

- a. Hand drafting is less utilized in the field so a proposal to combine hand and digital drafting courses was proposed and passed unanimously.
- b. Not requiring Introduction to Design since it is not required nor transfers to most other universities. It will be an elective for students transferring to CSUN. The motion passed unanimously.

2. Changes to program requirements: Lighting and codes

- a. Lighting and codes are required at universities within the interior design programs and a motion was made to make the two current electives of Lighting and Building Codes into program requirements. The motion passed unanimously.

- Other Certificates:
 1. Set Design
The current certificate in set design was reviewed and a motion was made to recertify the certificate. The motion passed unanimously.
 2. Digital Design (Interior and Architectural)
The current certificate in digital design reviewed and a motion was made to recertify the certificate under both Architecture and Interior Architecture. The motion passed unanimously.
 3. Residential Certificate
The residential certificate is a newly proposed certificate that was previously approved but with the new regulations on certificates we reviewed the proposed certificate again and mentioned to proceed. The motion passed unanimously.
- Renumbering INTARC to IARC (pathway and new architecture)
The current numbering system is outdated and not clear to students which courses are entry or later. Also, with the new Architecture program integrating with the Interior Architecture program, the numbering system should align (and make sense). A motion was made to proceed with renumbering the courses. The motion passed unanimously.

IV. ADJOURNMENT

The meeting was adjourned at 11:30am.

SANTA MONICA COLLEGE PROGRAM OF STUDY

Interior Architectural Design Associate in Science (AS) / Certificate of Achievement

This program provides a thorough and analytical foundation of the Interior Architectural Design field that will enable students to practice professionally and serve their community with safe, functional, and sustainable interior spaces. Innovative design, critical analysis, and communication skills are developed in drawing, writing, modeling, and collaboration. Students completing the AS degree may apply for transfer to a University program in Interior Architecture or Environmental Design or obtain an entry level position in the same fields.

Note: in addition to meeting academic requirements for admittance into a university, Interior Architectural Design Programs also require prospective students to submit a portfolio to review for admittance into the program. It is recommended that students make an appointment with counselors at the institution of their choice to inquire about requirements.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate the ability to research and analyze critical concepts of design and human interaction within the built environment, understand Interior designer's role in society, develop environmentally responsible designs, and communicate design concepts through drawing, writing, modeling, and collaboration. Students will develop a portfolio of work displaying design and technical skills to apply as an entry level Interior architectural designer or drafter, or to transfer to a university.

Area of Emphasis

Required Core Courses (40 units)

		Units
AHIS 22	Architectural History and Theory - 1850 to Present	3.0
AHIS 21	Architectural History: Ancient to 1850	3.0
ARC 10 (formerly INTARC 34B)	Studio 1	3.0
ARC 11 (formerly INTARC 28B/INTARC 29)	Design Communication 1	3.0

ARC 20	Studio 2: Architecture	3.0
OR		
IARC 20	Studio 2: Interior Architecture	3.0

ARC 21 (formerly INTARC 28A/INTARC 35)	Design Communication 2	3.0
ARC 31 (formerly INTARC 38)	Design Communication 3	3.0
ARC 70	Portfolio	1.0
IARC 15 (formerly INTARC 34)	2D Color Theory	3.0
IARC 25 (formerly INTARC 36)	Materials and Products for Interior Architectural Design	3.0
IARC 30 (formerly INTARC 40)	Studio 3: Interior Architecture	3.0
IARC 35 (formerly INTARC 44)	Fundamentals of Lighting	3.0
IARC 40 (formerly INTARC 45)	Studio 4: Interior Architecture	3.0
IARC 45 (formerly INTARC 50)	Building Systems and Codes	3.0

Total: 40.0