SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, March 16, 2022, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/93520754825

Or iPhone one-tap (US Toll): +16699006833,93520754825# or +13462487799,93520754825#

Or Telephone: Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 935 2075 4825
International numbers available: https://cccconfer.zoom.us/u/at7P4XBs

Or an H.323/SIP room system:
H.323: 162.255.37.11 (US West) or 162.255.36.11 (US East)
Meeting ID: 935 2075 4825

SIP: 93520754825@zoomcrc.com

Or Skype for Business (Lync): SIP:93520754825@lync.zoom.us

Members:

Sheila Cordova, *Chair*	Walker Griffy	Jacqueline Monge	Briana Simmons
Jason Beardsley, *Vice Chair*	Hafedh Herichi	Maria Muñoz	Lydia Strong
Bren Antrim	Alex Ibaraki	Estela Narrie	Esau Tovar
Fariba Bolandhemat	Sharlene Joachim	Patricia Ramos	Audra Wells
Susan Caggiano	Bradley Lane	Brandon Reilly	Dominic Prendergast (A.S.)
Lisa Collins	Emin Menachekanian	Redelia Shaw	Denise White-Odimo (A.S.)

Interested Parties:

Joelle Adams	Rachel Demski	Tracie Hunter	Estela Ruezga
Stephanie Amerian	Nathaniel Donahue	Maral Hyeler	Scott Silverman
Maria Bonin	Joshua Elizondo (A.S.)	Laura Manson	Tammara Whitaker
Dione Carter	Kiersten Elliott	Stacy Neal	

Ex-Officio Members:
Jamar London

(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. AP Research Exam (Interdisciplinary)
   Where course equivalency is not established will receive 3 units of elective credit for local degrees
   If you feel this exam will serve as an equivalent course within your discipline contact Estela.

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online)

a. HEBREW 1 Elementary Hebrew I
b. HEBREW 2 Elementary Hebrew II
c. MATH 1 Bridge to College Mathematics
d. MATH 1B Bridge to College Mathematics 2
e. MATH 1C Bridge to College Mathematics 3
f. MATH 2C Concurrent Support for Precalculus
g. MATH 3C Concurrent Support for Trigonometry with Applications
h. MATH 4C Concurrent Support for College Algebra for STEM Majors
i. MATH 7 Calculus 1
j. MATH 8 Calculus 2
k. MATH 10 Discrete Structures
l. MATH 11 Multivariable Calculus
m. MATH 13 Linear Algebra
n. MATH 15 Ordinary Differential Equations
o. MATH 18 Intermediate Algebra for Statistics and Finite Mathematics
p. MATH 20 Intermediate Algebra
q. MATH 21 Finite Mathematics
r. MATH 21C Concurrent Support for Finite Mathematics
s. MATH 26 Functions and Modeling for Business and Social Science
t. MATH 26C Concurrent Support for Functions and Modeling for Business and Social Science
u. MATH 28 Calculus 1 for Business and Social Science
v. MATH 29 Calculus 2 for Business and Social Science
w. MATH 31 Elementary Algebra
x. MATH 32 Plane Geometry
y. MATH 41 Mathematics for Elementary School Teachers
z. MATH 50 Pre-Statistics
aa. MATH 54C Concurrent Support for Elementary Statistics

(Program Maps)

bb. Geospatial Technologies Certificate of Achievement 6

(Courses: New)

cc. ENGL 63 Science Fiction: Worlds Within Worlds (Prerequisite: ENGL 1) 7

(Courses: Substantial Changes)

dd. FASHN 6A Pattern Drafting and Design (Changed: course name – was: "Pattern Analysis and Design"; SLOs; Methods of Evaluation) 14
ee. FASHN 7 Fashion Textiles (Changed: course name – was: "Fabrics for Fashion Design and Merchandising") 16
ff. FASHN 15 Ethnic Fashion (Removed: Prerequisites: FASHN 9A and FASHN 9B; Advisory: FASHN 6A; Changed: Course Content; Changed: SAM code from B to C) 18
gg. FASHN 17 Apparel Collection Design and Production (Changed: course name – was: "Apparel Production Manufacturing Techniques"; course description) 20

(Courses: Distance Education)

hh. ENGL 63 Science Fiction: Worlds Within Worlds..... 9

(Programs: New)

ii. Data Analyst Certificate of Achievement 23

(Programs: Revisions)

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

VIII. New Business

IX. Old Business

- Updating AR 5110

X. Adjournment

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

The next Curriculum Committee meeting is April 6, 2022.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, March 2, 2022, 3:00 p.m.
Zoom Meeting

Members Present:

Sheila Cordova, *Chair*	Hafedh Herichi	Estela Narrie	Esau Tovar
Jason Beardsley, *Vice Chair*	Alex Ibaraki	Patricia Ramos	Audra Wells
Bren Antrim	Bradley Lane	Brandon Reilly	Dominic Prendergast (A.S.)
Fariba Bolandhemat	Emin Menachekanian	Briana Simmons	Denise White-Odimo (A.S.)
Lisa Collins	Jacqueline Monge		

Members Absent:

Susan Caggiano	Sharlene Joachim	Redelia Shaw	Lydia Strong
Walker Griffy	Maria Muñoz		

Others Present:

Lourdes Arévalo	Maria Roxana Cruz	Rachel Demski	Sal Veas

(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 3:04 pm. Motion to approve the agenda with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells
The motion passed unanimously.

II. Public Comments
None

III. Announcements
Estela attended Region 7 on Tuesday. USC announced effective Summer 2022, completely online lab courses will not be accepted for course credit, only elective credit. They will accept hybrid with lecture online and lab on-ground. We are the number one feeder to USC – over 200 students transfer per year. Also, each UC campus will determine if fully online lab courses will be accepted for major credit. Estela will meet with the department chairs of the STEM and Modern Languages departments to discuss.

IV. Approval of Minutes
Motion to approve the minutes of February 16, 2022 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

V. Chair's Report
- Title 5 changes re: Distance Education are indefinitely delayed, and were tabled for various reasons.
- Emergency DE (EDE) to Fully Online/Hybrid conversions should be turned in before April 4. Synchronous was not an option in our online courses but is now allowed. If the original proposal is an attached file, copy and paste (with any necessary edits) into the META DE application. If the original proposal is already in META, check fully online and/or hybrid, make any necessary edits, and submit.
- We're adding a "Frequently Asked Questions" section to the Curriculum Website. If you or your department have questions that frequently come up, let us now so we can add them to the page.

- Sheila is taking on the Design Technology Department Chair position after this semester. She will be finishing her term as Curriculum Chair. Frequent Curriculum Committee visitor and past Curriculum Chair – Sal Veas – will be taking over the Chair position for 22-23.

VI. Information Items

(Non-Substantial Changes)

- ECE 2 Principles and Practices of Teaching Young Children
- ECE 11 Child, Family and Community
- ECE 17 Introduction to Curriculum
- SPAN 1 Elementary Spanish I

VII. Action Items

(Programs: New)

a. Business Information Worker - Data Analytics Applications Certificate of Achievement
Motion to approve Business Information Worker – Data Analytics Applications Certificate of Achievement with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Patricia Ramos
The motion passed unanimously.

b. European Studies Certificate of Achievement
Motion to approve European Studies Certificate of Achievement with no revisions.
Motion made by: Lisa Collins; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

(Programs: Revisions)

c. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve changes to degrees and certificates as a result of courses considered on this agenda.
Motion made by: Jason Beardsley; **Seconded by:** Esau Tovar
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

- Updating AR 5110
  - Focus on AR 5110, Section 2. Committee Functions. In order to garner more feedback and brainstorming for updating the ARs, we're using Mural to allow members to enter questions, comments, and suggestions for changes on an ongoing basis.
    The link for Mural is kept in read-only mode in between Curriculum Committee meetings.
  - Bradley announced the corresponding Board Policy (BP) for Curriculum is in the process of being updated as well; first read took place at the March Board of Trustees meeting. The numbering is also being updated; it will now be under BP 4020. (The Administrative Regulation will follow the same numbering system as the Board Policy which it refers to.)
  - Updates to AR 5110 will continue at future Curriculum Committee meetings with further review of the updates to BP 4020, and any impacts it will have on the updating of the AR.

- New Curriculum Handbook
  - No notes

X. Adjournment

Motion to adjourn the meeting at 4:13 pm.
Motion made by: Lisa Collins; **Seconded by:** Estela Narrie
The motion passed unanimously.

	Geospatial Technology CoA						N/A				
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	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)	Intersession 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
SEMESTER 1	GEOG/GIS 20	1	PR		YES	3	9				
	RE	2	RE		YES	3	9				One from Application course electives / 4 units if GEOG 5
						6	18				
SEMESTER 2	GEOG/GIS 25	1	PR			3	9			YES	
	GEOG/GIS 23	2	PR			3	9				
	TOTAL Semester 2					6	18				
SEMESTER 3	GIS 27	1	PR			3	9			YES	
	GEOG/GIS 26	2	PR			3	9				
	TOTAL Semester 3					6	18				
SEMESTER 4											
	TOTAL Semester 4					0	0				

New Course: ENGLISH 63, Science Fiction: Worlds Within Worlds

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
Transferability:	Transfers to CSU, UC (pending review)

Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL 1
Proposed Start:	Fall 2023
TOP/SAM Code:	150100 - English / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	English: Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism OR the equivalent
Program Impact:	Proposed for inclusion in an existing degree or certificate • Liberal Arts – Arts & Humanities AA

Rationale
Science fiction, which is a well-established literary genre with a distinguished pedigree, continues to be popular in our society as well as among our students of all ages. A symbiotic relationship exists between science fact and science fiction and developments in one influence and inspire advances in the other. The authors of the tales in this genre have always grappled with the compelling existential questions of a living in sustainable environment, of achieving social justice, of understanding the mystery of the cosmos. This course will appeal to students across disciplines from English and Social Sciences to the STEM program as well as Life Sciences, Philosophy, and Graphic Design.

I. **Catalog Description**
Science fiction raises the central existential question of what it means to be human in an evolving and incomprehensible world and cosmos. Works in this genre are compelling critiques of the status quo that inspire us to work towards a more humane world. The course will examine Post World War II works in short story, novel, poetry, drama, and film from around the world and how these tales provide an astonishing diversity of thought to the enduring themes of social justice, environmentalism, gender identity, and dreams and nightmares of utopia.

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. Mammoth Book of SF Stories by Women, Alex MacFarlane, Editor, Running Press Adult © 2014, ISBN: 978-0762454709
2. The Three-Body problem, Cixin Liu, Tor Books © 2016, ISBN: 9780765382030
3. Roadside Picnic, Arkady and Boris Strugatsky, Gollancz © 2001, ISBN: 978-0575093133
4. Childhood's End, Arthur C. Clarke, Del Rey © 1987, ISBN: 978-0345347954
5. Parable of the Sower, Octavia Butler, Grand Central Publishing © 2019, ISBN: 978-1538732182
6. A Number, Caryl Churchill, Theatre Communications Group © 2003, ISBN: 978-1559362252
7. Life on Mars: Poems, Tracy K. Smith, Graywolf Press © 2011, ISBN: 978-1555975845
8. Cosmos Latinos: An Anthology of Science Fiction from Latin America and Spain, Eds. Andrea L. Bell and Yolanda Molina-Gavilan, Wesleyan University Press © 2003, ISBN: 978-0819566348
9. Novels and plays by Maurice Dantec, Anne Charnock, Tajinder Singh Hayer, Joanna Russ, and William Gibson can also be considered.

III. **Course Objectives**
Upon completion of this course, the student will be able to:

1. Identify and analyze the chief literary devices, such as plot, suspense, and character, in the works.
2. Identify and interpret the elements unique to science fiction in the works.
3. Compare and analyze the similarities and differences in the use of elements of science fiction among various writers studied.
4. Identify and interpret major themes, such as environmentalism, gender identity and gender relationships, and humans vs. technology, that inform most science fiction works.
5. Identify and interpret major values and traditions of the cultures and societies depicted in the works.

IV. **Methods of Presentation:**
Lecture and Discussion, Projects, Visiting Lecturers, Group Work, Online instructor-provided resources, Other Methods: Media presentation; film and film critique.

V. **Course Content**

% of Course	Topic
15.000%	Overview of science fiction genre and terminology, the challenges of defining the genre, such as speculative fiction. Brief review of the history of the genre and its subgenres. Introduction to the major themes and motifs.
15.000%	Utopias and Dystopias: critical examination of contemporary society and envisioning a better world in the future.
20.000%	Technology: Discuss and analyze the fraught relationship among technology, human beings, and the environment; the relationship between science fact and science fiction; and analyze the ethical dilemma of technology.
20.000%	Miscellaneous themes: Discuss and analyze some of the themes, such as encounters with alien life forms and intelligences; relationship between the community and the Outsider or the Other; preconceived notions of gender and gender roles; social and environmental justice, that inform many works of science fiction.
20.000%	From Print to Screen: Discuss and analyze film adaptations of science fiction stories. Study the translation of literary devices, such as narrative techniques, point of view, imagery, to the screen. Compare and contrast the literary text and the visual text.
10.000%	Subgenres: Discuss some of the subgenres, such as cyberpunk, steampunk, spy-fi. Define the development of some of the subgenres and the evolving relationship between the subgenres and the primary genre.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Class Participation: In-class activities, such as peer reviews, small-group discussions and/or share-outs, reader-response writing, group projects or presentations.
20%	Other: Weekly journals, discussion findings, and/or other informal writing. May be presented in a variety of media (text, graphic, video, music) on a variety of course content topics.
40%	Written assignments: Essays - Multiple essays of formal, critical writing on authors, themes, and other course-specific topics.
20%	Final exam
100%	Total

VII. **Sample Assignments:**
Essay: Identify the major characteristics of the science fiction genre and discuss how two of the authors deploy them in their work. To what extent do the authors adhere to the tradition of the SF genre and how do they challenge or modify the tradition? What are the purpose and effect of the changes?

Essay: Discuss the role and status of women in the works of two of the writers and in the context of the social conditions in their respective societies.

Essay: Compare and contrast an SF story or novel and its film adaptation. Discuss the significance of the changes and what they reveal about the author and the audience expectations.

VIII. **Student Learning Outcomes:**

1. Upon completion of the course, the student will be able to identify the major characteristics of science fiction present in the works studied and analyze the significance of the ways the authors follow as well as modify the science fiction tradition.
2. Upon completion of the course, the student will be able to identify major literary themes of science fiction.

ENGL 63 Distance Education Application

- ☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
- ☑ Fully Online

1a. Instructor - Student Interaction:

The instructor will be in regular contact with students: There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus and in the introduction discussion. The instructor will provide support as needed for course navigation. The instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions. Additionally, individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits. The instructor will also host weekly, online office hours when students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons. Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:

Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion for each assignment and/or topic. Students will respond to a discussion topic and then will respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students will be asked to collaborate on assignments as well as participate in peer discussions, peer review, and group critiques of each other’s work and the assigned readings.

1c. Student - Content Interaction:

Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned material, including pages in the LMS; watch instructor's lectures and multimedia video lectures; and view web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method. Students will submit assignments and activities for feedback, revision, and peer review of essays and other writing assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Instructor presentation of concepts and definitions of terms and discussion of examples of science fiction supplemented by documents uploaded in the course home page.	15.00%

Videos	Students will engage with key ideas, themes, questions, concepts, and screen adaptations of SF texts in the form of video materials.	10.00%
Threaded Discussions	Students will engage regularly with the texts and each other via weekly discussions. Typically, students will respond to readings, prompts, critical questions, or other discussion starters provided by the instructor, and then, in turn, comment on and explore each other's responses.	30.00%
Written assignments	Students will engage with the coursework through multiple types of writing assignments, including short essays on specific aspects of the works, essays on broad issues informing several works (and the necessary preparatory work during the various stages of the composing process leading up to the final version of the essay), and a portfolio of short responses to the resonance of science fiction in popular culture and in current events.	40.00%
Other (describe)	Miscellaneous low-risk, short assignments/projects (written or oral) to enhance student interest and encourage sharing of new texts, such as book or film reviews.	5.00%

2. Organization of Content:

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) 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. There will be opportunities to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Class Participation	Activities posted in the LMS, such as peer reviews, small-group discussions and/or share-outs, reader-response writing, group projects or presentations.
20.00%	Other	Weekly journals, discussion findings, and/or other informal writing on the resonance of science fiction in popular culture and in current events. May be presented in a variety of media (text, graphic, video, music) on a variety of course content topics. Additional, optional, short assignments (written or oral), such as book reviews or film reviews.
40.00%	Papers	Essays - Multiple essays of formal, critical writing on authors, themes, and other course-specific topics.
20.00%	Final Exam	A final assessment that may include essays, portfolios or another final project that demonstrates student understanding of key concepts and themes covered in the course.

4. Instructor's Technical Qualifications:

Instructors will need proficiency in the learning management system, video conferencing software, and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counseling, special programs, emotional support center, the library, and the learning management system help features.

These resources will not only be presented, but also incorporated into introductory assignments (e.g., introductions and/or quizzes or other introductory activities).

6. Accessibility Requirements:
The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

7. Representative Online Lesson or Activity:
COURSE OBJECTIVE: Identify and interpret the elements of science fiction in the works.

Course Content: Threaded Discussion Activity
Title: Discussion of the salient features of the science fiction genre in Liu Cixin's The Three-Body Problem.

[This is the first of at least two discussions of Cixin's novel. The next discussion will consider the central characters and some of the major themes.]

Directions: Review, especially the first four chapters of the novel ("The Madness Years," "Silent Spring," "Red Coast I," and "The Frontiers of Science") and also some of the definitions of science fiction provided by Chris McKitterick at https://christopher-mckitterick.com/SF-Defined.htm. As our discussion progresses, you may also want to review some of the articles and other resources available at the wonderful Gunn Center for the Study of Science Fiction website http://www.sfcenter.ku.edu/, which I have already mentioned.

1. Compile a list of the prominent features of science fiction. Keep this list for your reference. No need to post it in the discussion forum.
2. Identify specific locations in Cixin's novel where you see at least three of these features.
3. In these first four chapters of the novel, do you notice a scene or a feature of the story that you do not usually see in a "typical" SF story? What could be the reasons for Cixin's including such a scene or detail?

Post this initial response in the discussion forum by Monday 11pm PT. By Wednesday 11pm PT, select two responses of your peers that you especially agree or disagree with and post your own comments.

As always, provide specific evidence from the novel and clear reasons to support your assertions.

We will discuss the other sections of the novel as the discussion progresses. Everyone should participate actively. Do not wait until the last minute to post your responses.

Prerequisite Checklist and Worksheet: ENGL 63

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)

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

List schools here:

UCLA – Comp 3; CSUN - English 115; CSLB -English 100A

ENTRANCE SKILLS FOR **(ENGLISH 63)**

(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 **(ENGLISH 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 ENGL 63												
EXIT SKILLS FOR ENGL 1		A	B	C	D	E	F	G	H	I	J	K	L
	1	X											
	2		X										
	3			X									
	4				X								
	5					X							
	6						X						
	7							X					
	8								X				
	9									X			
	10										X		
	11											X	
	12												X

Substantial Change: FASHION DESIGN AND MERCHANDISING 6A, Pattern Drafting and Design

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Transferability:	Transfers to CSU

Rationale
Prerequisite changed to advisory

I. **Catalog Description**
This course is a study of the basic pattern drafting techniques of the apparel industry and the transfer of a design to a flat pattern. Students learn to design and make their own patterns. * Maximum credit is for two courses from Fashion 2, 6, 10.

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. Pattern Making for Fashion Design, 4th, Armstrong, Armstrong © 2006

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate the basic techniques of transferring design into a flat pattern.
2. Demonstrate how to create a working pattern and gain proficiency in drafting.
3. Demonstrate a working knowledge of tools and terminology.

IV. **Methods of Presentation:**
Discussion, Lecture and Discussion, Other (Specify)
Other Methods: Demonstration

V. **Course Content**

% of Course	Topic
15.000%	Bodice Block
12.500%	Sleeve Block
12.500%	Dart Manipulation
15.000%	Princess Style
12.500%	Skirt Block and Application of Styles to Skirt Block
12.500%	Collar Block and Application of Styles to Collar Block
15.000%	Torso Block
5.000%	Pant Terminology and Block
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation

40%	Class Work: Pattern Sets
10%	Exams/Tests
20%	Final Project
10%	Final exam
10%	Homework
100%	Total

VII. **Sample Assignments:**

Moving a Basic Dart Underarm and Waist Dart: Moving a Basic Dart Underarm and Waist Dart STEP 1•Use Shoulder and waistline dart sloper•Mark A & B at Shoulder dart •Mark the underarm position in the side seam where dart is required and mark “C”•Draw a line from C to Apex point. STEP 2•Slashfrom C to Apex point•Close the shoulder dart by moving A to B so that AB Joins and opens as under arm dart at point C. STEP 3•A New underarm Dart will be created at C.•Trace the front bodice sloper with underarm and waist dart.• STEP 4•Reduce the Waist andunderarm dart by ½” so that we get ease at apex area.•Draw grain line parallel to the center front.•Draw the new darts at underarm and waist.•True the underarm Dart using a straight scale.• STEP 5•Reduce the Waist and underarm dart by ½” so that we get ease at apex area.•Draw grain line parallel to the center front.•Draw the new darts at underarm and waist.•True the underarm Dart using a straight scale

Arm Hole and Waist Dart: Armhole and Waist Dart STEP 1•To shift the shoulder dart to armhole in the front bodice ,draw a straight line from apex point to the armhole . •Mark the point on armhole as “C”.Mark the point on armhole as “C”. STEP 2•Slash the point C & A till apex point.•Now join the point A On point B by spreading the new dart line C. STEP 3•Now join the point A On point B ,by spreading the new dart line C. by this the shoulder dart get closed and a new dart is formed at armhole. STEP 4•Trace the new formed front bodice with armhole and waist dart.•Mark the grain line parallel to the center front.•Crease the armhole dart and true it with using French curve. STEP 5•Now it give ease at apex area , mark the waist and armhole dart point ½’’ away from the apex point. STEP 6•Draw the New dart legs at the dart points.•Finally the shoulder dart 0f front bodice sloper are manipulated at arm hole

VIII. **Student Learning Outcomes:**

1. Students will demonstrate the use of pattern making tools by hand and computer.
2. Students will demonstrate the application of basic techniques of transferring design into flat pattern.
3. Students will analyze and solve problems of existing pattern related to production cost for various market levels.

Modify Course: FASHION DESIGN AND MERCHANDISING 7, Fashion Textiles

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	4.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU, UC

Rationale
To better reflect course content and transfer ability.

I. **Catalog Description**
A detailed study of textiles from fiber to finished fabric is covered in this course including identifications of fiber types, construction, printing, dyeing, and finishes of natural/man-made fabrics. Emphasis is on fabric design, principles of patterns, and methods of textile decoration.

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. Fabric Science, 8, Pizzuto, J.J., - © 2005, ISBN: -
2. Fabric Science Swatch Kit, 8, Pizzuto, J.J., - © 2005

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Distinguish the different fibers, yarns, construction, coloring, and finishes that go into the creation of fabrics.
2. Apply the knowledge of textile construction in professional design to the proper selection and use of textiles.
3. Demonstrate an understanding of textile design. Apply the methods of producing design to actual, finished yardage.

IV. **Methods of Presentation:**
Lecture and Discussion, Other (Specify)
Other Methods: demonstrations, in-class exercises, homework, and final project

V. **Course Content**

% of Course	Topic
3.000%	The textile industry
7.000%	Fiber characteristics
2.000%	Natural and manufactured fibers
7.000%	Yarns and sewing threads
7.000%	Woven fabrics
7.000%	Textile design and patterning
3.000%	Relief printing
3.000%	Discharge dyeing
7.000%	Knitted fabrics
2.000%	Other types of textiles
6.000%	Textile dyeing

7.000%	Tie dyeing
7.000%	Batik
6.000%	Textile printing
6.000%	Screen printing
6.000%	Hand painting with dyes
3.000%	Textile finishing
1.000%	Care and renovation of textiles
1.000%	Unique fabrics and innovations
1.000%	Textiles for interiors
3.000%	Determining fabric quality
3.000%	Guide to fabric selection
2.000%	Textile laws, regulations, and trade agreements
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
10%	Final exam
30%	Other Notebook
30%	Portfolios
30%	Projects Final Project
100%	Total

VII. **Sample Assignments:**

Floral Design Homework:

Design 6 Floral Motifs in color on paper. Each motif should include a flower and something else. Examples of something else include a leaf, a bird, a bug, a frame, or whatever you think looks good. See examples shown in class. Feel free to look at textiles, fashion magazines, and source books. Think Spring when designing. Due: in one week

Mid-semester Project:

Execute a Discharge Technique on an 18” x18” piece of dark dyed cotton. Your design should be original, based on the theme of WATER. Design should be a repeat pattern, not a panel. Test your materials in advance and use good technique and proper finishing. Due: In 6 weeks A= 90- 100% B= 80- 89% C= 70- 79% D= 65- 69% F= Below 65%

VIII. **Student Learning Outcomes:**

1. Student will demonstrate the knowledge of textile construction, coloring methods and finishes and professional design.
2. Students will demonstrate an understanding of the importance textile design by designing and executing a printed /dyed finished piece of fabric which could be used in the design projects.
3. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
4. Students will demonstrate social awareness and sensitivity to global environmental issues.

Substantial Change: FASHION DESIGN AND MERCHANDISING 15, Ethnic Fashion

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
Transferability:	Transfers to CSU

Rationale
Eliminate 9A and 6A as a prerequisite.

I. **Catalog Description**
Apparel worn as national dress by people all over the world is surveyed. The origins and functions of clothing in different cultures are examined. Creative designing is inspired by ethnic costumes.

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. Subscribe to at least one fashion magazine, such as: W, WWD, California Apparel News (Student rates available) Donna Colleczioni, Fashion Show, Vogue, etc.

III. **Course Objectives**
Upon completion of this course, the student will be able to:

1. Examine and analyze the purpose of clothing.
2. Analyze and compare clothing of various cultures and their purpose in their costumes.
3. Define and evaluate environmental influences on clothing in each culture.
4. Design inspiration from various clothing of different cultures based on current events.

IV. **Methods of Presentation:**
Field Trips, Lecture and Discussion, Other (Specify)
Other Methods: PowerPoint presentation, videotapes, and field trips to museums and manufacturing companies

V. **Course Content**

% of Course	Topic
10.000%	Directed research on tracing current haute couture and ready-to-wear fashions to their ethnic roots of inspiration, cultivating design concepts in clothing, shoes, jewelry, hats, and accessories.
5.000%	Australia/Oceania: Background of Australia and Oceania's ethnic costume's silhouette, color, fabrication, and details influencing current design trends in the global marketplace.
12.000%	Europe (Northern, Western, Southern, Central-Eastern): Background of Europe's ethnic costume's silhouette, color, fabrication, and details influencing current design trends in the global marketplace.
5.000%	Background of South America's ethnic costume's silhouette, color, fabrication, and details influencing current design trends in the global marketplace.
5.000%	Background of Central America's ethnic costume's silhouette, color, fabrication, and details influencing current design trends in the global marketplace.
10.000%	Background of North America's ethnic costume's silhouette, color, fabrication, and details influencing current design trends in the global marketplace.
12.000%	Asia (Western, Southeast, South, East, Central): Background of Asia's ethnic costume's silhouette, color, fabrication, and details influencing current design trends in the global marketplace.

12.000%	Africa (North, South, West, East, Central): Background of Africa's ethnic costume's silhouette, color, fabrication, and details influencing current design trends in the global marketplace.
4.000%	Fashion Designer Biography Research focusing on creator's ethnicity and inspiration in their design work for the global marketplace.
12.000%	Styling proposal pitch presentations utilizing ethnic/sociological cues for current editorial fashion content sourced from influences of Africa, Asia, Middle East, Americas, Europe, Australia/Oceania.
8.000%	Students research, source, and identify visuals for each culture's three categories: traditional folk costume, modern day dress, and runway fashion. Folk/Modern/Runway; Project 1 for Africa, Asia, Middle East, Americas, Europe, Australia/Oceania.
5.000%	Language of clothing; Defining terminology of costume/dress/adornment vs. fashion; defining impact of societal conditions on current design trends in the current marketplace.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Midterm exams: Mid-Term and Final
60%	Projects: Class Projects (15% each)
10%	Research Projects: Research (5% each)
10%	Class Participation
100%	Total

VII. **Sample Assignments:**

Sample 1: Objective: To show evidence of ethnic influence on today's fashion. Procedure: Select one region. Collect at least 10 pictures from that region which explains the clothing of that area the best. Mount these pictures in a notebook with source and page number. Find 20 pictures of current fashion (with names of the designer) that have been inspired by these ethnic clothes. Design 10 contemporary fashions from one of the following categories: Evening wear. Career wear. Sportswear. Activewear Daywear. The textile, silhouette, texture, color or the line designs of costumes from the above researched region could inspire your design. Use any media to show your designs. Each design should be presented with fabric swatch and should be placed in the same notebook. Stay within the same line design. Take one idea and expand on it for the entire line.

Sample 2: Objective: (Language of Clothing) How clothing communicates social information and personal identity, non-verbal language. How combination of the color, pattern shapes and fabrication of clothing communicates one's social place. Procedure: Select one of the following group of people Working class – labor work Professionals High rank Celebrities Collect pictures of clothing for each of the selected class within a society and specific region. Describe the type of clothing they wear and reason for this type of clothing. Analyze it. Pattern. Color. Shape. Fabrication. Explain the language of the clothing they wear as a means of communication. Social information. Personal identity and the impact of the conditions in that society on these clothes. All pictures should be mounted in a notebook for presentation with a description analysis. Grading Scale 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D

VIII. **Student Learning Outcomes:**

1. Students will interpret and demonstrate the purpose of clothing based on cultural influences by research on wide variety of cultures.
2. Students will evaluate and describe the environmental influences on clothing of different cultures.
3. Students will apply knowledge of ethnic costumes to analyze and draw inspiration from color, fabric, details, and patterns to develop designs based on current fashion.
4. Students will demonstrate social awareness and sensitivity to global environmental issues related to apparel production.
5. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

Substantial Change: FASHION DESIGN AND MERCHANDISING 17, Apparel Collection Design and Production

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:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00

Rationale
Name change and a rewording of class description to better direct students and counselors for content. Plus, this is the name for this class at other fashion educational institutions. Content is not changing, only the name and description.

I. **Catalog Description**
This course will provide industry-oriented application of design skill sets for developing apparel groups and a final collection ready for production. Costing and production methods, line organization, sourcing suitable fabrics, cost sheets, production patterns and sample making will be covered. One final collection will be produced for fashion show presentation.

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. Grading Techniques for Modern Design, 2, Price., Zamkok, Bernard, - © 1996
2. Pattern Making for Fashion Design, 4, Armstrong, - © 2006
3. Recommended: Women's Wear Daily, California Apparel News, W, and fashion magazines (VOGUE, BAZAR, DONNA, etc.)

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Analyze and identify the targeted customer and study their wants and needs for fashion development.
2. Demonstrate an ability to differentiate figure types and size range.
3. Analyze the market for line development.
4. Define and translate shape or design variation and its effect on apparel design, its price, care, and suitability for each market.
5. Develop ability to select appropriate type of fabric for a given market including type, hand, and drapeability for selected design.
6. Design and develop patterns that work for each market.
7. Acquire working knowledge of production planning and quality control.

IV. **Methods of Presentation:**
Other Methods: Examples of successful design will be provided with explanation. Class discussions will be used to assess, clarify and enhance student understanding. Lecture, slide presentation and videos to demonstrate and relate the current fashion as well as the past fashion for developing a collection. Field trips to California Apparel Mart, manufacturing companies will supplement the students learning objectives.

V. **Course Content**

% of Course	Topic
7.000%	Orientation; introduction to apparel industry; market survey; know your customers and their expectations; development of an idea for a collection. Students will do market survey by going through fashion reports in class. After identifying their target customers they will develop a line taken from their original idea for a specific market.
7.000%	How to choose correct fabric for a specific line; students will practice on fabric selection for approved design; (Students could work for either budget or moderate price market.); developing patterns; cut in muslin; construct for fitting and test.

7.000%	How to make new samples with corrected pattern.
7.000%	Test for fit and possibility of elimination of unnecessary lines to lower the cost of production without changing the design. Students will be demonstrating on cost reduction by elimination and reduction of line design without changing their design for production.
8.000%	Demonstration and lecture on how to do production pattern and cost sheet (main fabric, lining, trimming, any outside job). Students will be working on their production pattern and will do a cost sheet for the design including fabric, lining and trimming, and its effect on the future production. 1st Project Due.
8.000%	Explaining graded patterns and markers. Students will grade their Final Production pattern to their desired size range and make markers. Using the same pattern with variation of line design for the same line or changing the fabrication for the same look.
8.000%	Make new sample. Test for fit.
8.000%	How to work with industrial sewing machine for various markets. Students will choose different kinds of machines for various stitches to make the sample design of the fabric. At the end, each student will complete their sheet by adding the labor cost to it. Cut and sew the second design. Mid-Term Exam; 2nd Project Due with cost sheet.
8.000%	Working on the 3rd design for the same line by variation of the 1st design for the same targeted customers.
8.000%	Developing the pattern and cutting the 3rd design.
8.000%	Sample making of the cut fabric using the industrial sewing machines and completing the cost sheet for the labor; cutting the fourth design out of the approved fabric for the final sample; 3rd Project Due with cost sheet.
8.000%	Constructing the cut fabric for production sample; using the industrial machine, completing the cost sheet by adding the labor cost.
8.000%	Cut and sew the final design for production sample using the industrial machines. Finish the last cost sheet by adding the labor cost; 4th Project Due; critique of all the samples, cost sheets, and the total look of the line development; Final Exam
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
10%	Class Participation
15%	Final exam
15%	Midterm exams
60%	Projects: 4 Design projects
100%	Total

VII. **Sample Assignments:**
Assignment 1: For each Project students will: Conduct a market survey of new fashion Select the Market budget or moderate price market Identify the target customer for new line Design for the chosen market Conduct fabric selection for approved design Develop patterns Cut in muslin Construct for fitting and test
Assignment 2: Students will do market survey by going through Fashion reports in class. After identifying their target customers they will develop a line taken from their original idea for a specific market.

VIII. **Student Learning Outcomes:**

1. Demonstrate knowledge of the functions of the design, production and shipping departments within the various market levels of the apparel industry.
2. Demonstrate understanding of target markets to plan and produce a line of clothing that suits the wants and needs of the selected market.
3. Design and translate shape or design variation and its effect on apparel design, its price, care, and suitability for each market.
4. Demonstrate social awareness and sensitivity to global environmental issues related to apparel production.
5. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

Santa Monica College
New Degree/Certificate:
Data Analyst Certificate of Achievement

Data science is an applied field that uses scientific methods, processes, algorithms and systems to extract knowledge and insights from both structured and unstructured data sources. Data Analysts incorporate data mining, machine learning and big data to make predictions and identify actions that organizations can take to be more effective. Data Analysts are responsible for breaking down big data into usable information and creating software and algorithms that help companies and organizations determine optimal operations. This certificate will prepare students for jobs in this field by providing students with skills in different technologies and techniques that are used for data science and machine learning. Students may also choose to transfer to four-year universities with established undergraduate programs in Data Science.

Program Learning Outcomes:
Upon completion of the program, students will be able to analyze data and employ different software tools to make certain predictions and optimize organizational operations.

Required Courses	**Units: 9.0**
CIS 30T[DE] Tableau Desktop Essentials	3.0
CS 82A[DE] Introduction to Data Science	3.0
CS 82B[DE] Principles of Data Science	3.0

Choose 1 Course	**Units: 3.0**
CS 82C[DE] R Programming	3.0
or	
CS 87A[DE] Python Programming	3.0

Total: 12.0

Data Analyst Certificate of Achievement

1. **Program Goals and Objectives**

   Data science is an applied field that uses scientific methods, processes, algorithms and systems to extract knowledge and insights from both structured and unstructured data sources. Data science incorporates data mining, machine learning and big data to make predictions and identify actions that organizations can take to be more effective. Data scientists are responsible for breaking down big data into usable information and creating software and algorithms that help companies and organizations determine optimal operations. This certificate will prepare students for jobs in this field by providing students with skills in different technologies and techniques that are used for data science and machine learning. Students may also choose to transfer to four-year universities with established undergraduate programs in Data Science.

   Program Learning Outcomes:
   Upon completion of the program, students will be able to analyze data and employ different software tools to make certain predictions and optimize organizational operations.

2. **Catalog Description**

   Data science is an applied field that uses scientific methods, processes, algorithms and systems to extract knowledge and insights from both structured and unstructured data sources. Data science incorporates data mining, machine learning and big data to make predictions and identify actions that organizations can take to be more effective. Data scientists are responsible for breaking down big data into usable information and creating software and algorithms that help companies and organizations determine optimal operations. This certificate will prepare students for jobs in this field by providing students with skills in different technologies and techniques that are used for data science and machine learning. Students may also choose to transfer to four-year universities with established undergraduate programs in Data Science.

   Program Learning Outcomes:
   Upon completion of the program, students will be able to analyze data and employ different software tools to make certain predictions and optimize organizational operations.

3. **Program Requirements**

   Required Courses (9 units)
   CIS 30T : Tableau Desktop Essentials (3 units)
   CS 82A : Introduction to Data Science (3 units)
   CS 82B : Principles of Data Science (3 units)

   Choose 1 Course (3 units)
   CS 82C : R Programming (3 units)
   CS 87A : Python Programming AND CS 87B : Advanced Python Programming (3 units)

   Total: 12 units

4. **Master Planning**

   This certificate fulfills the need to provide students with an occupation with a living wage and builds upon our existing certficates in cloud computing. In Los Angeles County, labor market data shows 5,000 job openings that include Cloud skills and Data Science in particular. In the region, major cloud computing employers include Deloitte, Amazon, Costar Realty Information, Raytheon, Northrop Grumman, Aerospace Corporation, KPMG, SMCI and Accenture. The program draws students from our Computer Science program that may or may not be interested in transfer to a four-year university

5. **Enrollment and Completer Projections**
   We are expecting 90 completers annually. All of the students who have been taking the Cloud classes (79A, 79B, 79C, 79D, 79E, 79F, 79Y and 79Z) are likely to enroll as it quite a popular specialty now in industry.

6. **Place of Program in Curriculum/Similar Program**
   This program is a natural outgrowth of our popular Cloud program. Both Azure and AWS offer popular data science tools and certification in this area. Students have been asking for a program like this.

7. **Similar Programs at Other Colleges in Service Area**
   Coastline Community College

8. **Transfer Preparation Information**
   Numerous UCs and CSUs have developed undergraduate programs in Data Science. Many of the proposed courses will articulate with various undergraduate classes offered at certain UCs. Student will be able to transfer into these majors after completing our certificate.

Program Endorsement Brief: 0702.00 – Computer Information Systems
Data Analyst (Certificate of Achievement)
Los Angeles/Orange County Center of Excellence, October 2021

Summary Analysis

Program Endorsement:	**Endorsed: All Criteria Met** ☐	**Endorsed: Some Criteria Met** ☒	**Not Endorsed** ☐

Program Endorsement Criteria		
Supply Gap:	Yes ☑	No ☐
Living Wage: (Entry-Level, 25th)	Yes ☑	No ☐
Education:	Yes ☐	No ☑
Emerging Occupation(s)		
Yes ☑		*No* ☐

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide Los Angeles/Orange County regional labor market supply and demand data related to four occupations related to the field of data analytics: *computer systems analysts* (15-1211); *database administrators and architects* (15-1245); *computer occupations, all other* (15-1299); and *data scientists and mathematical science occupations, all other* (15-2098); and one emerging occupation: *business intelligence analysts* (15-1199.08).

Currently, there is not a standard occupational classification (SOC) code for a middle-skill occupation in the field of data analytics. While the occupations in this report typically require a bachelor's degree and are not traditionally considered middle-skill[1], these occupations are most closely aligned with the knowledge, skills, and abilities required for an entry-level job seeker in the emerging field of data analytics. 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 the relevant occupations.

[1] The COE classifies middle-skill jobs as the following:
- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

Based on the available data, there appears to be a supply gap for the occupations of interest. While all four occupations have entry-level wages exceeding the self-sufficiency standard wage for one adult in both Los Angeles and Orange counties, each occupation in this report typically requires a bachelor's degree. **Therefore, due to some of the criteria being met, the COE endorses this proposed program.** Detailed reasons include:

Demand:

- ***Supply Gap Criteria –*** Over the next five years, there is projected to be **3,422 jobs available annually** in the region due to new job growth and replacements, **which is more than the 1,815 awards conferred annually** by educational institutions in the region.
    - **Not every worker in these occupations will be engaged in data analytics; therefore, *the demand is overstated.***
- ***Living Wage Criteria –*** In Los Angeles County, **all four** occupations have **entry-level wages above the self-sufficiency standard hourly wage** ($18.10/hour).[2]
- ***Educational Criteria –*** The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for the four occupations of interest.
    - Furthermore, national-level educational attainment data indicates **between 11% and 27% of workers in the field have completed some college or an associate degree.**

Supply:

- Between 2017 and 2020, **25 community colleges** in the LA/OC region issued awards in programs that have historically trained for the occupations of interest, conferring an average of **685 awards.**
- Between 2016 and 2019, non-community college institutions in the region conferred an average of **1,130 awards** in relevant programs.
    - **The programs listed in this report are not focused solely on data analytics; therefore, *the supply in this report is overstated.***

[2] Self-Sufficiency Standard Wage data was pulled from The Self-Sufficiency Standard Tool for California on 10/13/2021. For more information, visit: http://selfsufficiencystandard.org/california.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for the four occupations of interest. In Los Angeles/Orange County, the number of jobs related to these occupations is projected to increase by 3% through 2025. There will be 3,422 job openings per year through 2025 due to job growth and replacements.

This report includes employment projection data by Emsi which uses EDD information. Emsi's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy, during the projection period, will be at approximately full employment. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, it may impact the projections. At this time, it is not possible to quantify the full impact of COVID-19 on projections of industry and occupational employment. Therefore, the projections included in this report do not take the full impacts of COVID-19 into account.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[3]

Geography	2020 Jobs	2025 Jobs	2020-2025 Change	2020-2025 % Change	Annual Openings
Los Angeles	33,205	34,017	812	2%	2,357
Orange	14,414	14,952	538	4%	1,064
Total	**47,619**	**48,969**	**1,350**	**3%**	**3,422**

Wages

The labor market endorsement in this report considers the hourly wages for the four occupations of interest in Los Angeles County, as they relate to the county's self-sufficiency standard wage. Orange County wages are included below in order to provide a complete analysis of the LA/OC region. Detailed wage information, by county, is included in Appendix A.

Los Angeles County — All four occupations have entry-level wages above the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $28.13 and $39.80. Experienced workers can expect to earn wages between $55.61 and $70.47, which are above the self-sufficiency standard wage estimate.

Orange County — All four occupations have entry-level wages above the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $27.19 and $38.88. Experienced workers can expect to earn wages between $53.74 and $68.32, which are above the self-sufficiency standard wage estimate.

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

Job Postings
Over the past 12 months, there have been 19,090 online job postings related to the occupations of interest. The highest number of job postings were for data analyst, data engineer, business systems analyst, senior data engineer, and systems analyst. The top skills were SQL, data analysis, Python, project management, and Tableau. The top employers, by number of job postings, in the region were Anthem Blue Cross, Deloitte, Accenture, Northrop Grumman, Disney, and Boeing.

It is important to note that the job postings data included in this section reflects online job postings listed in the past 12 months and does not yet demonstrate the full impact of COVID-19. While employers have generally posted fewer online job postings since the beginning of the pandemic, the long-term effects are currently unknown.

Educational Attainment
The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for all four occupations in this report. Furthermore, national-level educational attainment data indicates between 11% and 27% of workers in the field have completed some college or an associate degree. Of the 66% of job postings listing a minimum education requirement in Los Angeles/Orange County, 8% (1,001) requested a high school or vocational training, 3% (423) requested an associate degree, and 89% (11,091) requested a bachelor's degree.

Educational Supply

Community College Supply — Exhibit 2 shows the annual and three-year average number of awards conferred by community colleges in programs that have historically trained for the occupations of interest. The colleges with the most completions in the region are Mt. San Antonio, Long Beach, and Cypress. Over the past 12 months, there were 12 other related program recommendation requests from regional community colleges.

Exhibit 2: Regional community college awards (certificates and degrees), 2017-2020

TOP Code	Program	College	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
0701.00	Information Technology, General	East LA	15	23	10	16
		LA Harbor	6	-	-	2
		LA Mission	1	1	3	2
		Long Beach	25	34	64	41
		Mt San Antonio	79	74	90	81
		Santa Monica	-	39	-	13
		West LA	4	4	5	4
		LA Subtotal	**130**	**175**	**172**	**159**
Supply Subtotal/Average			**130**	**175**	**172**	**159**
0702.00	Computer Information Systems	Citrus	7	5	8	7
		Compton	-	1	-	0
		East LA	16	19	15	17

TOP Code	Program	College	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
		El Camino	18	14	21	18
		Glendale	-	-	5	2
		LA City	4	1	1	2
		LA Mission	9	5	1	5
		LA Trade-Tech	14	8	20	14
		Mt San Antonio	-	-	79	26
		Pasadena	1	-	-	0
		Rio Hondo	19	21	10	17
		West LA	6	8	10	8
		LA Subtotal	**94**	**82**	**170**	**115**
		Cypress	8	5	4	6
		Fullerton	20	15	11	15
		Irvine Valley	-	-	2	1
		Orange Coast	3	4	2	3
		Santa Ana	6	4	2	4
		Santiago Canyon	2	3	4	3
		OC Subtotal	**39**	**31**	**25**	**32**
Supply Subtotal/Average			**133**	**113**	**195**	**147**
0707.30	Computer Systems Analysis	Cerritos	4	2	3	3
		East LA	-	-	1	0
		LA Mission	-	-	1	0
		LA Subtotal	**4**	**2**	**5**	**4**
		Cypress	5	2	-	2
		OC Subtotal	**5**	**2**	**-**	**2**
Supply Subtotal/Average			**9**	**4**	**5**	**6**
0708.10	Computer Networking	Cerritos	8	11	9	9
		Glendale	6	3	3	4
		LA City	37	23	-	20
		LA Pierce	23	39	20	27
		Long Beach	27	55	47	43
		Mt San Antonio	2	8	11	7
		Rio Hondo	-	5	7	4
		West LA	43	77	48	56
		LA Subtotal	**146**	**221**	**145**	**171**
		Coastline	12	38	59	36

TOP Code	Program	College	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
		Cypress	37	70	95	67
		Irvine Valley	12	11	21	15
		Saddleback	17	10	21	16
		Santa Ana	7	14	12	11
		OC Subtotal	**85**	**143**	**208**	**145**
		Supply Subtotal/Average	**231**	**364**	**353**	**316**
0708.20	Computer Support	Citrus	-	-	1	0
		Glendale	3	10	7	7
		LA Pierce	7	9	8	8
		Long Beach	1	8	14	8
		Pasadena	3	7	30	13
		LA Subtotal	**14**	**34**	**60**	**36**
		Cypress	1	3	5	3
		Santa Ana	10	9	-	6
		OC Subtotal	**11**	**12**	**5**	**9**
		Supply Subtotal/Average	**25**	**46**	**65**	**45**
0799.00	Other Information Technology	LA Harbor	1	-	-	0
		Mt San Antonio	5	13	15	11
		LA Subtotal	**6**	**13**	**15**	**11**
		Supply Subtotal/Average	**6**	**13**	**15**	**11**
		Supply Total/Average	**534**	**715**	**805**	**685**

Non-Community College Supply — For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for the occupations of interest. Exhibit 3 shows the annual and three-year average number of awards conferred in programs crosswalked to the TOP in Exhibit 2. Due to different data collection periods, the most recent three-year period of available data is from 2016 to 2019. Between 2016 and 2019, non-community college institutions conferred an average of 1,130 awards.

Exhibit 3: Regional non-community college awards, 2016-2019

CIP Code	Program	Institution	2016-17 Awards	2017-18 Awards	2018-19 Awards	3-Year Average
11.0101	Computer and Information Sciences, General	Azusa Pacific University	19	26	30	25
		Brand College	-	2	-	1
		Brandman University	26	20	20	22
		Chapman University	5	12	13	10
		Loyola Marymount University	19	42	32	31
		Pacific States University	1	-	2	1
		The Master's University & Seminary	7	6	7	7
		University of California-Irvine	1	-	1	1
		University of La Verne	19	18	39	25
		University of the People	57	100	80	79
		Vanguard University of Southern California	-	1	-	0
11.0103	Information Technology	Abraham Lincoln University	-	1	1	1
		Brand College	28	37	50	38
		California Intercontinental University	1	-	-	0
		CSU-Dominguez Hills	-	1	5	2
		CSU-Los Angeles	117	162	158	146
		CSU-Northridge	43	54	54	50
		Platt College-Anaheim	-	1	11	4
		Platt College-Los Angeles	-	-	6	2
		Stanbridge University	25	-	-	8
		Trident University International	74	93	75	81
		University of La Verne	-	-	3	1

CIP Code	Program	Institution	2016-17 Awards	2017-18 Awards	2018-19 Awards	3-Year Average
		University of Phoenix-California	16	60	57	44
11.0199	Computer and Information Sciences, Other	Antioch University-Los Angeles	20	47	4	24
		Brand College	2	-	2	1
		CSU-Dominguez Hills	66	59	55	60
		CSU-Northridge	77	77	87	80
11.0501	Computer Systems Analysis/Analyst	Brand College	4	2	-	2
		DeVry University-California	94	55	49	66
		University of Phoenix-California	4	4	-	3
11.0899	Computer Software and Media Applications, Other	Art Center College of Design	7	8	12	9
		California Institute of the Arts	-	-	7	2
		Learnet Academy	41	14	-	18
11.0901	Computer Systems Networking and Telecommunications	Brand College	2	-	2	1
		DeVry University-California	135	106	86	109
		Mt Sierra College	5	4	-	3
		University of Phoenix-California	27	18	3	16
11.1001	Network and System Administration/ Administrator	ABCO Technology	-	13	5	6
		Brand College	2	6	23	10
		California Intercontinental Univ.	-	1	3	1
		University of Phoenix-California	1	12	13	9
11.1002	System, Networking, and LAN/WAN Management/ Manager	ABCO Technology	10	7	9	9
11.1003	Computer and Information Systems Security/ Information Assurance	Azusa Pacific University	3	-	-	1
		Learnet Academy	48	17	-	22
		Mt Sierra College	8	13	-	7
		University of Phoenix-California	71	42	32	48

CIP Code	Program	Institution	2016-17 Awards	2017-18 Awards	2018-19 Awards	3-Year Average
11.1005	Information Technology Project Management	California Intercontinental University	2	-	1	1
11.1006	Computer Support Specialist	Southern California Institute of Technology	16	26	25	22
		University of Phoenix-California	1	2	-	1
11.1099	Computer/ Information Technology Services Administration and Management, Other	ABCO Technology	4	9	5	6
		California Intercontinental University	2	1	-	1
11.9999	Computer and Information Sciences and Support Services, Other	Brand College	1	-	1	1
		Los Angeles Pacific College	-	-	12	4
		Mt Sierra College	2	6	-	3
		Pitzer College	1	-	-	0
15.1202	Computer Technology/ Computer Systems Technology	Learnet Academy	11	1	-	4
		Supply Total/Average	**1,125**	**1,186**	**1,080**	**1,130**

Appendix A: Occupational demand and wage data by county

Exhibit 4. Los Angeles County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Computer Systems Analysts (15-1211)	12,711	13,119	408	3%	895	$39.80	$52.32	$65.54
Database Administrators and Architects (15-1245)	3,561	3,669	108	3%	245	$34.65	$48.07	$65.55
Computer Occupations, All Other (15-1299)	15,801	15,927	126	1%	1,088	$28.13	$40.06	$55.61
Data Scientists and Mathematical Science Occupations, All Other (15-2098)	1,132	1,302	170	15%	129	$37.30	$52.89	$70.47
Total	**33,205**	**34,017**	**812**	**2%**	**2,357**			

Exhibit 5. Orange County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Computer Systems Analysts (15-1211)	5,809	6,076	267	5%	427	$38.88	$51.09	$64.04
Database Administrators and Architects (15-1245)	1,485	1,543	58	4%	105	$33.49	$46.46	$63.38
Computer Occupations, All Other (15-1299)	6,609	6,736	127	2%	472	$27.19	$38.70	$53.74
Data Scientists and Mathematical Science Occupations, All Other (15-2098)	510	597	87	17%	60	$36.23	$51.33	$68.32
Total	**14,414**	**14,952**	**538**	**4%**	**1,064**			

Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
Computer Systems Analysts (15-1211)	18,521	19,195	674	4%	1,322	Bachelor's degree
Database Administrators and Architects (15-1245)	5,046	5,212	166	3%	351	Bachelor's degree
Computer Occupations, All Other (15-1299)	22,410	22,664	254	1%	1,560	Bachelor's degree
Data Scientists and Mathematical Science Occupations, All Other (15-2098)	1,642	1,899	257	16%	189	Bachelor's degree
Total	**47,619**	**48,969**	**1,350**	**3%**	**3,422**	

Appendix B: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (Emsi)
- Bureau of Labor Statistics (BLS)
- Employment Development Department, Labor Market Information Division, OES
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- California Family Needs Calculator, Insight Center for Community Economic Development
- Chancellor's Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

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FOR LABOR MARKET RESEARCH

October 2021

Los Angeles Regional Consortium
Business Meeting Minutes – DRAFT Unapproved
January 20, 2022
9:00 – 10:00 a.m.

Zoom Meeting
https://pasadena-edu.zoom.us/j/94770170059

Voting Members Present:

- Nick Real, Cerritos College
- Victoria Dominguez, Citrus College
- Lynell Wiggins (Alternate), Compton College
- Virginia Rapp, El Camino College
- Freddy Saucedo, Glendale College
- Armando Rivera-Figueroa, LA City College
- Priscilla Lopez (Alternate), LA Harbor College
- Marla Uliana, LA Mission College
- Mon Khat, LA Pierce College
- Marcia Wilson, LA Trade-Tech College
- Laurie Nalepa, LA Valley College
- Anthony Pagan, Long Beach City College
- Jennifer Galbraith, Mt. SAC
- Armine Derdiarian, Pasadena City College
- Bruce Noble (Alternate), Rio Hondo College
- Patricia Ramos, Santa Monica College
- Tiffany Miller (Alternate), West LA College

Voting Members Absent:

- Kendra Madrid, East LA College
- Lawrence Bradford, LA Southwest College

I. Call to Order. Meeting called to order at 9:00 a.m. by Salvatrice Cummo, Executive Director, Economic and Workforce Development, Pasadena City College.
Ms. Cummo welcomed the group to the Los Angeles Regional Consortium meeting. She introduced Marty Stewart, Administrative Assistant for EWD; Denise Vidrio, Accountant and fiscal contact for LARC SWP; Dr. Armine Derdiarian, new voting member for Pasadena City College; Dr. Audrey Childers, assisting PCC as a contractor.

II. LA Workforce Council roll call. Roll call by Marty Stewart, Administrative Assistant, Career & Technical Education, Pasadena City College. A quorum of voting members was verified.

III. Minutes from the December 9, 2021 LAOCRC Business Meeting were approved.

a. Minutes from LAOCRC meeting December 9, 2021

b. Motion: Jennifer Galbraith, Mt. San Antonio College. Second: Armine Derdiarian, Pasadena City College. **Approved**. No abstentions.

IV. Informational Items

a. Program Data Requests

Program Title	TOP Code	College	Contact
1. Biotechnology (A.S and Certificate)	0430.00	Cerritos College	Michelle Stieber mstieber@cerritos.edu
2. Certificate of Achievement in Biotechnology: Basic Wet Lab Skills	0430.00	Cerritos College	Michelle Stieber mstieber@cerritos.edu
3. Certificate of Achievement in Biotechnology: Biomanufacturing	0430.00	Cerritos College	Michelle Stieber mstieber@cerritos.edu
4. Associate of Arts in Biotechnology	0430.00	Cerritos College	Michelle Stieber mstieber@cerritos.edu
5. Hairstyling (A.S. and Certificate of Achievement)	3007.00	Citrus College	Victoria Dominguez vdominguez@citruscollege.edu

V. Action Items

a. Program Recommendation. Motion: Marla Uliana, LA Mission College; Second: Bruce Noble, Rio Hondo College; Recommended: **APPROVED**

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emerg-ing*
					Supply Gap	Living Wage	Ed Atmnt	
1. Special Education Paraprofessional Certificate	130520	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu	ES	Y	N	Y	N

2. Commercial Music Certificate	100500	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu	EA	Y	Y	Y	N
3. Semi-Automatic Welding Certificate	095650	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu	ES	Y	N	Y	N
4. Interior Design A.S.	130200	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu	ES	Y	Y	N	N
5. Data Analyst Certificate	070200	Santa Monica College	Patricia Ramos ramos_patricia@smc.edu	ES	Y	Y	N	Y
6. Website Development Management Certificate	070700	Santa Monica College	Patricia Ramos ramos_patricia@smc.edu	EA	Y	Y	Y	N
7. IT Technical Support Professional Certificate	070820	Santa Monica College	Patricia Ramos ramos_patricia@smc.edu	EA	Y	Y	Y	N

Key: EA = Endorsed: All criteria met ES = Endorsed: Some criteria met MetNE = Not endorsed PA = Pre-approved	Y = Yes N = No *Emerging denotes there are gaps in the traditional labor market information.

- Action Items discussion: Marla Uliana asked Patricia Ramos if the Data Analyst Certificate (item number 5) is the one the colleges will be working on as a group for the reginal project. Dr. Ramos said yes and no. This is something SMC was working on prior to the regional project, but if a college is interested in the curriculum, she is sure SMC faculty will be happy to talk to the other college's faculty. It's not like Cloud where they are going to share it out tied to funding. Ms. Uliana said she has been telling her faculty to wait for the regional project for data analytics. Dr. Ramos asked if the faculty are going to the project meetings. Ms. Uliana asked if the meetings have started. Dr. Ramos and Ms. Uliana will talk offline. Jennifer Galbraith said Mt. SAC's data analytics faculty has been attending the meetings. Faculty are willing to share.

b. Modified Programs. Motion: Bruce Noble, Rio Hondo College; Second: Marla Uliana, LA Mission College; Recommended: **APPROVED**

1. Certificate of Achievement, Entrepreneurship and Small Business Management, Pasadena City College
   The Certificate of Achievement in Entrepreneurship and Small Business Management is being modified from consisting of 22-24 units to 19 units. In addition, ACCT001A is being changed to ACCT010, which is more relevant to students pursuing entrepreneurship and small business owners. The units are being lowered so that students can focus on the most relevant courses while being able to complete the Certificate in a year.

2. Architectural Design A.S., Long Beach City College
   - Remove ARCHT 66, ARCHT 81, ARCHT 92
   - Add DSGN 20: Space Planning
   - Total major units move from 44 to 37 overall, resulting in a streamlined program.

3. Metal Fabrication Technology Certificate, Long Beach City College
   - Remove ELECT 253
   - Update numbers on MTFAB 220B, MTFAB 220C
   - Add MTFAB 90, MTFAB 270, MTFAB 280
   - Increase major units from 22 to 32.5.

4. Metal Fabrication Technology A.S., Long Beach City College
   - Remove ELECT 253
   - Update numbers on MTFAB 220B, MTFAB 220C
   - Add MTFAB 90, MTFAB 270, MTFAB 280
   - Increase major units from 22 to 32.5.

5. Digital Filmmaking Certificate, Long Beach City College
   - Replace R_TV 70WE with FILM 70WE
   - Update R_TV 216 to new number R_TV 16
   - Update Motion Graphics course to new number and designator DMA 25
   - Add the four “Job Skills” courses (FILM 220, 221, 222 and 223)
   - Change total units required to 25.5 – 26.

6. Fashion Design A.S., Long Beach City College
   - Change the subject designator for all FD courses to FASH.
   - Add FASH 47, 3D Fashion Design (3 units) to the required core.

7. Fashion Design Certificate, Long Beach City College
   - Add new course FASH 47, 3D Fashion Design (3 units) to the program of study
   - Change all of the FD subject designators to FASH.
   - This brings the total required units to the range of 52-55.

- Modified Programs discussion: Jennifer Galbraith asked Gene Carbonaro about item 7, the Fashion Design Certificate. The unit load of 52-55 seems like a heavy number of units for a certificate. So for the degree, are they adding very little general ed or does it reduce some of these units? Anthony Pagan attending for Gene – responded to Ms. Galbraith. Mr. Pagan agreed it is top heavy and said the input is received and appreciated.

- Question from Marla Uliana on process. Per Robert's Rules, is it first, second, then discussion, then the vote; or is it do the vote and then ask for discussion? Marcia Wilson responded that per Robert's Rules, it is discussion before the vote. Motion, second, discussion, vote.

VI. Discussion items

a. Pre-approved programs. Jennifer Galbraith said the group may remember the Cloud program where it was pre-approved, and there was a task force on program approval. The task force came up with how to get new pre-approved programs on the agenda, and then we'd vote on process where one college would put in and then it would be pre-approved so the other colleges would not need to load as much stuff. The question has now come is around nursing. Colleges that have nursing programs have been participating in the RNCC regional project. Hopefully Shari Herzfeld is here to step in. Programs have created regional curriculum for an ADN program. All the colleges involved will be modifying their nursing programs to the regional curriculum. The question is, since it's a modification, are we going to require every college to submit the modification? Or is there a way we can do it as a pre-approved to where we just say this is the pre-approved curriculum and just list the colleges and modifications? It would not go under the program recommendation part, it would go under the modification part.

   Discussion, thoughts? Bruce Noble suggested having a pre-approved "blanket" as described in Ms. Galbraith's second option. Ms. Galbraith said her belief was that Ms. Herzfeld would put it in as a modification, list the modifications, and then list all of the colleges that were making that modification. That would be my (Galbraith) thought as the way we could do it. And then later on, if any other college wanted to do the same modification, they could come in later on and put in a modification on their own. So we would do this one time with a list of the colleges, it was

a thought that we could do it that way. Mr. Noble concurred on this recommendation. Marla Uliana said she liked the recommendation, it seems like it streamlines it and makes it easier. Ms. Uliana asked if there is any value in making sure that we see the actual modification to make sure that all of the colleges are doing it? Ms. Galbraith said we do list the modifications as we just did [on today's agenda]. So it would have all those changes listed. Ms. Uliana asked, even if a college comes here with their modified program, it's still up to them to follow through with their own local process, right? Ms. Galbraith confirmed that each college would have to do their local process. This is just for the regional program modification recommendation through the regional consortium. This is for the modification and that's why we're bringing it forward; if it were actually a new program or something of that sort then it would go through the process for a new program. But this is all just a modification. Patricia Ramos said she thinks it's a great idea and saves all of the colleges a step. Dr. Ramos asked if we could have Ms. Herzfeld come and talk about what the curricular requirements are now because she is on her college's curriculum committee and has not seen anything come through at the local level yet, but if we have to do a substantive change or modification it would have to come through the local curriculum committee first and then to the region. So you're saying that we're all going to do the same thing, and we're all going to need to do our own application, but when it comes to the regional approved, it's already pre-approved? Ms. Galbraith – correct. But just for modification. If it's a new program, if you're creating a program or doing something different, then that's on you. But if it's just going to be a modification and they're all making the same modification, we'd like to put it on a list. Ms. Galbraith said she thought Ms. Herzfeld was going to be here and hopes she is representing this correctly. Salvatrice Cummo said it's not a bad idea to have Ms. Herzfeld come to the next meeting and talk it through. Dr. Ramos said their curriculum committees don't start again until spring semester. Dr. Ramos said she wonders if this is a unit change, content change? It would be good to know what it is before actually doing the pre-approval. Ms. Galbraith agreed it would be good to have Ms. Herzfeld come in and present what the end result was, and then the following month we could possibly add the program modification item to the agenda. Or whenever they're ready. Freddy Saucedo asked if we know if the state will accept this batch modification. He likes it but wants to know if the state will accept it. Ms. Galbraith said since it's modification, she does not believe it even has to go through the consortium, we just kept it that way because we liked it and some colleges' local processes required it. That's why we decided to keep modifications on our agenda, but they aren't required by the Chancellor's Office. Ms. Galbraith asked Marcia Wilson to confirm. Dr. Wilson nodded. Armando Rivera-Figueroa agreed it would be great to have Ms. Herzfeld present because at his college they have not seen it, and the way it was explained to him was that the main change was a change in units, and perhaps some classes were going to be changed. But it was up to each college what they wanted to do. So not necessarily every college was going to do the same thing. It would be great if we could get some clarification there. Ms. Galbraith asked if Ms. Herzfeld can be scheduled to present. Ms. Cummo confirmed we'll reach out to her. Ms. Galbraith suggested the attendees can let the group know we are thinking about pre-approval but until we know the details, we cannot make a decision. Mr. Noble suggested inviting Ms. Herzfeld to the next meeting. Ms. Cummo offered the February business meeting, or a special meeting prior to that. Dr. Rivera-Figueroa said the February business meeting would be fine since most of the curriculum committees won't meet until spring semester. Ms. Cummo said we would slate it for the February business meeting.

b. By-laws for the regional consortium. Salvatrice Cummo said we have a set of bylaws from the previous consortium, and it merits review and change as necessary. Ms. Cummo previously asked for volunteers for a Bylaws Task Force but her understanding was there was a task force that put the previous bylaws together. She wants to make sure the bylaws still make sense for the LA regional consortium. Ms. Cummo requests 5-6 volunteers to do a deep dive on the bylaws. You can volunteer now or respond by text, Ms. Cummo put her cell number in the chat. Volunteers at the meeting: Mercy Yanez, Armando Rivera-Figueroa, Marcia Wilson.

VII. General updates. Salvatrice Cummo. The program recommendation calendar is available for January-June 2022. It is also on the LARC website which will be unveiled today at the LA Collaborative meeting, following this meeting.

a. LARC Program Recommendation calendar, January-June 2022

Ms. Uliana asked for clarification about the LA Workforce Council. Ms. Cummo clarified that the LA Workforce Council is the voting body.

VIII. Action Item: Approval of minutes reflecting today's program recommendation vote

LARC Program Recommendation Minutes from January 20, 2022

Link to the program recommendation minutes was posted in chat for members to review. Ms. Galbraith requested the preliminary minutes be called "Program Recommendation Minutes."

Motion: Jennifer Galbraith, Mt. San Antonio College; Second: Marcia Wilson, LA Trade-Tech College; **Approved unanimously**

IX. College updates

a. Cerritos – Nick Real – Cerritos is following new orders from LA County regarding masks and boosters. Most classes are online. Just labs and some CTE class lectures are on campus.
b. Citrus – Victoria Dominguez – Kimberly Mathews will start February 1 as permanent CTE Dean. Victoria has been the interim CTE Dean and will return to her role as Math &A Business Dean. Citrus is hiring 16 new CTE faculty: Medium & heavy truck, construction management, architecture & drafting. Right now about 66% of classes on campus for spring, but moving some to remote. Feb. 23 is start of spring semester.
c. Compton
d. East LA
e. El Camino – Virginia Rapp – Started winter session online. Intended to have in person, but issue with central plant on Jan. 1 caused the move to online instruction. For spring, El Camino is trying to have some classes in person, but students reluctant to come back in person due to COVID spike. Hiring 1 computer info systems faculty.
f. Glendale – Freddy Saucedo – Introduced new Associate Dean of CE & Workforce Development Meg Chil-Gevorkyan who will be the new alternative voting member for Glendale. Meg is on the call, said hello.

g. LA City – Armando Rivera-Figueroa – Starting to switch classes from in person to hybrid or online because of COVID. Just had a failed recruitment for Rad Tech, very few candidates, and some interview cancellations due to COVID. Planned a face to face CTE event for next week that was just cancelled due to COVID. Similar to El Camino, students reluctant to come in person.
h. LA Harbor – Mercy Yanez – LAHC has in person, for example Nursing. It has been challenging because a lot of positive cases and exposures. Also District policy requires daily pass, students and employees have needed assistance setting up accounts to get their daily pass. Focused on enrollment priorities, excited about winter and spring.
i. LA Mission – Marla Uliana – trying to make the switch for spring from lots of in person to mostly online. A lot of our students are telling us that's what they want right now. Have started search for permanent president. Right now there's an interim in place.
j. LA Pierce – Mon Khat – Hiring CTE faculty: computer info systems, RBT, a few others. Hired permanent VP Academic Affairs Matt Jordan. Will begin process soon for looking for permanent VPSS and President. Industrial vocational classes are on campus, others are hybrid or online. Started out 30% online and 70% in person, because of low enrollment they have converted and now stand about 30% in person and 70% remote.
k. LA Southwest
l. LA Trade-Tech – Marcia Wilson – LATTC opened winter in person. Have had students stand outside closed classrooms because faculty were calling in. For us, spring is slightly more than 60% on ground. 75-80% of our programs are CTE, with many being hands-on. We actually have the opposite problem where our students saying we're not enrolling until we can go on campus and work in a lab. I'm tired of cooking recipes in my kitchen and not having the industrial kitchen, and I'm tired of changing the brakes on my mom's car 6 times. People are wanting to come back. Our challenge is our faculty being very resistant to coming back. We have gone back to bargaining many times. We are challenged with the balance of meeting students' needs while still looking at the safety of everybody, and spikes and predictions. Trying to grow enrollment – challenging. We only have a couple of general eds in person, most will be online. We have an Interim VPSS right now, permanent VPSS is on leave. Hiring around 11 faculty.
m. LA Valley – Laurie Nalepa – nothing to report that has not already been expressed.
n. Long Beach – Anthony Pagan – Battling COVID as we speak. LBCC trying to onboard about 13 new CTE faculty. Also trying to balance in person vs remote. Start of semester is Feb. 7, so time is not on their side. Schedule change forms/process very labor intensive. Would love feedback on how to work with faculty who have fully enrolled, in person classes and faculty are requesting to change it to online. LBCC feels it is important to keep the original modality. Otherwise, LBCC struggling with enrollment like the other colleges. (Feedback: Marcia Wilson – just say no. The faculty accepted the assignment as it was. Jennifer Galbraith – same as Marcia.)
o. Mt. SAC – Jennifer Galbraith – on week 3 of the 6 week winter. Trying to hold to their contract as much as possible. Mt. SAC has been on campus for the winter. They have had a lot of people out, had to close the child care center for 1 week because they had 1 staff member and then others and children. Following licensing guidelines they are now staggering them back. Schedule was built at about 65% on campus for spring. 1 week into registration, enrollments showing at least 44% of students are enrolling in person. Doing everything to ensure safety. To Mr. Pagan – for us that would be a flat-out no. Listen, understand, respond we're following CDC guidelines.

Madelyn Arballo – For noncredit students, online is very difficult and not always a benefit to their learning. Right now they have about half and half, are seeing spikes in the in person. Want to share 2 things relevant to adult ed: 1) K12-sponsored carryover bill of noncredit funds. We fought that last year to the death and got it suspended – it is back. It is going well for that bill, it is sailing through. Which means there would be a limit to CAPE carryover of 15% after 1 year. Even though in the legislation it says you can take 3 years. So this is a needless piece of legislation, it punishes people immediately, and so if you have noncredit programs that don't understand it, you can have them email me because the advocacy needs to start in the senate. Because otherwise, those of us who have long term plans like to start a program, we might get our money taken away. So just an FYI. 2) Right now the Chancellor's Office and the 5C committee are working on modifications to the work experience language to add noncredit as able to do work experience. Currently noncredit programs cannot collect apportionment for work experience. If you want it you can do like a fee based or something or just eat it, use categorical dollars and fund it. But now there will be policy. It was never really prohibited, it was just the interpretation of it. It's taken 2 years to allow noncredit programs to do that. We believe it will go to Board of Governors sometime in 2022. The we'll be able to add like with short term training to add that work experience component to it.

Ms. Cummo said we have 5 minutes, apologies to the 4 colleges left, will start updates with them at next month's meeting.

p. Pasadena – Armine Derdiarian – Computer info systems FT faculty hired ad is starting spring semester. Had failed search for computer science, will relaunch that. Returning in person January 24.
q. Rio Hondo – Bruce Noble – can't do it in 5 minutes, will update next month.
r. Santa Monica – Patricia Ramos – similar to others. She is chairing a failed search for Associate Dean for Health Sciences, closes in mid February. Spring enrollments are lagging. Students are not enrolling in person, faculty want to come back.
s. West LA - Tiffany Miller – similar to others. 2 exciting updates - got approval from Dental Hygiene Board of CA and Dental Assisting Board of CA. Right now they have 1 cohort for each, but starting in spring they will have 2 cohorts of each.

X. Adjourn
a. Next LARC Business Meeting will take place Thursday, February 17, 2022 at 9:00 a.m. The Zoom link is https://pasadena-edu.zoom.us/j/94770170059

Santa Monica College

Computer Science Information Systems

Computer Science Advisory Board

May 15, 2020

MINUTES

Attendees:

SMC Attendees: Howard Stahl (Chair), Edwin Ambrosio, Scott Bishop, Fariba Bolandhemat, Nancy Cardenas, Jinan Darwiche, Mark Edmonds, Mary Eshaghian, Sira Hotsinpiller, Dan Hurley, Koda Kol, David Morgan, Vicky Seno, Joseph Su

SMC Students: Nashir Janmohamed, Ariel Young

Non-SMC Attendees: Charlotte Augenstein (State Chancellor's Office ICT Sector Navigator), Matt Gray (Honey), Richard Korf (UCLA Computer Science), Cord Thomas (RAND Corporation), Christian Williamson (Amazon Web Services)

Call to order: via Zoom - 9:30 AM

Following quick introductions, the following topics were discussed:

Department Review and Dashboard Indicators

Howard shared various data points with the committee. Highlights included:

- A growth in WTH of 42% since 2016-17, of 110% since 2009-2010
- A growth in student headcount of 72% since 2014-2015
- A growth in awarded certificates of 170% since 2014-2015
- No increase in full-time faculty in this discipline since 2001. Attendees commented that more growth is possible if the department had the people-power to make it happen.

Existing Courses and Programs

Howard shared information about our existing classes, certificates and degrees. Attendees commented on the vibrancy and innovation being displayed in our ongoing efforts to stay in line with industry and employment trends. New courses recently approved were discussed including CS 79Y-Microsoft Azure Database Essentials, CS 79Z-Microsoft Azure Essentials, CS 73L-Cybersecurity Literacy and CS 87B-Advanced Python Programming.

Plans for the Future

Howard shared information regarding an Associates Degree in Cloud Computing. This effort is a natural outgrowth of all our classes in the CS 79 Series, both Azure and Amazon Web Services.

MOTION: The Computer Science Advisory Board supports the creation and development of an Associates Degree in Cloud Computing. Made by: Stahl Seconded by: Korf. FOR-21 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

Howard shared information regarding a certificate in Data Science. This effort is a natural outgrowth of many of the topics we are already teaching, including Python, SQL and Machine Learning. The new certificate is being discussed with CIS and Business to see how best to position it and how best to meet student interest. We are proposing to create new courses in R Programming and in Data Science concepts.

MOTION: The Computer Science Advisory Board supports the creation and development of an certificate in Data Science. Made by: Stahl Seconded by: Gray. FOR-21 AGAINST-0 ABSTAIN-0 Attendees support this certificate and voted unanimously to support it.

Meeting Adjourned: 10:35 AM