



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, November 17, 2021, 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/join?m=OTM1MjA3NTQ4MjUu8jCMR5vap_ZXEu3Qz54vGMfRR4kf7uzs

Or Skype for Business (Lync): [SIP:93520754825@lync.zoom.us](https://lync.zoom.us/j/93520754825)

Members:

Sheila Cordova, <i>Chair</i>	Walker Griffy	Jacqueline Monge	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	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 3

V. Chair’s Report

VI. Information Items

(Non-Substantial Changes)

- 1. ENGL 34 Afro-American Literature

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online)

- a. ITAL 1 Elementary Italian I
- b. ITAL 2 Elementary Italian II
- c. PHYSCS 12 Introductory Physics Non-Lab
- d. PHYSCS 20 Preparation for Calculus-Based Physics

(Consent Agenda: Program Maps)

- e. Geospatial Technology Certificate of Achievement.....9
- f. User Experience Design Essentials Certificate of Achievement.....10
- g. Web Design Essentials Certificate of Achievement11

(Courses: Distance Education)

- h. ENGL 1D Reading and Writing Composition I – Diversity15
- i. ENGL 45 Asian Film, Literature, and Society.....19

(Programs: New)

- j. Business Information Specialist Certificate of Achievement23
- k. Geospatial Technology Certificate of Achievement.....46
- l. User Experience Design Essentials Certificate of Achievement.....65
- m. Web Design Essentials Certificate of Achievement96

(Programs: Revisions)

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

VIII. New Business

- Update on timelines and review process

IX. Old Business

- Training
- Goals and Objectives

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 December 1, 2021.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, November 3, 2021, 3:00 p.m.

Zoom Meeting

Members Present:

Sheila Cordova, <i>Chair</i>	Walker Griffy	Emin Menachekanian	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Hafedh Herichi	Jacqueline Monge	Redelia Shaw
Bren Antrim	Alex Ibaraki	Maria Muñoz	Briana Simmons
Fariba Bolandhemat	Sharlene Joachim	Estela Narrie	Audra Wells
Susan Caggiano	Bradley Lane	Patricia Ramos	Dominic Prendergast (A.S.)
Lisa Collins			

Members Absent:

Lydia Strong	Esau Tovar	Denise White-Odimo (A.S.)
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Others Present:

Rachel Demski	Stephanie Lewis	Vicky Seno	Odemaris Valdivia
Emily Elam	Laura Manson	Howard Stahl	Sal Veas
Gary Huff	Maxim Safioutine	Scott Silverman	

(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 3:03 pm. Motion to approve the agenda with revision of moving CIS 51 from substantial change to non-substantial change (there is no change to the TOP code.)

Motion made by: Fariba Bolandhemat; **Seconded by:** Briana Simmons

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of October 20, 2021 with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Fariba Bolandhemat

The motion passed unanimously.

V. Chair’s Report

- Updates to Title 5 are expected this month
- AB 1460 CSUGE Area F Ethnic Studies requirement – implemented by Fall 2022
- AB 1111/928: Common Course Numbering is due by July 1, 2024
- AB 927: Extends the Bachelors programs at community colleges indefinitely. Up to 30 new bachelor’s degrees can be approved per academic year – they must show a workforce need, and require consultation from CSU, UC, and the Association of Independent California Colleges and Universities on proposed programs. The number of Bachelor’s degrees in a district can not exceed 25% of the total associate degrees, and the bachelor’s degree must have a matching associate degree at the district.

- Howard asked whether the college would be interested in applying for additional bachelor's degree in Computer Science.

VI. Information Items

1. Redesign of the Student Experience
Per Maria Munoz, the standing information item of Redesign of the Student Experience will be removed from future agendas – updates will be shared with the committee as they come up.

(Non-Substantial Changes)

2. CIS 30 Microsoft Excel
3. CIS 34 Advanced Excel with Visual Basic for Applications
4. CIS 50 Internet, HTML, and Web Design
5. CIS 51 HTML5, CSS3, and Accessibility
6. CS 5 Programming Logic
7. CS 53A iOS Development with Swift
8. CS 53B iOS Mobile App Development
9. CS 55 Java Programming
10. CS 56 Advanced Java Programming
11. CS 79A Introduction to Cloud Computing
12. CS 79B Database Essentials in Amazon Web Services
13. CS 79C Compute Engines in Amazon Web Services
14. CS 79D Security in Amazon Web Services

VII. Action Items

(Consent Agenda: Program Maps)

- a. Elementary Teacher Education Associate in Arts for Transfer (AA-T)
- b. Elementary Teacher Education Certificate of Achievement
Motion to approve Consent Agenda of Elementary Teacher Education AA-T (VII. a.) and Elementary Teacher Education Certificate of Achievement (VII. b.) program maps with revision to the AA-T program map to move POL SC 1 or HIST 11 from semester 2 to semester 4, instead of electives, and replace POL SC 1 or HIST 11 with MATH 21 or MATH 54 or ACCTG 45/BUS 45.
Motion made by: Susan Caggiano; **Seconded by:** Sharlene Joachim
The motion passed unanimously. *(Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.)*

(Courses: New)

- c. CS 76A Cryptocurrency and Cryptoassets
Motion to approve CS 76A with revision to Sample Assignment #1 "how miners check transactions"; and SLO #1 "Students will learn how the fundamentals of cryptocurrency."
Motion made by: Susan Caggiano; **Seconded by:** Lisa Collins
The motion passed unanimously.
- d. CS 76B Fundamentals of Blockchain
Motion to approve CS 76B with revision revisions to typo in catalog description to "uses cases" and revision to SLO #3 to "Demonstrate the ability to encrypt to secure their blockchain transactions."
Motion made by: Fariba Bolandhemat; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- e. CS 84A Google IT Support Fundamentals I
Motion to approve CS 84A with revisions to catalog description of "...introduced to different facets..."; "...students will learn..."; and "consisting of Physical..."; and remove "Quizzes and Exams" from Methods of Presentation.
Motion made by: Estela Narrie; **Seconded by:** Bradley Lane
The motion passed unanimously.

- f. CS 84B Google IT Support Fundamentals II (Prerequisite: CS 84A)
Motion to approve CS 84B with revision to remove "Quizzes and Exams" from Methods of Presentation.

Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

Approval of CS 84B prerequisite of CS 84A

Motion to approve prerequisite of CS 84A for CS 84B with no revisions.

Motion made by: Audra Wells; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

- g. CS 84C Google IT Support Fundamentals III (Prerequisite: CS 84B)
Motion to approve CS 84C with revision to Course Objective #1 to add "Demonstrate an understanding of..." and remove "Quizzes and Exams" from Methods of Presentation.

Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Approval of CS 84C prerequisite of CS 84B

Motion to approve prerequisite of CS 84B for CS 84C with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.

- h. ECE 922 Reflective Parenting with Exceptional Children

Motion to approve ECE 922 with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Walker Griffy
The motion passed unanimously.

- i. EMERITUS HUMDEV E55 BrainFlex

Motion to approve EMERITUS HUMDEV E55 with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

- j. EMERITUS TH ART E20 Improvisation

Motion to approve EMERITUS TH ART E20 with no revisions.

Motion made by: Audra Wells; **Seconded by:** Estela Narrie

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

(Courses: Substantial Changes)

- k. DESIGN 24 (Advisory: DESIGN 13) (Formerly GR DES 65; changed: course description, hours/units (1 lecture/2 lab/1 arranged/2 units to 2 lecture/1 lab/2 arranged/3 units), objectives, content, methods of evaluation, textbooks, assignments)

Motion to approve changes to DESIGN 24 with no additional revisions.

Motion made by: Jason Beardsley; **Seconded by:** Walker Griffy

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

Motion to approve advisory of DESIGN 13 for DESIGN 24 with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

- l. DESIGN 34 Web Design 2 (Advisory: DESIGN 24) (Formerly GR DES 66; changed: course description, SLOs, objectives, content, methods of evaluation, textbooks, assignments)

Motion to approve changes to DESIGN 34 with no additional revisions.

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

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

Motion to approve advisory of DESIGN 24 for DESIGN 34 with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Audra Wells

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

- m. DESIGN 44 Web Design 3 (Advisory: DESIGN 34) (Formerly GR DES 67; changed: course description, SLOs, objectives, content, methods of evaluation, textbooks, assignments)

Motion to approve changes to DESIGN 44 with no additional revisions.

Motion made by: Estela Narrie; **Seconded by:** Audra Wells

The motion passed unanimously.

Motion to approve advisory of DESIGN 34 for DESIGN 44 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

(Courses: Distance Education)

- n. CS 76A Cryptocurrency and Cryptoassets

Motion to approve distance education for CS 76A with revision to include additional language for 1a. Instructor-Student Interaction from CS 84A: "Regular instructor-initiated contact with students using LMS communication tools and a clear explanation for students of when and how communication will happen. Instructor initiates welcome email a couple of weeks prior to class starting, followed by weekly announcements on grades postings and special notes and reminders. Instructor uses LMS Inbox for any class and/or individual student communication."

Motion made by: Dominic Prendergast; **Seconded by:** Walker Griffy

The motion passed unanimously.

- o. CS 76B Fundamentals of Blockchain

Approval of Distance Education for CS 76B with typo corrections to 1b. Student-Student-Interaction "stated" and "each other's" and include additional language for 1a. Instructor-Student Interaction from CS 84A: "Regular instructor-initiated contact with students using LMS communication tools and a clear explanation for students of when and how communication will happen. Instructor initiates welcome email a couple of weeks prior to class starting, followed by weekly announcements on grades postings and special notes and reminders. Instructor uses LMS Inbox for any class and/or individual student communication."

Motion made by: Susan Caggiano; **Seconded by:** Lisa Collins

The motion passed unanimously.

- p. CS 84A Google IT Support Fundamentals I

Motion to approve distance education for CS 84A with no revisions.

Motion made by: Walker Griffy; **Seconded by:** Jason Beardsley

The motion passed unanimously.

- q. CS 84B Google IT Support Fundamentals II

Motion to approve distance education for CS 84B with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Audra Wells

The motion passed unanimously.

- r. CS 84C Google IT Support Fundamentals III

Motion to approve distance education for CS 84C with no revisions.

Motion made by: Bradley Lane; **Seconded by:** Jacqueline Monge

The motion passed unanimously.

- s. ECE 922 Reflective Parenting with Exceptional Children
Motion to approve distance education for ECE 922 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- t. EMERITUS HUMDEV E55 BrainFlex
Motion to approve distance education for EMERITUS HUMDEV E55 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)
- u. EMERITUS TH ART E20 Improvisation
Motion to approve distance education for EMERITUS TH ART E20 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

(Programs: New)

- v. Blockchain Developer Certificate of Achievement
Motion to approve Blockchain Developer Certificate of Achievement with revision to catalog description to move first two sentences after the third sentence, to read: "In this certificate, students study the world of blockchain technology and the promise it holds. Blockchain has always been synonymous with cryptocurrency, but its applications go far beyond financial transactions. Companies in every industry are finding value in understanding how to apply blockchain-based solutions to solve problems."
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.
- w. Data Analyst Department Certificate
Data Analyst Department Certificate pulled from action to return to the department to change program type to Certificate of Achievement.
- x. Elementary Teacher Education Associate in Arts for Transfer (AA-T)
Motion to approve Elementary Teacher Education Associate in Arts for Transfer with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dominic Prendergast
The motion passed unanimously.
- y. Elementary Teacher Education Certificate of Achievement
Motion to approve Elementary Teacher Education Certificate of Achievement with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote*)
- z. QuickBooks Virtual Enterprise Certificate of Achievement
Motion to approve QuickBooks Virtual Enterprise Certificate of Achievement with no revisions.
Motion made by: Walker Gruffy; **Seconded by:** Bradley Lane
The motion passed unanimously.

(Programs: Revisions)

- aa. System Administrator Certificate of Achievement
- Formerly Networking Certificate of Achievement
 - Decreased total units from 17 units to 14-15 units
 - Added CS 84A to Required Courses
 - Added CS 84B and CS 84C as electives ("Choose 1")
 - Moved CS 41, CS 43, CS 75, and CS 78 from required courses to electives ("Choose 1")
- Motion to approve changes to System Administrator Certificate of Achievement with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

- bb. 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: Susan Caggiano; **Seconded by:** Jason Beardsley

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

VIII. New Business

None

IX. Old Business

- Training
Due to time constraints, Training has been moved to the November 17 agenda.
- Goals and Objectives
Due to time constraints, Goals and Objectives has been moved to the November 17 agenda.

X. Adjournment

Motion to adjourn the meeting at 5:34 pm.

Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley

The motion passed unanimously. (*Bradley Lane and Maria Muñoz not present for vote; Scott Silverman filling in for administrator role to maintain quorum.*)

The next Curriculum Committee meeting will be on November 17, 2021.

Geospatial Technology CoA							N/A				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET	
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	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)	Intercession Option? - YES -- (MAX of 8 units)			
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					
	GEOG/GIS 26	2	PR			3	9					
	TOTAL Semester 3					6	18					
SEMESTER 4												
	TOTAL Semester 4					0	0					

User Experience Design Essentials - CoA							N/A				
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	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	DESIGN 13	1	PR		3	9					
	DESIGN 23	2	PR		3	9					
TOTAL Semester 1					6	18					
SEMESTER 2	DESIGN 33	1	PR		3	9	DESIGN 23				
	GR DES 75	2	PR		3	9					
TOTAL Semester 2					6	18					
SEMESTER 3											
TOTAL Semester 3					0	0					
SEMESTER 4											
TOTAL Semester 4					0	0					

OVERALL COMMENTS:

Web Design Essentials - CoA						N/A				
Official Course Prefix and # (if RE: identify only the "category"; if GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	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	DESIGN 13	1	ADVISORY		3	9			YES	Advised Summer prior to Fall start
	DESIGN 24	2	PR		3	9	DESIGN 13			
	GR DES 75	3	PR		3	9	DESIGN 24			
	TOTAL Semester 1					9	27			
SEMESTER 2	DESIGN 34	1	PR		3	9	DESIGN 24			
	TOTAL Semester 2					3	9			
SEMESTER 3	DESIGN 44	1	PR		3	9	DESIGN 34			
	TOTAL Semester 3					3	9			
SEMESTER 4										
	TOTAL Semester 4					0	0			

OVERALL COMMENTS: Dept advised DESIGN 24 during summer session prior to Fall start, so the certificate of achievement can be completed in one year.

Distance Education: ENGLISH 1D, Reading and Writing Composition I - Diversity

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
IGETC:	Area 1A: English Composition
CSU GE:	Area A2: Written Communication
SMC GE:	Area IV-A: Language and Rationality (Group A)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ESL 19B or Group A Placement

I. Catalog Description

This introductory course in rhetoric emphasizes clear, effective written communication and preparation of the research paper using texts that showcase issues of diversity and systems of difference. Students will learn of at least 2 different groups of people and begin to understand, through multiple perspectives and contexts, how political and social structures impact these groups. Examples of topics that may be discussed in class include the environment, violence, education, and the media.

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. Rules for Writers with 2016 MLA Update, 8th, Hacker, Diana and Nancy Sommers. , Bedford St. Martins © 2016, ISBN: 1319083498
2. Readings for Diversity and Social Justice, 3rd, Adams, Maurianne and Blumenfeld, Warren J., Routledge © 2013, ISBN: 0415892945
3. On Being Included: Racism and Diversity in Institutional Life, Ahmed, Sara , Duke University Press © 2012, ISBN: 0822352362
4. Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States, 8th, Spring, Joel. , Routledge © 2016, ISBN: 1138119407
5. Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge, 2006. 2. Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. 3. Erdrich, Louise. Love Medicine. New York: Harper Perennial, (revised edition) 2016. 4. Rankine, Claudia. Citizen: An American Lyric. Minneapolis: Graywolf Press, 2014.

III. Course Objectives

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

1. Critically read about issues of race, class, culture, and gender within academic and popular texts.
2. Appreciate various contexts and points of views and critically analyze both current and historical events and their impact on different groups.
3. Recognize systems of difference (e.g. institutional, structural, post-structural, etc.).
4. Conceptualize issues of diversity and equity in today's world.
5. Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.
6. Analyze intent, style, logic, tone, and rhetorical devices in source materials.
7. Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
8. Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
9. Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
10. Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
11. Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.

12. Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
13. Formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information.
14. Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
15. Demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information.
16. Integrate quotations and source material effectively into their essays.

IV. Methods of Presentation:

Other Methods: Most classes consist of lectures and discussion on topics of diversity, systems of differences, and context using multiple perspectives. With this content, students then use the texts to examine aspects of writing including principles of composition, argumentation strategies, research methods, and approaches in craft. Texts range from short and long essays, newspapers and journal articles, full-length fiction or non-fiction works. Teacher will also organize and facilitate small-group activities for prewriting, peer review of essays, and content-specific discussion or research.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Fundamentals of Academic Reading and Critical Thinking: Students will read a series of texts over the semester which will include concepts and language of diversity, equality, and equity, and through class discussions, group collaboration, and in-class writings they will focus on: • Identifying the thesis • Summarizing and paraphrasing • Distinguishing fact from opinion • Making inferences • Evaluating the logic of the writer
50.000%	Fundamentals of Academic Writing: Students will write 4-6 essays, employing a variety of rhetorical strategies, such as analysis, argumentation, comparison and contrast, and cause and effect. One of the essays will be on a full-length work, either fiction or non-fiction based on current or historical systemic or institutional differences. With each essay, they will focus on the following activities and skills: • Developing a strong thesis statement • Organizing an outline • Developing complete paragraphs • Writing timed essays • Writing effective introductions and conclusions • Employing topic sentences and transitions
30.000%	Fundamentals of Academic Research and Writing a Research Essay: All students will write a research essay that is 8-10 pages in length. They will focus on multiple perspectives and systems of difference and their outcomes by following these activities and skills: • Choosing a topic and narrowing the focus • Using the library and electronic databases • Evaluating sources • Synthesizing and integrating research material • Developing strategies for note taking • Documenting sources and creating a Works Cited page • Participating in peer review • Revising and editing • Offering class presentations
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Portfolios
30%	Research Projects: A Research Project including research using scholarly sources in order to write an academic essay of 8-10 pages.
60%	Written assignments: Three to five academic essays, approximately 6,000 words.
100%	Total

VII. Sample Assignments:

1.: Elizabeth Wong's "The Struggle to be an All-American Girl" and Amy Tan's "Two Kinds" each dramatize some of the unique struggles and challenges that immigrant families face as they attempt to achieve membership in their

American community without sacrificing their original ethnic identity. Both stories reflect a number of tensions between these different cultural identities. In a well-developed essay of four to five pages, using specific, concrete examples, discuss (1) the kinds of challenges and conflicts that immigrants experience as they seek the American Dream; (2) how these challenges and conflicts are complicated by the complex relations between parents and children; and (3) how the characters are able to resolve (or not) the conflict between their identities as Americans and their original ethnic identity.

2.: This assignment will focus on critical reading, assessing arguments, and doing preliminary research. If we agree with what an author is saying, then we tend to think that his or her argument is strong. This isn't always the case. You or I can disagree with a stance but still appreciate the author's argument. In order to separate the issue from the argument, we have to locate the criteria of a good argument and articulate them for ourselves. In this assignment I want you to think about each author's argument, how it is built, the logic it uses, the issues it takes up, and the way evidence is presented. Add to the list the author's ability to anticipate counter arguments, as well as how the author addresses his or her specific audience and you can start defining a good argument yourself. This assignment will focus on how privilege and class shaped the life of O.J. Simpson through the 80's and 90's here in Los Angeles, as seen in OJ: Made in America. We will discuss the sharp economic and cultural differences between distinct parts of the city, especially the differences between South Central and Brentwood, where OJ Simpson and his wife Nicole Brown Simpson lived with their two children. In 1992, South Central was aflame in response to the Rodney King beating verdict. Across town, OJ Simpson partied with LAPD officers, and his hero image was virtually untouched even after numerous incidents of spousal abuse and harassment. Why was OJ's life and how he moved in the world so different from the lives of people in South Central? What factors led to this? Were they structural? Random? Through this exploration of class privilege, we will begin to recognize the complexities of race and economic inequality in Los Angeles. Readings Reading for Diversity and Social Justice (Adams) · "Class in America – 2006" (Mantsios) · "Race, Wealth, and Equality" (Oliver et al.) · "Deep Thoughts About Class Privilege" (Pittelman) · "At the Elite Colleges" (Schmidt) · "What's Debt Got To Do with It" (Williams) DVD O.J.: Made in America, Part 1 (2016) Optional "The Dangerous Consequences of Growing Inequality" (Collins et al.) Topic For this assignment we will read specific essays – argumentative and personal – about the many ways class and race effect American life: socially, culturally, and psychologically. Many of you probably have experienced these ways, but often they are less noticeable to the public, such as new tax policies, the classification of disabilities, and intellectual capital. The U.S. system of democracy and the political system of capitalism may produce results that may be contradictory and unexpected. By understanding how wealth works in America, we can start to trace the history of privilege and how even today we are still reproducing the same systems of inequality and inequity that persist within groups of people based on gender and race. How do these concepts of class privilege relate to OJ Simpson? Or do they at all? These are questions I'd like you to consider when writing this essay. Was the exclusivity of his life in West LA enabled due to his race and class, or was it achieved despite of his race and class? Or possibly were their other types of privilege that afforded him his social, cultural, and psychology experiences? As we've read, class privilege cannot be turned off and on despite our best efforts (221). So what does his life during the 80's and 90's say about class privilege? Prompt After carefully considering the assigned readings and O.J. Simpson: Made in America, Part 1 in its entirety, please respond to the prompt below in a thesis-driven, argumentative essay of 4-5 pages. Please incorporate the aspects of argumentation we've discussed in class as well as aspects of fallacies and fairness when critiquing others' arguments. I'd like you incorporate concepts we've discussed in response to the readings in order to fully explain and argue your stance on the prompt. Be sure to use in-text references for the readings from the book and documentary and to make a proper Works Cited page. Because this essay is based on your own ideas, do not do outside research. The assigned readings and DVD provide ample support. Which type of class privilege* plays the most significant role in OJ Simpson's life at this point in the documentary? *You may choose a privilege from the Pittelman reading or one you discover on your own. Please include a counterargument in your essay.

3.: The goal for this assignment is to acquaint you with the different approaches of the writing process while practicing specific steps and sequences of it. In particular, we will focus on three important skills: invention techniques, arrangement, and thesis development. By going through this process, we will see that technique and critical thinking go hand-in-hand for successful essay writing. Incorporating critical thinking – objective analysis and evaluation of differing and seemingly oppositional viewpoints in order to formulate your own arguments about the issues – is vital in creating a cogent and compelling piece of writing. Additionally, we will begin to discuss structural injustice and the ways certain structures permit and perpetuate social problems and oppression. For example, when person is on the verge of homelessness, it is often the result of many other circumstances – a landlord's personal decision, a low-wage job, the lack of a college education or vocational training, etc. – that may have led him or her to be vulnerable to this position. We will also learn about this country's unique perspective on race and gender. By reading different points of view about the perception of racism in America, we can begin to further examine the complexities of today's issues. All of these issues play an important role in the subject matter we will talk about this semester: The 1995 O.J. Simpson murder trial in Los Angeles. Readings Reading for Diversity and Social Justice (Adams et al.) · "Waking Up White" (Arminio) · "Racism: Introduction" (Castaneda and Zuniga) · "The Cycle of Socialization" (Harro) · "Defining Racism: Can We Talk?" (Tatum) · "The Emperor's New Clothes"

(Williams) · “Five Faces of Oppression” (Young) · “Structure as the Subject of Justice” (Young) “The explosive 1968 Olympics” (Zirin) DVD O.J.: Made in America, Part 1 (Edelman) 00:00 – 01:02 Optional readings Reading for Diversity and Social Justice (Adams et al.) · “Theoretical Foundations” (Bell) · “Conceptual Foundations” (Hardiman et al.) Topic More than 20 years ago, the criminal case of *The People of the State of California v. Orenthal James Simpson* transfixed most of America, especially those in southern California. In this trial, O.J. Simpson was charged with murdering his ex-wife, Nicole Brown Simpson, and her friend, Ron Goldman, outside of her Brentwood dwelling while their two young children slept inside. By all accounts, it was a gruesome double murder in which the killer surprised the unarmed victims and manually used a knife to kill them. The televised trial lasted nearly a year, concluding in October 1995, and Simpson was found not guilty on both counts. The trial and the aftermath of the trial brought many issues to the forefront of the American consciousness, especially those related to race, gender, and media. One reason this trial garnered so much attention was the fact that Simpson had been an incredibly successful and well-liked football player. He was awarded the Heisman Trophy in 1968 as a college player at USC and went on to the NFL to play for the Buffalo Bills and 49ers. After his football career, he became a popular television sportscaster, actor, and spokesperson for numerous endorsement deals. Simpson was not new to living in the public eye. In fact, in 1968 The Olympic Project for Human Rights was created to protest the racial segregation in the U.S. and other countries as well as racism in sports. The organization asked Simpson to join their advocacy in boycotting the Summer Olympics in Mexico City, and Simpson turned them down, saying that he wanted to be judged on the merit of his abilities, not the color of his skin (Edelman). Prompt After carefully considering the assigned readings and first part of O.J. Simpson: Made in America, please respond to the prompt below in a thesis-driven, argumentative essay of 4-5 pages. Incorporate concepts we’ve discussed in response to the readings in order to fully explain and argue your stance on the prompt. Be sure to use in-text references for the readings from the book and documentary and to make a proper Works Cited page. Because this essay is based on your own ideas, do not do outside research. The assigned readings and DVD provide more than enough support. What do you think of O.J. Simpson’s response to the Olympic Project for Human Rights? Explain. Remember, I am interested in your ideas and arguments. Please do not write a book report.

VIII. Student Learning Outcomes:

1. The student will demonstrate the ability to read, comprehend, and analyze college-level writing and respond with thesis-driven analytic essays, scored according to a rubric for appropriate and adequate development and clarity of language and critical thinking.
2. After defining a topic and using any combination of library, web-based, and/or field research, the student will write a research paper that appropriately uses carefully evaluated and well-documented research material to support a clearly articulated thesis.

ENGL 1D Distance Education Application

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

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 where 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 and corroborate 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
Discussion Boards	Reader responses and inquiries are text-specific and discussion posts are replies to prompts and responses/reactions to articles and peers. Critical analysis of images and videos are in service to concepts and themes from assigned texts.	20.00%
Online Lecture	Instructor will post videos with lectures describing positionality, intersectionality, diversity, equity, equality, difference, race, class, privilege, and whiteness as well as systems and policies that have been shaped around these ideas such as education, housing, and healthcare. Students are encouraged to submit images/photos of the notes taken during the viewing and post questions and comments in discussion boards.	10.00%
Written assignments	Fundamentals of Academic Writing: Students will write 3-4 essays, employing a variety of rhetorical strategies, such as analysis, argumentation, comparison and contrast, and cause and effect. One of the essays will be on a full-length work, either fiction or non-fiction based on current or historical systemic or institutional differences. With each essay, they will focus on the following activities and skills: • Developing a strong thesis statement • Organizing an outline • Developing complete paragraphs • Writing timed essays • Writing effective introductions and conclusions • Employing topic sentences and transitions	30.00%
Project Presentation	Class presentation. Group presentations will include concepts based on readings. Groups will conceive and execute ideas into a presentation for their peers and Q&A session afterwards.	10.00%
Other (describe)	Students will create a paper displaying citations typed as quotes, paraphrases, and summaries of researched articles on Jstor, or other databases, about the authors and literature (chosen from the reading selection of poetry, shorts stories, essays etc).	20.00%
Other (describe)	Portfolio/Critical Analysis: At the end of the semester students will submit either a critical analysis on a literary or non-fiction work or submit a portfolio with their polished drafts with a thematic analysis connecting the drafts.	10.00%

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. Students will use Discussion boards to show work in progress and give/get feedback from other students and the instructor. 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	Active participation with camera on or off. Quizzes may be given periodically to ensure the class is reading the assigned material in a thorough manner. Instructor will facilitate activities such as breakout rooms, Jamboards, synchronous posting, discussion, chat activity, timed writing.
10.00%	Discussion Posts	Content based on assigned texts and/or close read of peers' posts, appropriate outside materials are brought in to illustrate key concepts.
10.00%	Presentation	Class presentation. Group presentations will include concepts based on readings. Groups will conceive and execute ideas into a presentation for their peers and Q&A session afterward presented in Written/presentation software or Recorded Video Assignment
30.00%	Academic Essays	Three to four argumentative essays addressing a given prompt specific to the text set and class discussions. Clear and appropriate use of rhetorical strategies, appeals, paragraphing, thesis writing, essay control, correct MLA citation and formatting.
20.00%	Research Project	A 6-8 page research paper. Must include a minimum of three secondary sources, and focus on the various works of a selected poet or author or a comparison and contrast between two different authors or poets. MLA is the required documentation style.
10.00%	Final Exam	Essay Exam or other final assessment

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 trainings. Instructors will need to know how to use web-based technologies to create slideshows, screen-casts, 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: Appreciate various contexts and points of views and critically analyze both current and historical events and their impact on different groups.

In a Discussion Post, the purpose is to demonstrate a clear understanding of the assigned texts and then reflect on a point of interest, contention, or question. Students will share their reaction to their peers as well as connect it to their personal life. This could be done with a personal story or self-selected image or video that they post themselves. The second part of the post is to respond to at least two peers' post with thoughtful and kind comments as well as find and post a related image or video. To receive full credit, each student must make three posts: their own and two responses to their peers.

Distance Education: ENGLISH 45, Asian Film, Literature, and Society

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
IGETC:	Area 3B: Humanities
CSU GE:	Area C2: Humanities
SMC GE:	Area III: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL 1

I. Catalog Description

This introductory course will study contemporary Asian literature and film as reflections of the cultural values and important social and political movements in some Asian countries. Students will study selected films and literature from at least three Asian countries each semester in order to highlight and explore the relationship between images and words, between the verbal text and the visual text.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Guide, R. K. Narayan, Penguin © 2006
2. Red Sorghum, Mo Yan, Penguin © 1994
3. To Live, Yu Hua, Anchor © 2003
4. Words of Farewell. Stories by Korean Women Writers, Kang Sok-kyong et al., Seal Press © 1993
5. Snow Country, Yasunari Kawabata, Vintage © 1996
6. A study of above texts would include a pairing with appropriate film, such as The Guide. Dir. Vijay Anand. Perf. Dev Anand, Waheeda Rehman, and Leela Chitnis. Distr. Tad Danielewski. 1965. DVD. Red Sorghum. Dir. Zhang Yimon. Perf. Gong Li, Jiang Wen, and Ten Rujun. New Yorker Films. 1987. DVD. To Live. Dir. Zhang Yimon. Perf. Gong Li, Gao Tau, Niu Ren, and Jiang Yu. Shanghai Film Studios. 1994. DVD. Snow Country. Dir. Shiro Toyoda. Perf. Ryo Ikebe, Daisuki Kato, Keiho Kishi, Akira Kubo, and Hisaya Morishigi. Toho. 1957.

III. Course Objectives

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

1. Compare and contrast character development in a literary work and in a film
2. Identify the point of view in a literary work and in a film and demonstrate its role in a narrative
3. Compare and contrast the use of imagery in a literary work and in a film
4. Assess the nature and role of symbolism in a literary work and in a film
5. Describe the symbiotic relation between the word and picture in a literary text and a film
6. Explain and assess the influence of the values and important social and political movements that have shaped some Asian cultures, such as Confrontation of the past and the present or Tradition vs. Change Nationalism and the experience of colonialism Status and role of women in society Relationship between the individual and society
7. Apply critical thinking skills and persuasive writing skills to a comparison of narrative techniques in a literary work and in a film

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Visiting Lecturers, Other Methods: media presentation

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Introduction and Overview

25.000%	Study of Indian literature and cinema
25.000%	Study of Chinese literature and cinema
15.000%	Study of Korean literature and cinema
20.000%	Study of Japanese literature and cinema
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
15%	Final exam
60%	Papers: Essays (4-5)
25%	Portfolios: Portfolio developed over the course of the semester
100%	Total

VII. **Sample Assignments:**

1: Compare and contrast a novel from one of the Asian countries and its film adaptation (for instance The Guide, Red Sorghum or Snow Country). Focus on the plot, major characters, imagery/setting, and point of view. After carefully describing the major differences between the novel and the film, discuss the possible reasons for the changes introduced by the director of the film, the effect of the changes on the audience, the possible differences between the artistic visions of the novelist and the director.

2: Choose a major theme discussed during the semester and a major narrative device, such as point of view, central to both literature and film. Then, select a long story (not necessarily a novel) and a film (but the film is not an adaptation of the story). Discuss how the artist in each medium presents and analyzes the theme using the narrative device that you have focused on.

VIII. **Student Learning Outcomes:**

1. Upon completion of the course, the student will be able to analyze the chief narrative elements, such as plot, character, and point of view, in a literary text and a film.
2. Upon completion of the course, the student will be able to identify and describe the major themes of Asian literatures and films.

ENGL 45 Distance Education Application

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

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 where 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 and corroborate 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
Discussion Boards	Reading Blogs are replies to prompts and responses/reactions to articles and essays. Peer editing and commenting (assigned randomly by system)	25.00%
Threaded Discussions	Students will be assigned readings in various literary forms and genres from the textbooks and post comments, questions and responses to the texts in a threaded discussion.	20.00%
Online Lecture	Instructor will post videos with lectures describing the historical, political, and social forces that have helped to shape contemporary Asian film and literature alongside critical approaches such as Cultural Studies, Rhetorical Approaches, New Historicism, Women and Gender Studies, Psychological Theory, Marxist literary Criticism and Ecosystems’ Thinking frameworks. Students are encouraged to submit images/photos of the notes taken during the viewing and post questions and comments in discussion boards.	15.00%
Peer Feedback	Students will submit working drafts analyzing a film and book/story. Students will share their drafts with peers. Peer editing tasks will follow methodologies for revision and proofreading.	5.00%
Project Presentation	Students will create a presentation working in collaboration about a group assigned film & short story distributing tasks for work in collaboration. Students will identify literary devices and rhetorical tropes in the work, including Characters, Setting, Themes, Motifs, types of Narrational Devices (POV, Style, Tone, Language, Narrational Voice/s).	10.00%
Other (describe)	The Visual Argument presentation - Students will work collaboratively in small groups in Google slides exhibiting an analysis of a film or book. The presentation will be posted on the educational platform and elicit peer reviews, comments, and questions.	10.00%
Written assignments	Students will create a paper displaying citations typed as quotes, paraphrases, and summaries of researched articles from appropriate online databases about the directors, authors, film, and/or literature (chosen from the class selection of films and books/stories). At the end of the semester students will submit a portfolio with their polished drafts towards a Literary & Film Analysis and a Learning Letter.	15.00%

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. Students will use Discussion boards to show work in progress and give/get feedback from other students and the instructor. 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
15.00%	Class Participation	Weekly short writing assignments, quizzes. Quizzes may be given periodically to ensure the class is reading the assigned material in a thorough manner.
20.00%	Portfolio	Portfolio of essays reworked over the semester and submitted at the end of the semester; an ongoing written assignment.
10.00%	Class presentation	Presentations can be given solo or with a partner, and should cover literary criticism, or an article regarding a director, his or her work, or the development of an Asian country's film industry in the twentieth century--ten (10) minutes in length, in a written/presentation software or Recorded Video Assignment.
10.00%	Jounral Assignments	The purpose of the journal is to help generate ideas and to give the student an informal arena in which to state reactions to the works read, to record initial explications of key passages, to talk about connections between the works and his or her personal life, and most importantly, to help the student think about the work as a whole and how its components work together. In order to receive full credit, the student must have completed all assignments in a thorough manner. The standard for each entry is one-half page, single spaced per film section or chapter of a novel.
10.00%	Research Project	A 5-7 page research paper. Must include a minimum of three secondary sources, and focus on the various works of a selected director/author or a comparison and contrast between two different directors or authors. MLA is the required documentation style.
20.00%	Essays	Three, 3-4-page typewritten essays, focusing on a particular film or written work of fiction we have covered in class.
15.00%	Final Exam	Exam

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 trainings. 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, counselling, 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: Upon completion of the course, the student will be able to analyze the chief narrative elements, such as plot, character, and point of view, in a literary text and a film.

Story Boarding

The purpose of Story Boarding is to help students see how a major work like a film or novel is constructed from smaller blocks rather than it being a monolithic piece, as well as having a graphic way to see the outline of a story and film. This is the base document we will use as a class to dissect the film and book. Students will be in groups of 4. Each student will do this individually, and then they will share and compare their Story Boards and create a comprehensive one in the group to share to the class. This assignment will be done by the group the week before we study each film/book.

Part 1:

The first part of the assignment is the identification of the scenes so that students can see what's missing from the film, what was added, what was altered, etc.

A. Film: take screenshots of all the scenes in the movie and place them in the order they appear in the film, with a short summary sentence explaining the scene.

B. Book: create a list of the chapters/scenes (a short sentence describing the chapter/scene)

These are then put in a table with the film screenshots/summaries in the left column and the story/book summaries in the right column.

Once the groups have compiled their final Story Boards, they will be published in a discussion.

Part 2: Discussion:

The table/graphic will be added to a discussion board for entire class to see and engage with.

The discussions can vary depending on the topic focused on for that film/book combo.

A simple example is "What is missing from the film that is in the book, and why do you think the director didn't include that scene?"

Another is "Where has the plot changed in the film versus the book? Why do you think the director chose this plot deviation? Do you think this added to the film, why or why not?"

**Santa Monica College
Program Of Study
Business Information Specialist Certificate of Achievement**

The Business Information Specialist program builds on the BIW I and BIW II foundation. The program provides students with additional skills in marketing communication support, project management, and Salesforce (CRM). Graduates of this third stage BIW pathway program will be prepared to meet the workforce demands of today's business environment, such as various levels of administrative support, office supervision/coordination, and customer service. Students completing the BIW pathway will be equipped to take multiple Microsoft Office Specialist certifications, Salesforce certifications and become QuickBooks certified users.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate proficiency in using the Salesforce application.

Upon completion of the program, students will demonstrate marketing and project management techniques in a business environment.

Upon completion of the program, students will employ interpersonal and critical thinking skills as well as problem-solving

Required Courses	Units: 9.0
CS 9A ^{DE} Technology Project Management I (<i>same as: CIS 9A</i>)	3.0
OR	
CIS 9A ^{DE} Technology Project Management I (<i>same as CS 9A</i>)	3.0
CS 77A ^{DE} Salesforce Administration Essentials	3.0
BUS 20 ^{DE} Principles of Marketing	3.0
	Total: 9.0

Business Information Specialist Certificate of Achievement

1. Program Goals and Objectives

The Business Information Specialist pathway is a consistent statewide pathway designed with faculty and industry involvement to prepare students for in-demand jobs and to inform the business of the rich capabilities that exist at every California Community College Campus. On occasion one or two new courses need to be developed by a college to align with the pathway. However, because the pathway utilizes existing academic programs and courses, often no new curriculum is required. In addition, the pathway represents a set of in-demand skills throughout the state, based upon interviews with placement agencies, and cross-referenced with advisory groups and other Labor Market Information.

Program Learning Outcomes:

1. Demonstrate proficiency using the Salesforce application.
2. Apply professional marketing and project management techniques in a business environment.
3. Employ interpersonal and critical thinking skills as well as problem-solving.

2. Catalog Description

The Business Information Specialist program builds on the BIW I and BIW II foundation. The program provides students with additional skills in marketing communication support, project management, and Salesforce (CRM). Graduates of this third stage BIW pathway program will be prepared to meet the workforce demands of today's business environment, such as various levels of administrative support, office supervision/coordination, and customer service. Students completing the BIW pathway will be equipped to take multiple Microsoft Office Specialist certifications, Salesforce certifications and become QuickBooks certified users.

Program Learning Outcomes:

1. Demonstrate proficiency using the Salesforce application.
2. Apply professional marketing and project management techniques in a business environment.
3. Employ interpersonal and critical thinking skills as well as problem-solving.

3. Program Requirements

The Business Information Specialist program builds on the BIW I and BIW II foundation. The program provides students with additional skills in marketing communication support, project management, and Salesforce (CRM). Graduates of this third stage BIW pathway program will be prepared to meet the workforce demands of today's business environment, such as various levels of administrative support, office supervision/coordination, and customer service. Students completing the BIW pathway will be equipped to take multiple Microsoft Office Specialist certifications, Salesforce certifications and become QuickBooks certified users.

Complete BI Specialist pathway courses:

BUS 20 – Principles of Marketing (3 units)

CIS 9A / CS 9A – Technology Project Management (3 units)

CS 77A – Salesforce Administration Essentials (3 units)

This is the sequence suggested for these courses:

Course	Title	Units	Year/Semester (Y1 or S1)
BUS 20	Principles of Marketing	3	Y1
CIS 9A/CS 9A	Technology Project Management	3	Y1
CS 77A	Salesforce Administration Essentials	3	Y1

**Computer Science Information Systems
Computer Information Systems Advisory Board
May 14, 2021
MINUTES**

Attendees:

SMC Attendees: Howard Stahl (Chair), Fariba Bolandhemat, Nancy Cardenas, Maral Hyelar, Gina Jerry, Naja El-Khoury, Joan Kang, Ashley Mejia, Brenda Rothaupt, Jacqueline Scott, Antoinette Simmonds, Odemaris Valdivia

Non-SMC Attendees: Theodore Dahle (Branding consultant), Wayne Fernandez (magicBoxLA – former student), Manuel Gomez (Lucielle Ball Foundation), Shawnee Rios (student), Elsie Sanchez, (Capital Group) Maria Sim (Social Entrepreneur – former student)

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:

- Remote instruction has been underway since Spring 2021. Although parts of the college plan to return in the Fall, CIS will not return until Spring 2022.
- The number of students served by CIS courses has increased during the pandemic
- The number of course sections have remained flat during the pandemic

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.

Plans for the Future

Howard shared information regarding three new certificates proposed by CIS faculty including QuickBooks Virtual Enterprise, Business Information Specialist and Business Information Worker – Data Analytics Applications. Following much discussion and after answer all board questions regarding these programs, the following motions were presented:

MOTION: The Computer Information System Advisory Board supports the creation and development of the QuickBooks Virtual Enterprise certificate. Made by: Stahl Seconded by: Bolandhemat. FOR-18 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

MOTION: The Computer Information System Advisory Board supports the creation and development of the Business Information Specialist certificate. Made by: Stahl Seconded by: Bolandhemat. FOR-18 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

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Open Discussion

Various additional topics were discussed including the value of analytics and entrepreneurship.

4. Master Planning

The Computer Science Information System Department at Santa Monica College advocate to include the Business Information Specialist Certificate of Achievement. Santa Monica College is committed to be a leader and innovator in learning and achievement. This program supports the mission, vision, and values of Santa Monica College. This Certificate of Achievement promotes commitment to lifelong learning among students and the community it serves. The College's mission is to support students learning and to contribute to the local and global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments.

The Computer Science Information System department at Santa Monica College has been working with local industry advisors to create and maintain effective curriculum that represents the needs and the current industry standards. The Business Information Specialist Certificate of Achievement was created based on county-wide advisor recommendations regarding the skills required to meet current demand for employees in various offices environments throughout the county. Moreover, the Business Information Specialist Certificate of Achievement is currently being used as a model for community colleges throughout the State of California. Santa Monica College current strategic planning includes expanding Career and Technical Education program by enhancing and developing programs that meet the current and future needs of local and regional industry and business.

The need for office employees with the specific skills included in the Business Information Specialist Certificate of Achievement was brought by regional effort being led throughout the state of California under the direction of the Doing What Matters initiative. The primary system for delivering career technical education and workforce training is one on of the Chancellor's Vision for Success. Santa Monica College is supporting the Chancellor's Vision for lifelong learning opportunities to our community.

5. Enrollment and Completer Projections

Enrollment Completer Projections 15

6. Place of Program in Curriculum/Similar Program

The Business Information Specialist program is different from the current Computer Science Information System programs at Santa Monica College. This is the third stackable certificate from a series of three Certificates of Achievement from the Business Information Worker pathway. This program is based on the specific skills and knowledge required in diverse fields according to the industry advisory council under the direction lead by the Information Communications Technology sector navigators. Moreover, this program does not replace or alter any existing program from the college's inventory.

7. Similar Programs at Other Colleges in Service Area

Santa Monica College is one district college developing this certificate as part of the regional effort being led throughout the state of California under the direction of the Doing What Matters initiative. Other colleges that are offering similar programs are: Cerritos Community College, Citrus City College, Compton College, Cypress City College, East Los Angeles College, El Camino City College, Glendale Community College, Irvine Valley Community College, Long Beach City College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Trade-Tech College, Los Angeles Valley College, Los Angeles, Southwest College, Mt San Antonio College, Pasadena City College, Saddleback Community College, Santiago Canyon College, and West Los Angeles College.

Santa Monica College

Computer Science Information Systems

Computer Information Systems Advisory Board

May 14, 2021

MINUTES

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Open Discussion

Various additional topics were discussed including the value of analytics and entrepreneurship.

Meeting Adjourned: 10:59 AM

Los Angeles Orange County Regional Consortium College Resource Leadership Council Business Meeting

Minutes: June 17, 2021

8:30 a.m.-9:45 a.m.

Zoom Video-Call Details

LAOCRC is inviting you to a scheduled Zoom meeting.

Topic: June 2021 Program Recommendation (CRLC Business Meeting)

Time: Jun 17, 2021 8:30 AM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/98336645001>

Or iPhone one-tap (US Toll): +16699006833,98336645001# or +13462487799,98336645001#

Telephone / Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 983 3664 5001

International numbers available: <https://cccconfer.zoom.us/j/98336645001>

Skype for Business (Lync): [SIP:98336645001@lync.zoom.us](https://cccconfer.zoom.us/j/98336645001)

Voting Members present:

- Rick Miranda (Alternate), Cerritos Community College
- Michael Wangler, Citrus College
- Merry Kim, Coastline Community College
- Lynell Wiggins (Alternate), Compton College
- Kathleen Reiland, Cypress College
- Kendra Madrid, East Los Angeles College
- Ken Starkman, Fullerton College
- Freddy Saucedo, Glendale Community College
- Rick Hodge (Alternate), Los Angeles Southwest College
- Marcia Wilson, Los Angeles Trade-Tech College
- Jennifer Galbraith, Mt. San Antonio College
- Lisa Knuppel, Orange Coast College
- Salvatrice Cummo, Pasadena City College

- Dorsie Brooks (Alternate), Golden West College
- Debbie Vanschoelandt, Irvine Valley College
- Anthony Pagan (Alternate), Long Beach City College
- Armando Rivera-Figueroa, Los Angeles City College
- Mercy Yanez, Los Angeles Harbor College
- Marla Uliana, Los Angeles Mission College
- Mon Khat, Los Angeles Pierce College

- Mike Slavich, Rio Hondo College
- Anthony Teng, Saddleback College
- Kimberly Mathews (Alternate), Santa Ana College
- Sasha King (Alternate), Santa Monica College
- Elizabeth Arteaga, Santiago Canyon College

Voting Members absent:

- Paul Flor, Compton College
- Carmen Dones, West Los Angeles College

I. Call to Order – Meeting called to order at 8:31 a.m. by Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate Chair, LAOCRC

II. CRLC Member Roll Call – Ms. Lupe Aramburo, Administrative Secretary, called roll – a Quorum of Voting Members was verified. _____

III. Minutes from the June 17, 2021 CRLC Business Meeting were Approved _____

a. Motion: Mon Khat, Los Angeles Pierce College; **Second:** Mercy Yanez, Los Angeles Harbor College;
APPROVED

IV. Informational Items _____

a. Program Data Requests

Program Title	Top Code	College	Contact
1. Digital Photography Technician	1012	Glendale Community College	Freddy Saucedo fsaucedo@glendale.edu
2. Drone Photography	N/A	Glendale Community College	Freddy Saucedo fsaucedo@glendale.edu
3. Photographic Lighting	1012	Glendale Community College	Freddy Saucedo fsaucedo@glendale.edu
4. Traditional Photography	1012	Glendale Community College	Freddy Saucedo fsaucedo@glendale.edu
5. Digital Art and Production Certificate	0614.00	Golden West College	Dorsie Brooks dbrooks28@gwc.cccd.edu
6. Digital Art Associate of Science	0614.00	Golden West College	Dorsie Brooks dbrooks28@gwc.cccd.edu

7. Graphic Design Foundation Certificate	0614.00	Golden West College	Dorsie Brooks dbrooks28@gwc.cccd.edu
8. Investing and Finance Certificate	0504.00	Golden West College	Dorsie Brooks dbrooks28@gwc.cccd.edu
9. UX and Web Design Certificate	0614.00	Golden West College	Dorsie Brooks dbrooks28@gwc.cccd.edu
10. Biotechnology AS Transfer Degree	0430.00	Irvine Valley College	Emalee Mackenzie emackenzie@ivc.edu
11. Child and Adolescent ADT	1305.1	Los Angeles Southwest College	Rick Hodge hodgerl@lasc.edu
12. Child Development Certificate of Achievement	1305.1	Los Angeles Southwest College	Rick Hodge hodgerl@lasc.edu
13. Early Childhood Mental Health Certificate of Achievement	1305.1	Los Angeles Southwest College	Rick Hodge hodgerl@lasc.edu
14. Family Child Care Certificate of Achievement	1305.1	Los Angeles Southwest College	Rick Hodge hodgerl@lasc.edu
15. Social-Emotional Learning Certificate of Achievement	1305.1	Los Angeles Southwest College	Rick Hodge hodgerl@lasc.edu
16. Transitional Kindergarten Certificate	1305.1	Los Angeles Southwest College	Rick Hodge hodgerl@lasc.edu
17. Environmental Studies Certificate	0303	Mt. San Antonio College	James Stone jstone@mtsac.edu
18. Surveying Engineering Technology	0924	Mt. San Antonio College	Eugene Mahmoud emahmoud@mtsac.edu
19. Administrative Assistant, Office Assistant, Business Software Specialist	0514	Pasadena City College	Shelley Gaskin slgaskin@pasadena.edu
20. Advanced Pharmacy Technician	1221	Pasadena City College	Sebrenia Law salaw@pasadena.edu
21. Graphic Communications Technology	0936	Pasadena City College	Lynora Rogacs larogacs@pasadena.edu
22. Biotechnology	0430	Santa Monica College	Andria Denmon denmon_andria@smc.edu
23. Business Information Worker - Data Analytics Applications	0702.1	Santa Monica College	Fariba Bolandhemat bolandhemat_fariba@smc.edu
24. Geospatial Technology	2206.10	Santa Monica College	Jing Liu liu_jing@smc.edu
25. Avionics Certificate of Achievement	0950.40	West Los Angeles College	Edmond Guzman Guzmane@wlac.edu
26. Dialysis Administrator Certificate of Achievement	1208.3	West Los Angeles College	Carlos Serrano Serranoc@wla.edu

Existing Low-Unit, Local Certificates For State Chaptering

1. Computer Hardware Repair Certificate of Achievement	0708	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu
2. Digital and Social Media Certificate of Achievement	0514	Long Beach City College	Miriam Lynch mlynch@lbcc.edu
3. Microsoft Essentials Certificate of Achievement	0514	Long Beach City College	Miriam Lynch mlynch@lbcc.edu
4. Microsoft Windows Networking Technician Certificate of Achievement	0708.1	Long Beach City College	Miriam Lynch mlynch@lbcc.edu
5. PHP Web Programmer Certificate of Achievement	0614.3	Long Beach City College	Miriam Lynch mlynch@lbcc.edu
6. Unix Network Administrator Certificate of Achievement	0708	Long Beach City College	Miriam Lynch mlynch@lbcc.edu
7. Web Developer Certificate of Achievement	0614.3	Long Beach City College	Miriam Lynch mlynch@lbcc.edu
8. Human Resource Management Certificate	0506.00	Santa Ana College	Gabriel Shweiri shweiri_gabriel@sac.edu

- b. Mr. Anthony Pagan asked what next steps are for local certificates for state chaptering. Mrs. Lupe Aramburo mentioned that the same process is used as that of new programs. She added a program application will need to be submitted for recommendation eligibility. Dr. Gustavo Chamorro added that if it is a local certificate, the Chancellors Office has no record of it, so it is considered a new program. He clarified that the reason they are separated when listed under program data requests is for the region to see which programs are new and which ones are existing.

V. **Action Items**

Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate Chair, LAOCCRC

- a. **Program Recommendation**; Motion: Mike Slavich, Rio Hondo College; Second: Mercy Yanez, Los Angeles Harbor College; Recommended: APPROVED

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emerging*
					Supply Gap	Wages	Educ. Attain.	
1. Construction Health and Safety Specialist	095700	Citrus College	Michael Wangler mwangler@citruscollege.edu	EA	✓	✓	✓	
2. Special Inspection - Reinforced Concrete	095700	Citrus College	Michael Wangler mwangler@citruscollege.edu	EA	✓	✓	✓	
3. Advanced Technical Theatre Certificate	100600	Fullerton College	Kenneth Starkman kstarkman@fullcoll.edu	ES	✓		✓	
4. Assistant Stage Manager Certificate	100600	Fullerton College	Kenneth Starkman kstarkman@fullcoll.edu	ES	✓		✓	
5. Dietary Manager Certificate	130600	Fullerton College	Kenneth Starkman kstarkman@fullcoll.edu	ES	✓		✓	
6. Geospatial Technologies Certificate	220610	Fullerton College	Kenneth Starkman kstarkman@fullcoll.edu	ES	✓	✓		✓
7. Resort and Facilities Management Certificate	050600	Fullerton College	Kenneth Starkman kstarkman@fullcoll.edu	ES		✓	✓	
8. Information Technology Technician II (ITTP) Certificate of Achievement	070800	Los Angeles Harbor College	Mercy Yanez yanezm@lahc.edu	EA	✓	✓	✓	
9. Sales Engineering	092400	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	✓	✓		
10. Technical Sales	092400	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	✓	✓		
11. Advanced Materials Nanotechnology	099900	Pasadena City College	Salvatrice Cummo scummo@pasadena.edu	EA	✓	✓	✓	✓
12. Business Administration and Entrepreneurship	050500	Pasadena City College	Salvatrice Cummo scummo@pasadena.edu	ES	33 of 103			

13. Entry Network Technician	070810	Rio Hondo College	Mike Slavich m Slavich@riohondo.edu	ES	✓	✓		
14. Workplace Readiness Certificate of Achievement	050600	Saddleback College	Anthony Teng ateng@saddleback.edu	ES	✓		✓	
15. Business Information Specialist	051400	Santa Monica College	Patricia Ramos ramos_patricia@smc.edu	EA	✓	✓	✓	
16. Digital Marketing Certificate	050900	Santa Monica College	Patricia Ramos ramos_patricia@smc.edu	EA	✓	✓	✓	✓
17. QuickBooks Virtual Enterprise	050200	Santa Monica College	Patricia Ramos ramos_patricia@smc.edu	EA	✓	✓	✓	
18. Santa Monica College Respiratory Care Program	121000	Santa Monica College	Patricia Ramos ramos_patricia@smc.edu	EA	✓	✓	✓	
19. Public Administration and Policy Program (Associate of Science & Certificate)	210200	Santiago Canyon College	Elizabeth Arteaga arteaga_elizabeth@sccollege.edu	ES	✓			
20. Water System Automation	095800	Santiago Canyon College	Elizabeth Arteaga arteaga_elizabeth@sccollege.edu	ES		✓	✓	

Key:

EA = Endorsed: All Criteria Met
 ES = Endorsed: Some Criteria Met
 NE = Not Endorsed
 PA = Pre-Approved

NOTE: A check mark (✓) denotes that specific LMI Criteria was met.

*Emerging denotes there are gaps in the traditional labor market information.

- **Action Items:** Ms. Dorsie Brooks asked if Glendale’s Traditional Photography Program is still in CTE. She added that Golden West’s Photography Program has been resistant to transition to CTE, and asked if that was a faculty move out in Glendale. Mr. Freddy Saucedo shared that at Glendale, it has been reverse, where there has been interest at times to move out of CTE. He added that he understands one top code is vocational and the other is not, but they understand that if they choose to stay vocational, everything that comes with it in terms of advisories and LMI. Ms. Jennifer Galbraith indicated that there are some programs where departments choose to make them vocational/CTE because of the funding that comes with it.

b. **Modified Programs;** Motion: Mike Slavich, Rio Hondo College; Second: Mercy Yanez, Los Angeles Harbor College; Recommended: APPROVED

1. [Associate in Science Degree in Accounting](#), Los Angeles Harbor College

- Faculty submitted curricular modification to bring degree into better alignment with Chancellor's Office guidelines at 60-degree applicable units.
2. [Certificate of Achievement in Accounting](#), Los Angeles Harbor College
 - Faculty requested curricular modification to make certificate more viable for students by removing electives as identified in CTE Portal to reduce units from 31 to 22.
 3. [Personal Care Aide](#), LA Trade-Tech College
 - Change in the certificate title from Senior Care to Personal Care Aide. The title meets industry job title for goals and objectives of the program.
 4. [Associate in Arts, Radio/Television Broadcast News](#), Long Beach City College
 - Modified to streamline the process for students to be successful in attaining their desired degree/award.
 - The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.
 5. [Associate in Arts, Radio/Television Producer](#), Long Beach City College
 - Modified to streamline the process for students to be successful in attaining their desired degree/award.
 - The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.
 6. [Associate in Arts, Radio/Television Sports Broadcasting](#), Long Beach City College
 - Modified to streamline the process for students to be successful in attaining their desired degree/award.
 - The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.
 7. [Associates of Arts, Radio/Television Performance](#), Long Beach City College
 - Modified to streamline the process for students to be successful in attaining their desired degree/award.
 - The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.
 8. [Certificate of Achievement, Radio/Television Broadcast News](#), Long Beach City College
 - Modified to streamline the process for students to be successful in attaining their desired degree/award.
 - The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.
 9. [Certificate of Achievement, Radio/Television Multimedia Production](#), Long Beach City College
 - Modified to streamline the process for students to be successful in attaining their desired degree/award.

- The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.

10. [Certificate of Achievement, Radio/Television Performance](#), Long Beach City College

- Modified to streamline the process for students to be successful in attaining their desired degree/award.
- The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.

11. [Certificate of Achievement, Radio/Television Producer](#), Long Beach City College

- Modified to streamline the process for students to be successful in attaining their desired degree/award.
- The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.

12. [Certificate of Achievement, Radio/Television Sports Broadcasting](#), Long Beach City College

- Modified to streamline the process for students to be successful in attaining their desired degree/award.
- The unit counts were adjusted as well as updating specific courses to better reflect what students should be learning to better support job growth within radio, television, and other forms of electronic media.

13. [Animation for Commercial Applications](#), Santa Ana, College

- Changes to the courses, some were deleted and others were added.
- This program has been realigned to fall within our new Digital Media Department (formerly it was included as part of our Art Department).
- Modified Programs: Dr. Marcia Wilson asked why only one out of the 4 programs requested was included on the modified programs list. She was under the impression that LMI was not required when modifying programs, and she told her faculty not to request LMI. Mrs. Marbella Ruiz clarified that there was only one program application submitted, and that is the only program that moved forward to the application. Dr. Chamorro added that the Chancellor's Office refers back to the process, and that includes the complete process of requesting LMI and submitting an application for modifications/substantial changes. Mr. Freddy Saucedo also shared that when Glendale contacted the Chancellor's Office, they referred them back to the local process. Ms. Marla Uliana pointed out that there has been a lot of back and forth regarding program modifications, and the region needs a process in writing. She added that it is frustrating to have to go through a complete process of waiting for LMI, for a simple modification. Mr. Mike Slavich indicated that if there is not a new control number, and there are just changes, why go through the complete process again. Ms. Kendra Madrid had similar issues, and she was referred to the PCAH, and wants to make sure the memos from the Chancellor's Office align to the PCAH. Mr. Mike Slavich shared that the Curriculum Institute is this summer and to get clarification then.

VI. Update, Discussion, and/or Action Item

a. CRLC Business Meeting 2021/2022 Calendar Approval

*Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate
Chair, LAO CRC*

1. Motion: Mike Slavich, Rio Hondo College; Second: Jennifer Galbraith, Mt. San Antonio College; Approved

b. CRLC Subcommittee Discussion

*Jennifer Galbraith, Dean, Business Division Mt. San Antonio
College*

- Three issues were discussed that the CRLC needs to work on going forward, it was what the committee wanted the group to look at. Many discussed the prior notice of intent process where there should be a discussion for each program was to be made ahead of time, but not adding time to the process. Another issue brought up was the approval process for minutes. Lastly, the issue regarding the frequency in which the agenda structure changes. The advisory minutes also came up along with questions on what is required.

c. 2021-2022 CRLC Business Meetings – Virtual?

*Dr. Marcia Wilson, CRLC Chair and Dean Resource Associate
Chair, LAO CRC*

- Ms. Jennifer Galbraith asked where the discussion is for possibly going back to in-person meetings. She added, even if the meeting is in-person for those interested and available in Zoom as well. Dr. Davis requested that each college advise if they prefer Zoom or in-person. The group shared that it would be best to change the meeting start-time to 9am, considering the voting members that are farther out. Mr. Freddy Saucedo suggested the hybrid option, as it would be helpful to have the meeting in-person, but also stream it via Zoom. Dr. Davis will bring it up to the DRA and they can decide what option would be best for the group, and all the recommendations today will be considered.

VII. Updates

c. Districts

- i. Cerritos
- ii. Citrus
- iii. Coastline
- iv. Compton
- v. Cypress
- vi. East Los Angeles

- vii. El Camino
- viii. Fullerton
- ix. Glendale
 - x. Golden West
- xi. Irvine Valley
- xii. Long Beach
- xiii. Los Angeles City
- xiv. Los Angeles Harbor
 - xv. Los Angeles Mission
- xvi. Los Angeles Pierce
- xvii. Los Angeles Southwest
- xviii. Los Angeles Trade-Technical
 - xix. Los Angeles Valley
 - xx. Mt. SAC
- xxi. Orange Coast
- xxii. Pasadena City
- xxiii. Rio Hondo
- xxiv. Saddleback
- xxv. Santa Ana
- xxvi. Santa Monica
- xxvii. Santiago Canyon
- xxviii. West Los Angeles

VIII. Adjourn

The next CRLC Meeting will be on **September 16, 2021**, from 8:30 A.M. – 9:45 A.M.

Program Endorsement Brief: 0514.00-Office Technology/Office Computer Applications Business Information Specialist

Los Angeles/Orange County Center of Excellence, April 2021

Summary Analysis

Program Endorsement:	Endorsed: All Criteria Met <input checked="" type="checkbox"/>	Endorsed: Some Criteria Met <input type="checkbox"/>	Not Endorsed <input type="checkbox"/>
Program Endorsement Criteria			
Supply Gap:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Living Wage: (Entry-Level, 25th)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Education:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Emerging Occupation(s)			
Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>	

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 three middle-skill occupations: *first-line supervisors of office and administrative support workers (43-1011)*; *executive secretaries and executive administrative assistants (43-6011)*; and *secretaries and administrative assistants, except legal, medical, and executive (43-6014)*. Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.¹ Although the occupations in this report typically require a high school diploma, they are considered middle-skill because approximately one-third of workers in the field have completed some college or an associate degree. 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.

Based on the available data, there appears to be a supply gap for these business information worker-related occupations in the region. While all three occupations typically require a high school diploma or equivalent, all of them also have entry-level wages above the living wage for one adult in Los Angeles County. **Therefore, due to all 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 **18,558 jobs available annually** in the region due to retirements and workers leaving the field, **which is more than the 1,398 awards conferred annually** by educational institutions in the region.

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.

- **Living Wage Criteria** –In Los Angeles County, all three occupations have entry-level wages above the county’s living wage (\$15.04/hour).²
- **Educational Criteria** – The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for these occupations.
 - National-level educational attainment data indicates **between 41% and 45% of workers in the field have completed some college or an associate degree.**

Supply:

- There are **26 community colleges** in the LA/OC region that issue awards related to business information worker, conferring an average of **944 awards annually** between 2017 and 2020.
- Between 2014 and 2017, there was an average of **454 awards conferred annually** in related training programs by non-community college institutions.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for the three occupations of interest. In Los Angeles/Orange County, the number of jobs related to these occupations is projected to decrease by 6% through 2024. However, there will be nearly 18,600 job openings per year through 2024 due to retirements and workers leaving the field.

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 impact of COVID-19 on projections of industry and occupational employment. Therefore, the projections included in this report do not take the impacts of COVID-19 into account.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties³

Geography	2019 Jobs	2024 Jobs	2019-2024 Change	2019-2024 % Change	Annual Openings
Los Angeles	142,175	134,253	(7,922)	(6%)	13,597
Orange	52,115	49,287	(2,828)	(5%)	4,961
Total	194,290	183,540	(10,750)	(6%)	18,558

² Living wage data was pulled from California Family Needs Calculator on 4/14/2021. For more information, visit the California Family Needs Calculator website: <https://insightcced.org/2018-family-needs-calculator/>.

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.

Wages

The labor market endorsement in this report considers the entry-level hourly wages for the occupations of interest in Los Angeles County, as they relate to the county's living 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 three occupations have entry-level wages above the living wage for one adult (\$15.04 in Los Angeles County). Typical entry-level hourly wages are in a range between \$16.57 and \$26.96. Experienced workers can expect to earn wages between \$25.97 and \$39.37, which are higher than the living wage estimate.

Orange County: Approximately 47% of annual openings for the occupations of interest have entry-level wages above the living wage for one adult (\$17.36 in Orange County). Typical entry-level hourly wages are in a range between \$16.32 and \$25.87. Experienced workers can expect to earn wages between \$25.57 and \$37.76, which are higher than the living wage estimate.

Job Postings

There were 21,377 online job postings for the three occupations of interest listed in the past 12 months. The highest number of job postings were for administrative assistant, executive assistant, and office manager. The top skills were administrative support, scheduling, and customer service. The top employers, by number of job postings, in the region were University of California, Anthem Blue Cross, and Volunteers of America.

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 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 high school diploma or equivalent as the typical entry-level education for all three occupations studied in this report. However, national-level educational attainment data indicates between 41% and 45% of workers in the field have completed some college or an associate degree. Of the 64% of job postings listing a minimum education requirement in Los Angeles/Orange County, 53% (7,212) requested a high school diploma, 8% (1,135) requested an associate degree, and 39% (5,331) 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 the related TOP code: Office Technology/Office Computer Applications (0514.00). The colleges with the most completions in the region are Santa Ana, Santiago Canyon, and Mt. San Antonio. Over the past 12 months, there were five other related program recommendation requests from regional community colleges.

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

TOP Code	Program	College	2017-2018 Awards	2018-2019 Awards	2019-2020 Awards	3-Year Award Average		
0514.00	Office Technology/ Office Computer Applications	Cerritos	11	14	10	12		
		Citrus	16	23	3	14		
		Compton	2	-	-	1		
		East LA	110	54	34	66		
		El Camino	-	2	2	1		
		Glendale	66	44	25	45		
		LA City	4	1	6	4		
		LA Harbor	7	5	11	8		
		LA Mission	35	23	12	23		
		LA Pierce	35	54	44	44		
		LA Southwest	2	2	-	1		
		LA Trade	39	31	22	31		
		LA Valley	91	119	107	106		
		Long Beach	27	33	57	39		
		Mt San Antonio	34	75	228	112		
		Pasadena	11	38	13	21		
		Santa Monica	3	7	12	7		
		West LA	2	1	1	1		
		LA Subtotal			495	526	587	536
		Coastline	21	12	9	14		
		Cypress	10	17	16	14		
		Golden West	3	8	1	4		
		Irvine Valley	12	18	16	15		
		North Orange Adult	97	70	33	67		
		Saddleback	9	11	8	9		
		Santa Ana	153	138	223	171		
		Santiago Canyon	137	106	97	113		
		OC Subtotal			442	380	403	408
		Supply Total/Average			937	906	990	944

Non-Community College Supply—It is important to consider the supply from non-community college institutions in the region that provide training programs for the three occupations of interest. Exhibit 3 shows the annual and three-year average number of awards conferred by these institutions in the related Classification of Instructional Programs (CIP) Codes: 52.0401/ Administrative Assistant and Secretarial Science, General; 52.0407/ Business/Office Automation/Technology/Data Entry; and 52.0408/ General Office Occupations and Clerical Services. Due to different data collection periods, the most recent three-year period of available data is from 2014 to 2017. Between 2014 and 2017, non-community college institutions in the region conferred an average of 454 awards annually in related training programs.

Exhibit 3: Regional non-community college awards, 2014-2017

CIP Code	Program	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Year Award Average
52.0401	Administrative Assistant and Secretarial Science, General	ABCO Technology	4	3	11	6
		GDS Institute	115	57	32	68
		Hacienda La Puente Adult Education	57	61	65	61
		InterCoast Colleges-Anaheim	-	3	8	4
		Los Angeles ORT College-Los Angeles Campus	22	5	26	18
		Los Angeles ORT College-Van Nuys Campus	10	6	6	7
52.0407	Business/Office Automation/Technology/Data Entry	Learnet Academy Inc	2	7	27	12
52.0408	General Office Occupations and Clerical Services	CES College	9	2	2	4
		Hacienda La Puente Adult Education	66	63	52	60
		UEI College-Gardena	34	32	30	32
		United Education Institute-Anaheim	60	36	40	45
		United Education Institute-Encino	40	36	38	38
		United Education Institute-Huntington Park Campus	96	60	36	64
		United Education Institute-West Covina	31	30	41	34
Supply Total/Average			546	401	414	454

Appendix A: Occupational demand and wage data by county

Exhibit 4. Los Angeles County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	48,622	46,541	(2,081)	(4%)	4,393	\$22.88	\$29.08	\$36.98
Executive Secretaries and Executive Administrative Assistants (43-6011)	18,503	16,610	(1,893)	(10%)	1,776	\$26.96	\$33.55	\$39.37
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014)	75,050	71,102	(3,948)	(5%)	7,429	\$16.57	\$21.06	\$25.97
Total	142,175	134,253	(7,922)	(6%)	13,597			

Exhibit 5. Orange County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	18,600	17,871	(729)	(4%)	1,679	\$22.77	\$28.94	\$36.78
Executive Secretaries and Executive Administrative Assistants (43-6011)	6,594	5,944	(650)	(10%)	634	\$25.87	\$32.18	\$37.76
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014)	26,921	25,472	(1,449)	(5%)	2,648	\$16.32	\$20.75	\$25.57
Total	52,115	49,287	(2,828)	(5%)	4,961			

Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	67,222	64,413	(2,810)	(4%)	6,072	High school diploma or equivalent
Executive Secretaries and Executive Administrative Assistants (43-6011)	25,097	22,554	(2,544)	(10%)	2,410	High school diploma or equivalent
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014)	101,971	96,574	(5,397)	(5%)	10,077	High school diploma or equivalent
Total	194,290	183,540	(10,750)	(6%)	18,558	

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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 Los Angeles/Orange County Center of Excellence
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April 2021



**Santa Monica College
Program Of Study
Geospatial Technology Certificate of Achievement**

Geospatial technologies, including Geographic Information Systems (GIS), Remote Sensing (RS), Global Positioning System (GPS) and Digital Cartography, are used to capture, store, manage, analyze and visualize geospatial information related to locations on Earth's surface. These technologies are used to combine various types of geospatial information in a digital environment and are widely used in our daily life, government agencies, in almost every industry. Through this program students will develop an understanding of the theoretical underpinnings of geospatial technologies and gain the skills needed to construct high-quality applications.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate proficiency in spatial data collection and manipulation, spatial data management, spatial analysis and spatial modeling using geospatial technologies.

Upon completion of the program, students will apply cartographic principles of scale, resolution, projection, and data management to solve a geographic problem using geospatial technologies.

Upon completion of the program, students will execute an original GIS project under the supervision of a faculty or professional mentor and demonstrate the ability to communicate project outcomes orally, in writing and graphically.

Required courses	15.0
GEOG 20 ^{DE} Introduction to Geographic Information Systems (same as: GIS 20)	3.0
OR	
GIS 20 ^{DE} Introduction to Geographic Information Systems (same as: GEOG 20)	3.0
GEOG 23 ^{DE} Intermediate Geographic Information Systems (same as: GIS 23)	3.0
OR	
GIS 23 ^{DE} Intermediate Geographic Information Systems (same as: GEOG 23)	3.0
GEOG 25 ^{DE} Introduction to Cartography (same as: GIS 25)	3.0
OR	
GIS 25 ^{DE} Introduction to Cartography (same as: GEOG 25)	3.0
GEOG 26 ^{DE} Introduction to Remote Sensing (same as: GIS 26)	3.0
OR	
GIS 26 ^{DE} Introduction to Remote Sensing (same as: GEOG 26)	3.0
GIS 27 ^{DE} Applications in Geographic Information Systems	3.0
Application courses (choose one from the course block)	Units: 3.0-4.0
ENVRN 7 ^{DE} Introduction to Environmental Studies (same as: GEOG 7)	3.0
OR	
GEOG 7 ^{DE} Introduction to Environmental Studies (same as: ENVRN 7)	3.0
ERTHSC 88A Independent Studies in Earth Science	3.0
GEOG 1 ^{DE} Physical Geography	3.0
GEOG 2 ^{DE} Introduction To Human Geography	3.0
GEOG 3 ^{DE} Weather and Climate	3.0
GEOG 5 ^{DE} Physical Geography with Lab	4.0
GEOG 8 ^{DE} Introduction to Urban Studies (same as: URBAN 8)	3.0
OR	
URBAN 8 ^{DE} Introduction to Urban Studies (same as: GEOG 8)	3.0

GEOG 10 Living in a Hazardous Environment	3.0
GEOG 11 ^{DE} World Geography: Introduction to Global Studies (same as: GLOBAL 11)	3.0
OR	
GLOBAL 11 ^{DE} World Geography: Introduction to Global Studies (same as: GEOG 11)	3.0
GEOG 14 ^{DE} Geography of California	3.0
GIS 19 Geographic Information Systems for Business	3.0
GIS 21 Geographic Information Systems for Law Enforcement	3.0
GIS 22 Geographic Information Systems for Disaster Management	3.0

Total: 18.0-19.0

Geospatial Technology Certificate of Achievement

1. Program Goals and Objectives

Geospatial technologies, including Geographic Information Systems (GIS), Remote Sensing (RS), Global Positioning System (GPS) and Digital Cartography, are used to capture, store, manage, analyze and visualize geospatial information related to locations on Earth's surface. These technologies are used to combine various types of geospatial information in a digital environment and are widely used in our daily life, government agencies, in almost every industry. Through this program students will develop an understanding of the theoretical underpinnings of geospatial technologies and gain the skills needed to construct high-quality applications.

Upon completion of the program, students will:

- demonstrate proficiency in spatial data collection and manipulation, spatial data management, spatial analysis and spatial modeling using geospatial technologies.
- apply cartographic principles of scale, resolution, projection, and data management to solve a geographic problem using geospatial technologies.
- execute an original GIS project under the supervision of a faculty or professional mentor and demonstrate the ability to communicate project outcomes orally, in writing and graphically.

2. Catalog Description

Geospatial technologies, including Geographic Information Systems (GIS), Remote Sensing (RS), Global Positioning System (GPS) and Digital Cartography, are used to capture, store, manage, analyze and visualize geospatial information related to locations on Earth's surface. These technologies are used to combine various types of geospatial information in a digital environment and are widely used in our daily life, government agencies, in almost every industry. Through this program students will develop an understanding of the theoretical underpinnings of geospatial technologies and gain the skills needed to construct high-quality applications.

Upon completion of the program, students will:

- demonstrate proficiency in spatial data collection and manipulation, spatial data management, spatial analysis and spatial modeling using geospatial technologies.
- apply cartographic principles of scale, resolution, projection, and data management to solve a geographic problem using geospatial technologies.
- execute an original GIS project under the supervision of a faculty or professional mentor and demonstrate the ability to communicate project outcomes orally, in writing and graphically.

3. Program Requirements

PR courses (15 units):

- GEOG/GIS20 Introduction to GIS (3 units)
- GEOG/GIS 23 Intermediate GIS (3 units)
- GEOG/GIS 25 Introduction to Cartography (3 units)
- GEOG/GIS 26 Introduction to Remote Sensing (3 units)
- GIS 27 Applications in GIS (3 units)

PE courses (Select one course from the list, 3 or 4 units):

- GEOG/ENVRN 7 Introduction to Environmental Studies (3 units)
- EARTHSC 88A Independent Studies in Earth Science (3 units)
- GEOG 1 - Physical Geography (3 units)
- GEOG 2 - Introduction To Human Geography (3 units)
- GEOG 3 - Weather and Climate (3 units)
- GEOG 5 - Physical Geography with Lab (4 units)
- GEOG/ URBAN 8 - Introduction to Urban Studies (3 units)
- GEOG 10 - Living in a Hazardous Environment (3 units)

- GEOG/GLOBAL 11 - World Geography: Introduction to Global Studies (3 units)
- GEOG 14 - Geography of California (3 units)
- GIS 19 - Geographic Information Systems for Business (3 units)
- GIS 21 - Geographic Information Systems for Law Enforcement (3 units)
- GIS 22 - Geographic Information Systems for Disaster Management (3 units)

See attached spreadsheet for course sequencing recommendation.

4. Master Planning

The program goals stay tightly with the vision and mission of Santa Monica College and support SMC core values, especially in fostering students' global awareness and sustainability. Through the program, students learn how to use geospatial technologies to collect spatial data, perform spatial analysis to extract geospatial wisdom, and communicate outcomes and conclusions through maps and charts. Students will apply the knowledge and skills learned in the program in specific areas of interest and contribute to the sustainable development of local and global communities. Through the program, students will also develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. Thanks to the wide applicability of geospatial technologies, students from all backgrounds can find the areas they are interested in to practice geospatial technology. The knowledge and skills learned in the process will support them to achieve their academic and/or professional development goals and help improve their families and communities.

5. Enrollment and Completer Projections

Each semester we project having 25 - 30 students enrolled into the gateway course GEOG/GIS 20 and about 15 students will continue to complete the program within 1-1.5 years.

6. Place of Program in Curriculum/Similar Program

The certificate of achievement is the upgrade of the existing 15-unit department certificate: Geospatial Technologies. By adding one program elective course, students will gain/reinforce their spatial thinking and analysis skills, and form a clearer picture how geospatial technology can be applied in the field they are interested in. It does not replace or alter the exiting program.

7. Similar Programs at Other Colleges in Service Area

Program Name	Region	College	Date
Drone Applications In GIS	Inland Empire/Desert	Mt. San Jacinto College	10/20/21
Geospatial Information Science	Inland Empire/Desert	Mt. San Jacinto College	10/20/21
Geographic Information Systems (GIS)	Los Angeles/Orange County	Mt. San Antonio College	04/26/21
Geospatial Technology	Inland Empire/Desert	Victor Valley College	09/27/19

SANTA MONICA COLLEGE
Geospatial Technology Department Certificate (Earth Science)
Advisory Board Meeting Minutes
(June 28th, 2019)

The first Geospatial Technology Department Certificate Advisory Committee meeting was held on Friday, June 28th, 2019 at BUS101. Jing Liu, the leading faculty of the program called the meeting to order at 10:15 a.m. Dr Liu welcomed the 12 advisory board members that were in attendance.

INTRODUCTION OF MEMBERS

All members introduced themselves as well as staff & faculty of the Earth Science.

MINUTES

I. Introduction

- Dr Liu gave an overview of the certificate, including program learning outcomes, course list, number of units, timeline to completion (can be one year). Dr Liu emphasized the program provides students both knowledge and working experience of Geospatial Technologies.
- Dr Liu and Dr Mason, the teaching faculty of the program, introduced how each course has been taught in the past two years. Course topics were designed based on the most current GIS&T Body of Knowledge, which is developed by American Association of Geographers; teaching and learning methods include lecture, discussion, projects, guest lectures and field trips; software used in class include ArcGIS, QGIS, Tableau, Illustrator/Inkscape, ENVI, leaflet, Openlayers, and Mapbox.

II. Discussions (Panel format)

- **Curriculum and course topics:** program faculty asked the advisory board members for new topics that need to be included in the current curriculum. The board members suggested the following:
 - Coding/programming – including python, etc.
 - Use GIS in connection with drones or other vehicles with lower cost remote sensors and 3D scanning and LiDAR
 - Geospatial database management and SQL
 - Data Interoperability methods and tools
- **Program upgrade:** program faculty asked the advisory board for suggestions to upgrade the current department certificate to a Chancellor office approved Certificate of Achievement or Career Technical Education (CTE) program.
 - The advisory board reviewed the most recent Labor Market Data and agreed that many jobs do require 4-year degrees. However, they do accept students with a certificate for internship positions.
 - Most members were hesitant on upgrading to an 18-unit CTE program simply for getting jobs.
 - Advisory board suggested to do a student survey to learn the goals of students
 - how many students have bachelor degrees;
 - how many students have transfer goals;
 - how many students aim at expanding their skill set;

- how many students are doing interdisciplinary enhancement and may only take the courses of interest, not targeting at getting the certificate
- Advisory board suggested a Certificate of Achievement may be a better options for now, but suggested that the decision need to be made based on student survey data to best serve SMC students.
- **Future collaboration opportunities**
 - Advisory board members are willing to give guest lectures in the coming semesters.
 - Advisory board members are willing to bring more internship opportunities. Students can take course credits by satisfactorily finishing 160 hour internship with employers.
 - Advisory board members showed interest to co-develop class projects based on their business and on-going projects.
 - Advisory board members suggested to create relationship with the industries that currently have partnership with ArcGIS
- **Student award and project showcases**
 - SMC faculty and the advisory board members participate the Department Certificate Awarding Ceremony for the first three graduates
 - Nine students in the program presented their GIS projects to the advisory board members and received great comments and suggestions.

III. Adjournment

The advisory board meeting adjourned at 1:30 p.m.

Program Endorsement Brief: 2206.10 – Geographic Information Systems Geospatial Technology

Los Angeles/Orange County Center of Excellence, May 2021

Summary Analysis

Program Endorsement:	Endorsed: All Criteria Met <input type="checkbox"/>	Endorsed: Some Criteria Met <input checked="" type="checkbox"/>	Not Endorsed <input type="checkbox"/>
Program Endorsement Criteria			
Supply Gap:	Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
Living Wage: (Entry-Level, 25th)	Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>
Education:	Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>
Emerging Occupation(s)			
	Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>

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 two middle-skill occupations: *computer occupations, all other* (15-1299), and *survey and mapping technicians* (17-3031), and one above middle-skill occupation: *physical scientists, all other* (19-2099). Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.¹ Although *computer occupations, all other* typically requires a bachelor's degree, it is considered middle-skill because approximately one-third of workers in the field have completed some college or an associate degree. The occupation, *physical scientists, all other* (19-2099), is classified as an above middle-skill occupation. This occupation was included in this report due to the emerging occupation, *remote sensing scientists and technologists* (19-2099.01), embedded within it. 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.

Based on the available data, there appears to be a supply gap for these occupations in the region. However, two of the three occupations typically require a bachelor's degree as the entry-level education. **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 **1,976 jobs available annually** in the region due to new job growth and replacements, **which is**

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.

more than the 101 awards conferred annually by educational institutions in the region.

- However, the two occupations: *computer occupations, all other (15-1299)*, and *physical scientists, all other (19-2099)* include a variety of emerging occupations, including *geographic information systems technologists and technicians* and *remote sensing scientists and technologists*. Since these SOC codes do not solely represent these emerging occupations, **the number of annual job openings is likely overstated.**
- **Living Wage Criteria** – Within Los Angeles County, all of the annual job openings for these three occupations have entry-level wages above the county’s living wage (\$15.04/hour).²
- **Educational Criteria** – Within the LA/OC region, **92% of the annual job openings** for occupations related to geographic information systems **typically require a bachelor’s degree.**
 - National-level educational attainment data indicates that there are no *physical scientists, all other* who have completed some college or an associate degree as their highest level of education. Approximately half have a doctoral or professional degree, one-fourth have a master’s degree, and the remaining fourth have obtained a bachelor’s degree.
 - However, between 27.2% and 57.7% of *computer occupations, all other*, and *surveying and mapping technicians* in the field have completed some community college training.

Supply:

- There are **five community colleges** in the LA/OC region that issue awards related to geographic information systems and surveying, conferring an average of **78 awards annually** between 2016 and 2019.
- Between 2014 and 2017, there was an average of **23 awards conferred annually** in related training programs by non-community college institutions.

² Living wage data was pulled from California Family Needs Calculator on 2/23/21. For more information, visit the California Family Needs Calculator website: <https://insightcced.org/2018-family-needs-calculator/>.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for geographic information systems-related occupations. In Los Angeles/Orange County, the number of jobs related to these occupations is projected to increase by 1% through 2024. There will be nearly 2,000 job openings per year through 2024 due to job growth and replacements. It is important to note that *computer occupations, all other (15-1299)* and *physical scientists, all other (19-2099)* include a variety of emerging occupations and not solely *geographic information systems technologists and technicians (15-1299.02)* and *remote sensing scientists and technologists (19-2099.01)*. Therefore, the data in Exhibit 1 is likely overstated for the geographic information systems occupational group.

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 impact of COVID-19 on projections of industry and occupational employment. Therefore, the projections included in this report do not take the impacts of COVID-19 into account.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties³

Geography	2019 Jobs	2024 Jobs	2019-2024 Change	2019-2024 % Change	Annual Openings
Los Angeles	18,675	18,864	189	1%	1,375
Orange	7,984	8,1222	139	2%	601
Total	26,659	26,986	328	1%	1,976

Wages

The labor market endorsement in this report considers the entry-level hourly wages for geographic information systems-related occupations in Los Angeles County, as they relate to the county's living 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 of the annual job openings for geographic information systems-related occupations have entry-level wages above the living wage for one adult (\$15.04 in Los Angeles County).⁴ Typical entry-level hourly wages are in a range between \$27.21 and \$40.61.

Experienced workers can expect to earn wages between \$47.20 and \$81.00, which are higher than the living 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.

⁴ Living wage data was pulled from California Family Needs Calculator on 2/23/21. For more information, visit the California Family Needs Calculator website: <https://insightcced.org/2018-family-needs-calculator/>.

Orange County: All of the annual openings for geographic information systems occupations have entry-level wages above the living wage for one adult (\$17.36 in Orange County).⁵ Typical entry-level hourly wages are in a range between \$26.40 and \$39.35. Experienced workers can expect to earn wages between \$47.55 and \$79.50, which are higher than the living wage estimate.

Job Postings

There were 329 online job postings related to geographic information systems listed in the past 12 months. The highest number of job postings were for party crew chief, survey technician, and GIS technician. The top skills were surveys, project management, and AutoCAD. The top employers, by number of job postings, in the region were Aerospace Corporation, Tait Associates, Inc., and Los Angeles County.

There are typically several GIS-related job postings from ESRI in Redlands (San Bernardino County), but those postings are outside the parameters used for this search (LA and OC only).

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 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 the following typical entry-level education requirements for the geographic information systems-related occupations studied in this report:

- **Bachelor's degree:** *computer occupations, all other (15-1299), physical scientists, all other (19-2099)*
- **High school diploma or equivalent:** *surveying and mapping technicians (17-3031)*

In the LA/OC region, 92% of the annual job openings for geographic information systems occupations typically require a bachelor's degree. National-level educational attainment data indicates that there are no *physical scientists, all other* who have completed some college or an associate degree as their highest level of education. However, between 27.2% and 57.7% of *computer occupations, all other*, and *surveying and mapping technicians* in the field have completed some community college training. Of the 48% of geographic information systems job postings listing a minimum education requirement in Los Angeles/Orange County, 17% (27) requested a high school diploma, 23% (36) requested an associate degree, and 60% (96) 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 the related TOP codes: Geographic Information Systems (2206.10) and Surveying (0957.30). The college with the most completions in the region

⁵ Living wage data was pulled from California Family Needs Calculator on 2/23/21. For more information, visit the California Family Needs Calculator website: <https://insightcced.org/2018-family-needs-calculator/>.

is Santiago Canyon. Over the past 12 months, there were two other related program recommendation requests from regional community colleges.

Exhibit 2: Regional community college awards (certificates and degrees), 2016-2019

TOP Code	Program	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Year Award Average
2206.10	Geographic Information Systems	LA Pierce	-	-	7	2
		Rio Hondo	28	36	19	28
		LA Subtotal	28	36	26	30
		Cypress	1	12	8	7
		OC Subtotal	1	12	8	7
Supply Subtotal/Average			29	48	34	37
0957.30	Surveying	East LA	-	4	-	1
		LA Subtotal	-	4	-	1
		Santiago Canyon	11	46	64	40
		OC Subtotal	11	46	64	40
Supply Subtotal/Average			11	50	64	41
Supply Total/Average			40	98	98	78

Non-Community College Supply—Since two of the three occupations in this report typically require a bachelor’s degree, it is important to consider the supply from non-community college institutions in the region that provide training programs for these occupations. Exhibit 3 shows the annual and three-year average number of awards conferred by these institutions in the related Classification of Instructional Programs (CIP) Code, Geographic Information Science and Cartography (45.0702). Due to different data collection periods, the most recent three-year period of available data is from 2014 to 2017. Between 2014 and 2017, one private institution in the region conferred an average of 23 awards annually in a related training program.

Exhibit 3: Regional non-community college awards, 2014-2017

CIP Code	Program	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Year Award Average
45.0702	Geographic Information Science and Cartography	University of Southern California	46	24	0	23
Supply Total/Average			46	24	0	23

Appendix A: Occupational demand and wage data by county

Exhibit 4. Los Angeles County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)
Computer Occupations, All Other (15-1299)	17,255	17,376	121	1%	1,225	\$27.21	\$38.34	\$53.77
Surveying and Mapping Technicians (17-3031)	844	881	37	4%	102	\$27.99	\$38.46	\$47.20
Physical Scientists, All Other (19-2099)	576	607	31	5%	48	\$40.61	\$59.67	\$81.00
Total	18,675	18,864	189	1%	1,375			

Exhibit 5. Orange County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th Percentile)
Computer Occupations, All Other (15-1299)	7,359	7,468	109	1%	534	\$26.40	\$37.17	\$52.12
Surveying and Mapping Technicians (17-3031)	411	429	18	4%	50	\$28.38	\$38.90	\$47.55
Physical Scientists, All Other (19-2099)	213	225	12	6%	18	\$39.35	\$58.18	\$79.50
Total	7,984	8,122	139	2%	601			

Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-level Education Requirement
Computer Occupations, All Other (15-1299)	24,614	24,844	230	1%	1,758	Bachelor's degree
Surveying and Mapping Technicians (17-3031)	1,255	1,310	55	4%	152	High School diploma or equivalent
Physical Scientists, All Other (19-2099)	789	832	42	5%	65	Bachelor's degree
Total	26,659	26,986	328	1%	1,976	

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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May 2021



Certificate of Achievement in User Experience Design Essentials

Submitter's Information

Name

Jazmin Guzman

Title

Administrative Assistant

Region

Los Angeles/Orange County

College

Santa Monica College

CTE Dean's Information

CTE Dean

Patricia Ramos

Program Information

Program Title

Certificate of Achievement in User Experience Design Essentials

Submission Type

New Program

TOPs Code

Graphic Art and Design (103000)

Projected Start Date

2022-08-29

Catalog Description

User Experience (UX) Design prioritizes the needs and wants of the user. The goal is to create useful, meaningful, and ethical/sustainable interactions with a product, service or design. This certificate of achievement will provide an overview of the design process and tools used within the UX field with a specific focus on mobile or web-based solutions. Students will collaborate to research, critique, and design a real-world project or projects to present to stakeholders. Project outcomes may also be equally diverse with projects ranging from interactive campaigns to speculative prototypes.

Enrollment Completer Projections

20

Program Proposal Attributes

Program Type(s)

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

Program Goals

Upon completion of the User Experience (UX) Design Essentials (Certificate of Achievement), students will be able to effectively build on their skills by incorporating User Experience principles in their work or apply for entry-level employment.

Course Units and Hours

Certificate Required Units

12

Units of Major Degree

n/a

Total Units for Degree

n/a

Course Report

Program Requirements Narrative

The User Experience (UX) Design Essentials (Certificate of Achievement) at Santa Monica College is a comprehensive study of the skills necessary to research, conceptualize, prototype, implement and prioritize the needs and wants of the user. The goal is to create useful, meaningful, and ethical/sustainable interactions with a product, service or design. Digital Design Tools introduces students to an array of digital applications used in the field of visual design for the purposes of image manipulation, vector graphics, and publication design. User Experience Design 1 provides an overview of the design process and tools used within the UX field with a specific focus on mobile or web-based solutions. User Experience Design 2 builds on the knowledge acquired in UX 1 to provide a more holistic view of the user experience by looking at other interfaces (voice activation, wearables, etc.) and design types (service, interventions). Mobile Design 1 focuses on information architecture and teaches students to design within the constraints of existing design guidelines. This certificate of achievement will provide an overview of the design process and tools

used within the UX field with a specific focus on mobile or web-based solutions. Students will collaborate to research, critique, and design a real-world project or projects to present to stakeholders. Project outcomes may also be equally diverse with projects ranging from interactive campaigns to speculative prototypes.

Program Requirements

Course	Title	Units	Year/Semester (Y1 or S1)
DESIGN 13	Digital Design Tools	3	S1
DESIGN 23	User Experience Design 1	3	S2
DESIGN 33	User Experience Design 2	3	S3
DESIGN 25	Mobile Design 1	3	S4

Supporting Document(s)

Labor Market Information

[Download 1030_Graphic Art and Design_Santa Monica_June_MAXIM SAFIOULLINE 2.pdf \(/storage/lmi/519--1030_Graphic Art and Design_Santa Monica_June_MAXIM SAFIOULLINE 2.pdf\)](#)

Submission Details

Created At
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Status
Recommended

Los Angeles/Orange County Region Specific Questions

District

Santa Monica Community College District

College

Santa Monica College

CRLC Member

Patricia Ramos

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Reason for approval request

New Program

Place of program in college's curriculum/similar program

Design and Technology

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

Orange Coast College - UX Design certificate Pasadena City College - Interactive Art & Design certificate

Annual Enrollment projects (non-duplicative)

30

Advisory Minutes

[Download BoardMinutes-CurriculumUpdates_MAXIM SAFIOULLINE 2.pdf \(/storage/Los Angeles/Orange County/519-3282-14573-BoardMinutes-](#)

CurriculumUpdates_MAXIM SAFIOULLINE 2.pdf)

Priority Sector

ICT/Digital Media

**Santa Monica College
Program of Study
User Experience Design Essentials Certificate of Achievement**

User Experience (UX) Design prioritizes the needs and wants of the user. The UX designer's goal is to create useful, meaningful, and ethical/sustainable interactions with a product, service, or design. This certificate of achievement will provide an overview of the design process and tools used within the UX field with a specific focus on mobile or web-based solutions. Students will collaborate to research, critique, and design a real-world project or projects to present to stakeholders. Project outcomes may also be equally diverse with projects ranging from interactive campaigns to speculative prototypes.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate knowledge of principles, methods and tools of User Experience design and the ability to effectively incorporate them in their design work.

Program requirements	12.0
DESIGN 13 ^{DE} Digital Design Tools	3.0
DESIGN 23 ^{DE} User Experience Design 1	3.0
DESIGN 33 ^{DE} User Experience Design 2	3.0
GR DES 75 ^{DE} Mobile Design 1	3.0
	Total: 12.0

User Experience Design Essentials Certificate of Achievement

1. Program Goals and Objectives

User Experience (UX) Design prioritizes the needs and wants of the user. The UX designer's goal is to create useful, meaningful, and ethical/sustainable interactions with a product, service, or design. This certificate of achievement will provide an overview of the design process and tools used within the UX field with a specific focus on mobile or web-based solutions. Students will collaborate to research, critique, and design a real-world project or projects to present to stakeholders. Project outcomes may also be equally diverse with projects ranging from interactive campaigns to speculative prototypes.

Upon completion of the program, students will demonstrate knowledge of principles, methods and tools of User Experience design and the ability to effectively incorporate them in their design work.

2. Catalog Description

User Experience (UX) Design prioritizes the needs and wants of the user. The UX designer's goal is to create useful, meaningful, and ethical/sustainable interactions with a product, service, or design. This certificate of achievement will provide an overview of the design process and tools used within the UX field with a specific focus on mobile or web-based solutions. Students will collaborate to research, critique, and design a real-world project or projects to present to stakeholders. Project outcomes may also be equally diverse with projects ranging from interactive campaigns to speculative prototypes.

Upon completion of the program, students will demonstrate knowledge of principles, methods and tools of User Experience design and the ability to effectively incorporate them in their design work.

3. Program Requirements

DESIGN 13 - Digital Design Tools (3 units)
DESIGN 23 - User Experience Design 1 (3 units)
DESIGN 33 - User Experience Design 2 (3 units)
Gr Des 75 – Mobile Design 1 (3 units)
Total: 12 units

[00:16:39.33] And then I think the [...] last two things I just wanted to touch on was we're writing two certificates, certificate fund to be really popular. [...] So we are proposing two new certificates. One is Web design essentials. And the other is user experience essentials.

[Deliberation]

Maxim Safiouline: motion to recommend

Di Laughton: second

Aye: 8 Nay: 0 Abstain 0

4. Master Planning

The program provides a path for the working professionals to update and expand their skills in hopes of helping them to pivot or advance their careers. The program is designed to have strong ties with the Santa Monica Community via in-class projects with the local businesses and the departments in the Santa Monica College.

5. Enrollment and Completer Projections

30

6. Place of Program in Curriculum/Similar Program

Santa Monica College offers an AS degree and a Certificate of Achievement in Graphic Design. Unlike those degrees The Certificate of Achievement in User Experience Design Essentials is meant to provide way to update or modify

the skills for the student with existing experience in the design industry. This does not replace any existing programs and does not stack with any other certificates.

7. Similar Programs at Other Colleges in Service Area

Orange Coast College - UX Design certificate

Pasadena City College - Interactive Art & Design certificate

Advisory Board Minutes - Curriculum Updates

[00:00:00.21] All right, so what I wanted to briefly talk about is I did print out handouts of the legal document I sent around about curriculum of the proposed Graphic Design Associates degree.

[00:00:16.35] I wasn't sure if I ever had a chance to review it.

[00:00:21.78] However, they were excited to propose new curriculum because I don't think it's been updated [00:00:30.0] since 2002.

[00:00:35.2] 2003, there were some classes that were added later, like the you actually designed research classes were added at a later time.

[00:00:41.01] So it was a little bit newer in terms of content. However, there is two major barriers. One was the degree is taking more than two years to complete.

[00:00:49.65] So there was too many classes, too many credits. So the drop off was quite horrible because students weren't able to spend the time to finish the associates degree.

[00:00:59.88] So [00:01:00.0] we are hoping we rewrote it with that lens of trying to make it a streamlined two year asked agreed with the hope that we were giving them the tools to either graduate with the ask and actually enter entry level design position. So that was the first question we had was are we proposing classes? And I think I want to focus primarily on the newer classes because these were skills that we were under. The impression would be, you [00:01:30.0] know, the kind of entry level design positions they might be hired, but they had this work in their portfolio. And then also giving them a good core if they wanted to apply to a bachelor's degree, including the interaction design that once should be that we're giving them a good quarter. They can come in, be prepared to really compete with those last few years. So did you get a chance to look at it?

[00:01:55.2] And did you think that the sequencing supported students applying Virginia level positions in application [00:02:00.0] to the ice? Do you agree? I think is my first question. On page 7 of this handout, there's there's two new classes that we're

proposing to the sequencing. One is design. Thirty one. It's called interactive advertising.

[00:02:21.85] So this is where we are going to be teaching them how to apply design skills to kind of social media platforms. We thought that there was a lot [00:02:30.0] of jobs to do, all the jobs out there where they might need designers to design social media. So that was one class that we I'm kind of curious that you're coming on. Then the second one, at least for the semester three was this 32, which is communication design.

[00:02:46.95] And this is in kind of a similar vein.

[00:02:49.3] But it's you know, if you were to design across variously as if you make a poster, can you take that ToString implement it into maybe an online ad? That's the kind of that cross, I think. [00:03:00.0]

[00:03:00.44] And I mean, instead of that now, I'm sorry, I'm I'm a go getter mastermind behind that on this trip now.

[00:03:07.06] So the idea is that we want to give them a class where they create one large project, that portfolio, and that's the intention of it. And the idea was to give them a campaign, give create eight or ten briefs and either assign them at random or let them choose it from different industries. So maybe fashion, technology, hospitality, entertainment and [00:03:30.0] so on and so forth. And then throughout the semester, they work on a campaign. So they create assets, they implement those assets in print and digital and print everything from like maybe a promotional brochure, maybe a flyer, maybe the work on a billboard.

[00:03:46.87] Same with interactive working for social media, working for existing sort of website channels.

[00:03:52.48] So the idea is you give them a set of hands on experience of working with the same brand, same messaging, [00:04:00.0] applying it across different media.

[00:04:04.48] So what's the main difference between the thirty one point thirty two and they're going to argue they seem kind of similar and then like are they going to be doing two totally different things in each class? Yeah. So this one going to support the other kind of.

[00:04:22.79] Yes, that one is supposed to support the other. The third center to communication is very hands on. And they come out with a large project with a [00:04:30.0] whole. Lakebeds is a big piece in their portfolio, Jan. 31 is more of an exploratory where they talk about concepts. There's quite a big lecture component to that class and there's just like everything from how to work with social media and how to prepare your website for a CEO kind of specific concerns. Do designers have to think about when they work with advertising companies? Right. What kind of marketing information [00:05:00.0] might they be interested in when they're listening for the brief and more they were presenting to the client? So it's much more like nitty gritty into details of like how whereas the communication design is the what's they on the ground, they kind of hands off.

[00:05:16.69] Let me say that I love this because I see job postings like all day long and a lot. The like.

[00:05:22.47] I mean, when I was in marketing, these were all different jobs. Now they're all one job.

[00:05:26.67] You create the content to design the [00:05:30.0] content and then you look at our metrics as well.

[00:05:34.23] So.

[00:05:35.54] So time you guys think that sounds like a good use of completely relevant. Yeah, I would just say as a student like it, be it be cool. They work together on some sort of project. That's right. Because in the past two similar classes have had like totally different projects, totally different breeds. And it didn't make sense when these two. They seem like they're kind of playing off of each other. So there's an intentional. Yeah, let's see. There's an opportunity for the project [00:06:00.0] and for both to get to work together.

[00:06:03.88] They both thinks it's me. It seems to me like design 31 is four plugs into thirty two and three. They're twos, right? Broad based. I really do like your idea. The concept of someone coming out of that class with a campaign piece of the story to tell around that is and what's nice about that is that if they could be nimble about it. So if their pitch, if they're applied to a job in a social media content company, that they can do that if they're [00:06:30.0] just doing saying I understand campaigns or they want to be working at an ad agency, then they can say, I understand this on Broadway. So I think that's a that's valuable.

[00:06:39.13] If any given them any measurable like numbers that resonate for them.

[00:06:50.43] Absolutely.

[00:06:52.88] When I read it, I was dumb and confused. But there was overlap. And so I didn't really like it. But then Maxmin explained it.

[00:07:01.99] So [00:07:00.0] then finding me.

[00:07:05.9] And right. Interactive advertising to me like, yeah, there's a ton of job postings, but it seems like it's now shooting for the moon and it's just like kind of very singular in the sense of you're not. I'm not expecting them to go above and beyond because it's just social media design, social media advertising where I feel like such a niche part in [00:07:30.0] the bigger picture.

[00:07:32.21] So I don't know if that would be best for just a whole semester doing then versus one part of a larger class.

[00:07:40.73] So maybe the larger class is communication design and then it touches the different aspects of social media branding. Things like that.

[00:07:50.07] It's for for thirty two thirty thirty nine.

[00:07:53.33] I kind of see him as the same one. That's the thing. Thirty one of thirty two I think.

[00:07:58.61] I think thirty one the one [00:08:00.0] word we can introduce in order to clarify the situation, our strategy is we like to start introducing them to like strategic thinking and design and and especially so how it applies to advertising and marketing. And this is this is very much about like introducing them to tools. Right. This is how you look at SVO. This is how you look at Google Analytics. This is the kind of data that marketing can bring to you that you can then start shifting and pivoting and design.

[00:08:30.22] Right. [00:08:30.0] Whereas communication design is more about your already to get a break.

[00:08:36.89] Right. You already know like the client already did all the marketing research. They already have all this background. Now they they've developed a brief. And you as somebody working for an ad agency or somebody working for a design studio. Take that brief and you start applying it across the board. And it's very practical in the sense that to the point where I actually want to. Teach them how to [00:09:00.0] prepare. p.d.'s for print. Process preparing p.d.'s for digital distribution. That would be a part of the deliverable. Like how do you make you like bleedings? And crop marks and all that good stuff. Right. Because we see that this is something that's missing.

[00:09:16.48] Yeah, they definitely will be playing it like. Yeah. It sounds great to me. Right. Yeah. I was okay. Yeah.

[00:09:23.37] Because when you explain it, it sounds less like heart attacks and more like people teaching them how to take all of these factors into [00:09:30.0] consideration and not just design something in a vacuum.

[00:09:34.48] The next person to consider carrying this file for rent vs. houses is this an accessible PEF? It's all on the web. You know, what about this campaign going to modify its content so that it's hitting this particular target on its back?

[00:09:50.74] Ok. So we'll just a bit.

[00:09:53.79] So then the only other opportunity I see is just obviously there's a lot of positions where campaigns out. I've [00:10:00.0] noticed a lot of people are struggling

with what it is to create these sort of presentations internally and what it is to have to present it to your design team, your direct manager, and then an executive team. And it's packed with two very different for all thousand. So this same sort of idea.

[00:10:15.39] But what it would be to be working within a corporation where you're stakeholders, are these executives? Right. Yeah.

[00:10:24.25] So instead of working for for an outside client worker components inside, there are a lot of the same challenges and one of the sad things. [00:10:30.0]

[00:10:31.07] So I was just saying maybe there's an opportunity that it's not just so like the grand design and marketing, but also what it is to validate things within.

[00:10:40.14] You actually get organization to the point where you can without it.

[00:10:45.17] Yes.

[00:10:47.02] I've been trying to think about this as we're sitting here, but. When I first read communication and you sure you've thought about it a lot of what the novel plagiarists. But I know if you said something like campaign design and production and columns [00:11:00.0] just so is so broad, right.

[00:11:03.95] But maybe you want to be private if that's the strategy.

[00:11:06.27] Part of it is that we do need to take into consideration that these titles are read by the students. Right.

[00:11:12.27] So yeah, that the clear that you can see that it helps them understand what they're getting and the counselors.

[00:11:19.89] Yeah. And students and so on when they're sort of guiding them through.

[00:11:23.4] It's we trying to we we yeah we struggled a lot with naming but we wanted to we did want to keep things low, broad [00:11:30.0] sort of operate with the terminology that might be already familiar with them.

[00:11:34.41] Right. It gives a year for your flexibility, right. That's right.

[00:11:36.83] Yeah, that's that. Yeah. The balance is trying to make it big enough that you don't to a new curriculum because the process is like ridiculously low. So it's like how broad can you make it. But then again today you have the students stick up. Right. Right. But then maybe the professors too. Yeah.

[00:11:51.99] So you guys trade these two classes. Did you reference courses that another school that already exists? Yeah. Did [00:12:00.0] you guys reference any of the content friendlies that business, social media marketing?

[00:12:07.14] We did look at that. We did because we want to make sure that the focus of this was design because we don't want to get it kicked back to us because they say across like it already exists. I got it. And that was my. Yeah.

[00:12:17.01] That was like, yeah, we're very carefully writing.

[00:12:19.59] Just the course outline description to avoid stepping onto the business knows that it's for the designers and marketing for the marketers and design projects they [00:12:30.0] go over and that's fine.

[00:12:33.53] And and we looked at some of the most.

[00:12:38.17] So we got a little bit of insight health because my wife used to teach that class at Lotus. Awesome. I do. I do.

[00:12:49.41] I mean, if there is a way to get the social media word in there, I do think that appeals to the in the.

[00:12:56.99] But as counselors, that help will explain [00:13:00.0] what it is. It's just like that. Like what we say is when these definitions for the population that we are serving, this might go over their heads and thinking with accounts. I can explain that it's social media marketing for designers, not marketers. That's an easy way for them to then

grasp the overall view of what this class point to be. Then they get in the class and they can take it.

[00:13:23.54] So they just want to touch on a couple more.

[00:13:25.75] On page eight, this handout, we add two more classes [00:13:30.0] designed. Forty one is designed for you. Those are also two new proposed classes because I'm forty one is an industry project.

[00:13:37.74] So again, it's trying to get that real world experience and opportunity for for the astory students. I don't think it's.

[00:13:49.33] It's very embedded right now.

[00:13:52.1] So we wanted to bring that in for them. This is their final semester. So of course this is kind of like a capstone project. [00:14:00.0]

[00:14:00.38] Once they have they built this all up, they're able to fill up a class that they're able to participate in this class and then design pretty too is information design.

[00:14:09.14] And if you wanna take a look at that, that is just another one that we're curious about, it being a possible lead into jobs at the entry level jobs.

[00:14:17.42] So we were sort of talking about in kind of the conversation came up like, what do people hired you designer for big bucks. Hired in your make debt and [00:14:30.0] we want to give them the toolset and the skills to go and kill it, that job.

[00:14:37.15] So we call it information design is primarily about taking a bunch of data, taking medical information and then carving it for a specific output.

[00:14:47.29] And I think we can go and touch on other topics a little bit beyond that so we can. I was hoping that we can talk a little bit about information architecture here. We can talk [00:15:00.0] a little bit about wayfinding and maybe its actual like environmental design.

[00:15:05.79] So somebody like an architecture studio hires a junior designer to help them with the signage.

[00:15:12.07] Right. So they know how to approach that task.

[00:15:15.82] So we wanted to keep it under Lappe the larger umbrella, but specifically for those like kind of jobs that junior designers get hired for.

[00:15:26.62] Dan, when I read it like that, when you said [00:15:30.0] explain away these things and.

[00:15:34.36] Well, at least you were clear to me. I did. I struggled with the other two. Zinoman claytor of these makes it like. And it's it's certified first by the industry, which sounds like something I'll be super cool as a student then information design. Again, seem very flexible to me. Right. And I think you're right. Like I was thinking about the kind of jobs and ace student get right. A production production design that social media contact and just knocking a ton of that stuff out. Yeah, I like DEC's or [00:16:00.0] just being sort of, you know, just a creator of assets and you know, the way that in my agency like a week it seems like the real split is between like really fun, creative, but the high concept stuff and working on a B2B level, words like it's about efficiency functionality. Wayfinding. All that sort. So stuff like that. It depends. And I find that people in the company resonate with one or the other, you know. So I thought it's a good idea. But I'd be like, yeah, going back 30, [00:16:30.0] I think there's some nuance to make this a little more explicit. Just a title a little bit when that kind of.

[00:16:39.33] And then I think the last trailer time, the last two things I just wanted to touch on was we're writing two certificates, certificate fund to be really popular. And much like you said, essentially you got your G-A.

[00:16:58.52] So people want to come in and get [00:17:00.0] kind of that core essential information.

[00:17:04.04] So we are proposing two new certificates. One is Web design essentials. And the other is user experience essentials.

[00:17:14.36] So you ex essentials and.

[00:17:18.96] Let's talk about whether you think that's what we're here to be like, the essential stuff coming out.

[00:17:25.13] So I think one of the one of the big things that I'm trying to do with Web design curriculum is just [00:17:30.0] to sort of bring it from 2008 to 2019, might do away with FTP uploads, do away with some sort of file management and instead include the kind of things that are more relevant to web design, like how to get help, teach them how to post on GitHub, teach them bootstrap as a as a front end framework. And so and I'm already doing this. I [00:18:00.0] just wanted to kind of bring it in and formalize it as a as a sequence. And that's an yeah, that's that's the main sort of push behind it is formalize it and then build it out into a certificate. Web design essentials. We'll give you one, which is just introduction to h._t._m._l and see assests. And at the end they get to build like four or five page website. About themselves. Web 2 introduces them to responsive design, [00:18:30.0] design systems layout, that's where we set foot grids. That's where we start talking about interactivity. So a bit of JavaScript. And that webdesign free, they start working heavily with design systems and they start working with multimedia on the Web.

[00:18:45.95] So that's animations, audio and video map and that's all that follows that stuff. And that would touch on countless and with touch a bit on the templating with BHB. But again, we're not we're not [00:19:00.0] trying to get them to be flippers. We're just trying to get them to understand and be able to talk to developers.

[00:19:06.86] And I'm mobile. Mobile one touches on a bit on information architecture.

[00:19:15.3] And then we go heavy into the designing for Iowa's first. So we dive very deep into the design documentation from Google and from Apple. And and there are a couple of projects where they take the same [00:19:30.0] designs or redesigns and tell how they will then tell the story about how they will apply that on Android versus IO, ask what the caveats are.

[00:19:39.4] And so they very, very heavily into Lake. How is it going to work across the platforms?

[00:19:47.48] So I think we're helping with that, too, like. That after those four classes, they'll be able to go and look for like a junior front end designer doing a web designer or [00:20:00.0] junior digital designer, just kind of working with and maybe updating the existing systems, work on emails and templates and maybe participating in some of the sort of like the maintenance of existing websites.

[00:20:20.53] As far as I was going through this, you hit on the two things that I was worried about.

[00:20:25.29] Like the things that have caused the most pain, if you will, by younger designers [00:20:30.0] on a project is when they don't understand grades and when their file management is terrible or their asset management. It's right. Yeah, because they they can say that they've done it. If, you know, you believe it without checking pixel by pixel, then awesome.

[00:20:43.69] It could be the consequences down the line or terrible. Right. So I was very happy to see that those were there.

[00:20:49.07] That's.

[00:20:52.15] And then the second is online certificate and those are online. And there's like this Graham program that came came [00:21:00.0] through that assets to put those online specifically. So that's that's why the effort is now. And the second one is in user expense design in a similar way.

[00:21:11.55] But we're asking them to take. You X wanted to write?

[00:21:16.05] Yeah. There's a digital design tools, which is essentially kind of the trifecta of illustrator and design and Photoshop, see to have that software core. We're calling it digital design again to keep it a little bit more ambiguous. And then from there they would take the UX one class, [00:21:30.0] which is just kind of introductory.

[00:21:34.79] Caught in an introductory course, an overview of you X based primarily focused on mobile and web based solutions, just like, you know, collaborating to

research and kind of going through this methodologies. GEEWAX Problem and then you X to turn into more of a more of a heavily researched base class. So we're getting rid of a cost that we did have called [00:22:00.0] design research and we're turning it into you X too.

[00:22:03.56] So this is where they get to kind of blow out past the mobile and web solutions and they're going to focus more on thinking about voice and wearables and maybe serve a interventions. So it's they get to kind of explore a little bit more and have a little bit more of the diverse outcomes and sort of more mature considerations or thoughts on [00:22:30.0] those. We're struggling with your ex to becoming the research, primarily research based class. We figured that was a strong skill set to give students and then the last class that would be part of that certificate would be the Bobos. I won't cost that. Mark's already touched on.

[00:22:48.71] Question for so long is that these are the questions of chance and we have this thing, is it going to be possible for somebody coming in to take a bullet without the need for web design, different [00:23:00.0] office and be successful?

[00:23:03.86] No state mobile design one and that's it. Yeah. Having now anyway, I'll have not say yes. OK. Absolutely. Because the web focuses very much on the medium and the interplay between the medium and the design. Right. Mobile. We don't touch a single anecdote. We talk about core. We talk about principles. We talk about like working within existing ecosystems.

[00:23:27.34] So, yes. So that's current [00:23:30.0] policy. Yes. A classic. No. Yep.

[00:23:34.03] They don't need to have any web classes to take mobile.

[00:23:39.34] Something that I think in the catalog, the advisory is what it is.

[00:23:44.12] I would have thought it would not be a bad idea because then they will have a bit of understanding of the medium. But it's not a requirement. Advisory. Yeah.

[00:23:53.06] So I guess my big question is, do any of you have any objections, suggestions or amendments to that kind of proposed [00:24:00.0] curriculum?

[00:24:03.47] Do you have a. I know what you are doing. I just think playing us online is.

[00:24:11.36] Yeah. Yeah, you can do it. People are doing it. It's all freeze. Yeah, I think it'd be suitable beneficial to make sure people are the person which I believe you guys are also offering input.

[00:24:22.53] It's not only, you know. So people want to get.

[00:24:25.94] But I understand the need for that. But yeah, it's kind of it's kind of a push that the school [00:24:30.0] is so making to give more access. And I have hesitations on it as well. But all of these are going to also be offered in person, too. So you draw on ground classes.

[00:24:42.28] But yeah, I have a question because I think that there is at least, you know, some aspect of like using proper collaboration tools for the right design for quite a U.S. class.

[00:24:55.87] I mean, is there any anything about sharing assets [00:25:00.0] in very popular and developing prototype?

[00:25:04.27] You have different designers, touchy policy changes or.

[00:25:08.73] The same system is or anything that collaboration in that, so for mobile design, we were pushing heavily for big money without explicit written reason that stigma allows. Immediate collaboration on your side. So that's like I eat for a very long time, I resisted teaching software. Rather [00:25:30.0] time to teach concepts.

[00:25:31.57] But I think figments such a great tool that, you know, it's hard because using comes out that we use.

[00:25:38.73] It's right. Right. I mean, XP with XP is terrible, right? You can buy something else. Well, I mean, is he right? Only baseball. That's right. Sort of a just foundation.

[00:25:53.76] Like using those types of tools. Let's use a couple of them, right? Yeah.

[00:25:58.69] And so that's where the digital [00:26:00.0] design tools come in. The reason why we changed that and that used to be literally Photoshop. Right. Plus we wanted to do away with Adobe with no nomenclature.

[00:26:09.52] We're not teaching Photoshop. Teaching image manipulation. We're not teaching illustrator. We're teaching vector based graphics. Not teaching in design with teaching publishing. Right.

[00:26:20.68] So we're doing away with like getting tied to Adobe. So if they go on there tomorrow, tomorrow or, you know, we'll we'll find out, I guess, by the end of this weekend. Right. Just [00:26:30.0] off the cuff.

[00:26:34.03] I use XP. Right. Stuff coming out to her point.

[00:26:39.76] Right. Being able to learn and learn something really well. Right. It will help you apply.

[00:26:43.97] Right. So that's that's the reason for that reason is that we want to do away with like tying them to software, but rather teaching the concepts of how to apply it.

[00:26:53.56] Collaboration is tricky. A line is especially tricky. Yeah, communication in general is very tricky. Laments to these [00:27:00.0] point lack of communication between the instructor and the students. But I think those online certificates, we're kind of using them as vehicles to push the much needed updates into the program because there's a lot of support and a lot of assistance that were offered when we're rewriting those online courses.

[00:27:23.47] So anything from helping us with the with the curriculum committees to [00:27:30.0] potentially giving us grants to pay adjuncts to participate in the process of redesigning those classes and so on and so forth. So we kind of like latching onto this opportunity to push for the updates.

[00:27:42.82] But this came up and this came up a few times and played.

[00:27:47.42] How difficult it is to teach.

[00:27:51.83] Design online. So just to that point, I put in the notice.

[00:27:56.54] I don't see a communication costs anywhere, and that seems to be a
[00:28:00.0] pretty big thing as far as both in person and digital for everyone at every
stage in almost every single facet professional communication specifically would be
committing if it all possible. So what happened?

[00:28:12.61] Yeah. So that's the biggest feedback from employers who do like soft
skills, like, oh, something else. Yeah. But I know for upper division there's a group
communication class required I think.

[00:28:25.26] Yeah. First semester project management seems to be an issue, working
with others, scheduling [00:28:30.0] others. Everyone has an excuse about everything.

[00:28:33.65] And then to your point, it is really hard to effectively communicate
collaborate online were more remote. Work is becoming just more and more things.

[00:28:42.95] So I think I'd put in there there's two type classes. I didn't know if they
were solvable, but I saw an opportunity. I don't know how that works, but.

[00:28:52.82] And so the second type plus possibly a communication class, because
they said, OK, let's get [00:29:00.0] to that point.

[00:29:01.94] Maybe that could give them more confidence. So reach out to those
mentors is great opportunity for these.

[00:29:08.18] So we we talked about the industry project being a vehicle for project
management skills. And so possibly you need to put that down.

[00:29:19.61] The last chance for. It's in the fourth. It's in the fourth semester. Yeah,
second year.

[00:29:26.03] We can I mean, we can look more into that. Let's get you back. One
[00:29:30.0] question, I guess, for everybody.

[00:29:33.92] You guys feel that this is something that's expected of the arts program is something that's more.

[00:29:40.82] More expected of a bachelor's degree diploma, probably no communication skills, soft skills, being able to effectively like work in teams, collaborate.

[00:29:51.01] Yeah, I would say so, especially.

[00:29:53.14] The whole goal is to give them jobs if they have them, separate them dramatically from those candidates.

Advisory Board Minutes - Curriculum Updates Part 2

[00:00:00] Back to that point maybe that give them more confidence to reach out to those men for his team.

[00:00:06] Is great opportunity for these so we we talked about the entire project being a vehicle for project management skills and so possibly sandstone ahead of the fourth.

[00:00:22] It's in the fourth semester. Second year. We can. I mean we can look more into those and feedback. One question I guess for everybody. You guys feel that this is something that's expected of the program. Is it something that's more more expected of a bachelor's degree rather no communication skills soft skills being able to effectively like work in teams collaborate.

[00:00:51] Yeah I would say so. I mean especially the whole goal is to give them jobs.

[00:00:55] They have separated them dramatically.

[00:00:59] Both are candidates are waiting on that kind of communication. I is that the O'Neill class it's like you're teaching them not only have to put their projects together. You're also teaching them how to interact with industry and most importantly how to pitch their projects since that seems to be like a really big issue.

[00:01:19] Yes do you think dot another another thought on this. I know it would be writing at like the fourth time but design methodologies.

[00:01:29] Oh maybe that's right. That was a class right in the beginning for a semester Karzai methodologies it's kind of going through different ways that you can design challenges different tools you can use to me that is a place where we can also go through kind of what like no not like tools like software. And I also like how to approach a bridge or how to put together a concept presentation How to how to win it design.

[00:01:59] Well yes like at first I think I approach a problem.

[00:02:04] I feel that the kind of things that two people in this room come was almost as second nature but somebody just starting out just like the idea that design can be

iterated and you can go through different stages in a prototype and test and then come back and revisit ideas and cold dead ends and so on.

[00:02:23] So like the fact that it's not a linear process of going and making and selling all right is an important thing and that was part of it. And then just teaching kind of like little things like that's a mood board that's how you put together a mood board that's what mood boards are used for this is how you sketch in this how you use paper to quickly prototype your interfaces.

[00:02:43] This is how you can test with the user in this. How do you put together a persona right.

[00:02:48] And so maybe it could be part of like this is how you work project this how you write an email.

[00:02:55] Yes this is how you write an e-mail and this is how you manage a printer.

[00:03:01] This is how you write an e-mail to somebody who's trying to hire you.

[00:03:06] Yeah. So to the point it's just my point is that it's one of the most basic things that they're going to be using every single day. They're going to be dealing communicating with group members. I mean it although it could be implemented into a closet doesn't seem like there's more focus on communication skills. We have a lot of designers that are but are introverts and use that as an excuse to not be able to. It's just I mean in the real world I mean I know a lot of people there's certain corporate cultures right now it actually doesn't matter how great your your what you're presenting is how well you're presenting it. And I just threw a yes that's entry level or lower division classes and operative. I have not seen anyone successfully figured out what I'm going to much about.

[00:04:03] I can obviously say brush up on communication a little bit.

[00:04:07] I think what would really be valuable for me junior designer that I expect that there need someone that can help with documentation and putting together design tools and systems or design language for everyone to be onboard because oftentimes you're

working on projects way too fast and you're not spending enough time showing that this is a module. This is what list looks like this is how you modify it. And so having being able to tell that story about what our design system looks like is a great way for design students to really understand what our business system is like. And it's also going to help other designers be in the know about what is at Disney. There is a lot of lines of businesses and we are always leveraging you eye kids all the same one but it's changing and no one has time to do that. And so having a junior designer go in and polish that up would be very helpful.

[00:05:01] Teaching people to be a little more thoughtful about communicating differently. Yeah. How are we. It just seems to be kind of an afterthought.

[00:05:10] So from now it's going to that. OK. Thank you. That's very helpful. No.

[00:05:17] I love you.

[00:05:20] All right. So is there anything else. One question.

[00:05:25] And it seems like it's very wet.

[00:05:28] Why what you agree that mobile one. Is that on purpose or instead of expanding on mobile to mobile three.

[00:05:37] Well it is web design fundamentals so that it's kind of in the name of the certificate.

[00:05:44] I think mobile to the way we're thinking about mobile too is kind of challenging the notion of what mobile is.

[00:05:51] And so we're thinking about projects designing interfaces for cars designing interfaces for in-flight entertainment systems side interfaces for wearables.

[00:05:59] So that kind of goes a little bit for somebody who like really wants to get into that kind of thing rather than sort of like an intro in Intro to mobile site I hope David.

Program Endorsement Brief: 1030.00 – Graphic Art and Design
Graphic Design; User Experience Design Essentials; Web Design Essentials
 Los Angeles/Orange County Center of Excellence, June 2021

Summary Analysis

Program Endorsement:	Endorsed: All Criteria Met <input type="checkbox"/>	Endorsed: Some Criteria Met <input checked="" type="checkbox"/>	Not Endorsed <input type="checkbox"/>
Program Endorsement Criteria			
Supply Gap:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Living Wage: (Entry-Level, 25th)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Education:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Emerging Occupation(s)			
	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

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 middle-skill occupations: *web developers and digital interface designers* (15-1257), *special effects artists and animators* (27-1014), *graphic designers* (27-1024), and *film and video editors* (27-4032). Middle-skill occupations typically require some postsecondary education, but less than a bachelor’s degree.¹ Although most of these occupations typically require a bachelor’s degree, they were included in this report because nearly one-third of workers in the field have completed some college or an associate degree. 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.

Based on the available data, there appears to be a supply gap for these graphic design-related occupations in the region. **Therefore, the COE endorses this proposed program.** Detailed reasons include:

Demand:

- **Supply Gap Criteria** – Over the next five years, there is projected to be **5,214 jobs available annually** in the region due to job growth and replacements, **which is more than the 852 awards conferred annually** by educational institutions in the region.

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.

- **Living Wage Criteria** – Within Los Angeles County, these graphic design-related occupations have entry-level wages above the county’s living wage (\$15.04/hour).²
- **Educational Criteria** – Within the LA/OC region, 83% of job openings related to graphic design *typically require a bachelor’s degree*.
 - However, the national-level educational attainment data indicates **between 25% and 28.3% of workers in the field have completed some college or an associate degree**.

Supply:

- There are **25 community colleges** in the LA/OC region that issue awards related to the graphic design occupations included in this report, conferring an average of **487 awards annually** between 2016 and 2019.
- Between 2014 and 2017, there was an average of **365 awards conferred annually** in related training programs by non-community college institutions throughout the LA/OC region.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for graphic design-related occupations included in this report. In Los Angeles/Orange County, the number of jobs related to these occupations is projected to increase by 5% through 2024. There will be more than 5,200 job openings per year through 2024 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 impact of COVID-19 on projections of industry and occupational employment. Therefore, the projections included in this report do not take the impacts of COVID-19 into account.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties³

Geography	2019 Jobs	2024 Jobs	2019-2024 Change	2019-2024 % Change	Annual Openings
Los Angeles	39,511	41,691	2,180	6%	4,367
Orange	8,285	8,615	330	4%	847
Total	47,796	50,306	2,510	5%	5,214

² Living wage data was pulled from California Family Needs Calculator on 1/6/2021. For more information, visit the California Family Needs Calculator website: <https://insightcced.org/2018-family-needs-calculator/>.

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.

Wages

The labor market endorsement in this report considers the entry-level hourly wages for graphic design-related occupations in Los Angeles County, compared to the county's living 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—Graphic design-related occupations have entry-level wages above the living wage for one adult (\$15.04 in Los Angeles County).⁴ Typical entry-level hourly wages are in a range between \$18.78 and \$25.48. Experienced workers can expect to earn wages between \$37.67 and \$70.54, which are higher than the living wage estimate.

Orange County—Approximately 89% of the annual job openings for the graphic design-related occupations have entry-level wages above the living wage for one adult (\$17.36 in Orange County).⁵ Typical entry-level hourly wages are in a range between \$13.86 and \$20.32. Experienced workers can expect to earn wages between \$36.76 and \$60.27, which are higher than the living wage estimate.

Job Postings

There were 9,405 online job postings for graphic design-related occupations listed over the last 12 months. The highest number of job postings were for graphic designer, video editor, junior graphic designer, UX designer, and UI/UX designer. The top skills were: Adobe Photoshop, graphic design, Adobe InDesign, Adobe Illustrator, and JavaScript. The top employers, by number of job postings, in the region were: Anthem Blue Cross, Activision Blizzard Entertainment, Amazon, Disney, and IBM.

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 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 the following typical entry-level education requirements for the occupations studied in this report:

- **Associate degree:** *web developers and digital interface designers (15-1257)*
- **Bachelor's degree:** *special effects artists and animators (27-1014), graphic designers (27-1024), and film and video editors (27-4032)*

⁴ Living wage data was pulled from California Family Needs Calculator on 1/6/2021. For more information, visit the California Family Needs Calculator website: <https://insightcced.org/2018-family-needs-calculator/>.

⁵ Ibid.

In the LA/OC region, 83% of the annual job openings for the graphic design-related occupations typically require a bachelor’s degree. However, the national-level educational attainment data indicates that between 25% and 28.3% of workers in the field have completed some college or an associate degree as their highest level of education. Of the 48% of graphic design job postings listing a minimum education requirement in Los Angeles/Orange County, 6% (263) requested a high school diploma, 3% (153) requested an associate degree, and 91% (4,056) requested a bachelor’s degree.

Educational Supply

Community College Supply—Exhibit 2 displays the annual and three-year average number of awards conferred by LA/OC regional community colleges in the related TOP codes: Digital Media (0614.00), Multimedia (0614.10), Website Design and Development (0614.30), Animation (0614.40), Computer Graphics and Digital Imagery (0614.60), and Graphic Art and Design (1030.00). The colleges with the most completions in the region are Mt. San Antonio, Golden West, and Santa Monica. Over the past 12 months, there were two other related program recommendation requests from LA/OC regional community colleges.

Exhibit 2: Regional community college awards (certificates and degrees), 2016-2019

TOP Code	Program	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Year Award Average
0614.00	Digital Media	East LA	1	-	-	0
		LA Mission	-	-	1	0
		LA Trade	-	7	19	9
		Long Beach	-	1	-	0
		LA Subtotal	1	8	20	10
		Coastline	-	-	3	1
		Golden West	13	9	10	11
		Irvine	8	15	9	11
		OC Subtotal	21	24	22	22
Supply Subtotal/Average			22	32	42	32
0614.10	Multimedia	LA Mission	8	12	21	14
		Long Beach	1	1	-	1
		Pasadena	1	5	6	4
		Santa Monica	6	5	5	5
		LA Subtotal	16	23	32	24
		Cypress	1	1	-	1
		Orange Coast	3	-	1	1
		Santiago Canyon	3	10	9	7
		OC Subtotal	7	11	10	9
Supply Subtotal/Average			23	34	42	33
0614.30	Website Design and Development	LA Pierce	2	-	3	2
		Mt. San Antonio	-	9	9	6
		LA Subtotal	2	9	12	8
		Coastline	1	-	1	1

TOP Code	Program	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Year Award Average
		Fullerton	-	-	3	1
		Irvine	8	2	3	4
		Saddleback	5	4	7	5
		Santa Ana	1	1	-	1
		Santiago Canyon	12	9	24	15
		OC Subtotal	27	16	38	27
Supply Subtotal/Average			29	25	50	35
0614.40	Animation	Cerritos	4	3	7	5
		East LA	3	6	14	8
		El Camino	-	1	5	2
		Glendale	4	6	2	4
		LA Mission	4	4	8	5
		Mt. San Antonio	19	53	67	46
		Pasadena	-	-	2	1
		Rio Hondo	11	11	11	11
		Santa Monica	12	17	9	13
		LA Subtotal	57	101	125	94
		Cypress	9	3	7	6
		Fullerton	-	1	-	0
		Irvine	-	1	1	1
		Santa Ana	5	2	15	7
		OC Subtotal	14	7	23	15
		Supply Subtotal/Average			71	108
0614.60	Computer Graphics and Digital Imagery	Citrus	7	23	13	14
		East LA	-	-	16	5
		LA Subtotal	7	23	29	20
		Coastline	1	2	5	3
		Cypress	11	1	7	6
		Fullerton	-	1	2	1
		North Orange Adult	2	4	9	5
		Orange Coast	28	35	38	34
		Saddleback	8	7	4	6
		Santa Ana	7	3	-	3
		OC Subtotal	57	53	65	58
Supply Subtotal/Average			64	76	94	78
1030.00	Graphic Art and Design	Cerritos	6	10	11	9
		East LA	12	10	18	13
		El Camino	2	2	-	1
		Glendale	14	9	6	10

TOP Code	Program	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Year Award Average
		LA City	5	5	6	5
		LA Pierce	10	15	22	16
		LA Valley	3	3	2	3
		Long Beach	-	2	1	1
		Mt. San Antonio	21	11	15	16
		Pasadena	10	7	9	9
		Rio Hondo	-	-	30	10
		Santa Monica	30	26	31	29
		LA Subtotal	113	100	151	121
		Fullerton	16	14	12	14
		Golden West	32	22	57	37
		Irvine	2	-	5	2
		Saddleback	17	15	23	18
		Santa Ana	-	1	4	2
		Santiago Canyon	3	9	5	6
		OC Subtotal	70	61	106	79
		Supply Subtotal/Average	183	161	257	200
		Supply Total/Average	392	436	633	487

Non-Community College Supply—For a comprehensive supply analysis, it is important to consider the supply from non-community college institutions in the region that provide training programs related to graphic design. Exhibit 3 shows the annual and three-year average number of awards conferred by these institutions in the related Classification of Instructional Programs (CIP) Code: Graphic Design (50.0409). Due to different data collection periods, the most recent three-year period of available data is from 2014 to 2017. Between 2014 and 2017, 14 non-community colleges in the region conferred an average of 365 awards annually in related training programs. Please note that all three of Argosy University’s campuses in the region, Hollywood, Los Angeles, and Orange County, closed March 9, 2019.

Exhibit 3: Regional Non-community College awards, 2014-2017

CIP Code	Program	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Year Award Average
50.0409	Graphic Design	Argosy University-The Art Institute of California-Hollywood	43	30	14	29
		Argosy University-The Art Institute of California-Los Angeles	19	33	9	20

CIP Code	Program	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Year Award Average
		Argosy University-The Art Institute of California-Orange County	40	23	7	23
		Art Center College of Design	64	61	71	65
		California State Polytechnic University-Pomona	61	89	123	91
		Chapman University	29	21	24	25
		Concordia University-Irvine	4	13	12	10
		Eagle Rock College	8	-	-	3
		East San Gabriel Valley Regional Occupational Program	5	4	-	3
		FIDM-Fashion Institute of Design & Merchandising-Los Angeles	50	61	44	52
		Laguna College of Art and Design	9	21	24	18
		Mt Sierra College	17	26	15	19
		Platt College-Los Angeles	7	7	7	7
		University of La Verne	-	-	1	0
Supply Total/Average			356	389	351	365

Appendix A: Occupational demand and wage data by county

Exhibit 4. Los Angeles County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Graphic Designers (27-1024)	13,951	14,212	261	2%	1,472	\$18.78	\$27.52	\$37.67
Film and Video Editors (27-4032)	11,176	12,074	898	8%	1,315	\$25.48	\$39.92	\$70.54
Special Effects Artists and Animators (27-1014)	7,468	7,917	449	6%	925	\$21.71	\$38.28	\$59.05
Web Developers and Digital Interface Designers (15-1257)	6,916	7,488	572	8%	655	\$21.50	\$33.13	\$46.71
Total	39,511	41,691	2,180	6%	4,367			

Exhibit 5. Orange County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Graphic Designers (27-1024)	4,385	4,457	71	2%	456	\$18.64	\$27.00	\$36.76
Web Developers and Digital Interface Designers (15-1257)	2,710	2,897	187	7%	248	\$20.32	\$31.41	\$44.33
Special Effects Artists and Animators (27-1014)	794	826	32	4%	94	\$13.86	\$28.36	\$48.20
Film and Video Editors (27-4032)	395	435	40	10%	49	\$20.08	\$33.85	\$60.27
Total	8,285	8,615	330	4%	847			

Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
Graphic Designers (27-1024)	18,336	18,669	333	2%	1,929	Bachelor's degree
Film and Video Editors (27-4032)	11,571	12,509	938	8%	1,363	Bachelor's degree
Web Developers and Digital Interface Designers (15-1257)	9,626	10,385	759	8%	903	Associate degree
Special Effects Artists and Animators (27-1014)	8,262	8,743	481	6%	1,019	Bachelor's degree
Total	47,796	50,306	2,510	5%	5,214	

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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 Los Angeles/Orange County Center of Excellence
lmeyer7@mtsac.edu

June 2021



Santa Monica College
Program of Study
Web Design Essentials Certificate of Achievement

A web designer works to shape the visual and interactive aspects of a user's experience of a website, web application, or mobile app. They work closely with web developers and content creators. In this certificate, students will learn necessary web design skills including application of color theory, typography, layouts, images and graphics, and other elements of design systems. Students will outline user behaviors and interactions, and create portfolio-ready websites for various purposes.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate an understanding of the Web as a medium of visual communication and the skills necessary to apply graphic design principles to the interactive Web-based media.

Required courses	12.0
DESIGN 24 ^{DE} Web Design 1	3.0
DESIGN 34 ^{DE} Web Design 2	3.0
DESIGN 44 ^{DE} Web Design 3	3.0
GR DES 75 ^{DE} Mobile Design 1	3.0
	Total: 12.0

Web Design Essentials Certificate of Achievement

1. Program Goals and Objectives

A web designer works to shape the visual and interactive aspects of a user's experience of a website, web application, or mobile app. They work closely with web developers and content creators. In this certificate, students will learn necessary web design skills including application of color theory, typography, layouts, images and graphics, and other elements of design systems. Students will outline user behaviors and interactions, and create portfolio-ready websites for various purposes.

The main goal of the program is to help students familiar with graphic design to quickly acquire the fundamental skills necessary to adapt to working with the Web as the primary medium.

2. Catalog Description

A web designer works to shape the visual and interactive aspects of a user's experience of a website, web application, or mobile app. They work closely with web developers and content creators. In this certificate, students will learn necessary web design skills including application of color theory, typography, layouts, images and graphics, and other elements of design systems. Students will outline user behaviors and interactions, and create portfolio-ready websites for various purposes.

The main goal of the program is to help students familiar with graphic design to quickly acquire the fundamental skills necessary to adapt to working with the Web as the primary medium.

3. Program Requirements

DESIGN 24 - Web Design 1 (3 units)

DESIGN 34 - Web Design 2 (3 units)

DESIGN 44 - Web Design 3 (3 units)

Gr Des 75 – Mobile Design 1 (3 units)

Total: 12 units

[00:16:39.33] And then I think the [...] last two things I just wanted to touch on was we're writing two certificates, certificate fund to be really popular. [...] So we are proposing two new certificates. One is Web design essentials.

And the other is user experience essentials.

[Deliberation]

Maxim Safioulina: motion to recommend

Di Laughton: second

Aye: 8 Nay: 0 Abstain 0

4. Master Planning

The program provides a path for the working professionals to update and expand their skills in hopes of helping them to pivot or advance their careers. The program is designed to have strong ties with the Santa Monica Community via in-class projects with the local businesses and the departments in the Santa Monica College.

5. Enrollment and Completer Projections

30

6. Place of Program in Curriculum/Similar Program

Santa Monica College offers an AS degree and a Certificate of Achievement in Graphic Design. The Certificate of Achievement in Web Design Essentials is meant to provide way to update or modify the skills for the student with existing experience in the design industry. This Certificate can also serve to expand the skills of the students graduating with AS in graphic design – they can take half of the classes needed for this certificate as electives, and will only need two more classes to complete.

7. Similar Programs at Other Colleges in Service Area

Los Angeles Trade Technical College - Digital Media Mobile Application and Web Design

Pasadena City College - Web Design & Development

Fullerton College - Web Design Certificate

Certificate of Achievement in Web Design Essentials

Submitter's Information

Name

Jazmin Guzman

Title

Administrative Assistant

Region

Los Angeles/Orange County

College

Santa Monica College

CTE Dean's Information

CTE Dean

Patricia Ramos

Program Information

Program Title

Certificate of Achievement in Web Design Essentials

Submission Type

New Program

TOPs Code

Graphic Art and Design (103000)

Projected Start Date

2022-08-29

Catalog Description

Web designers work to shape the visual and interactive aspects of user's experience with websites, web applications and mobile apps. They are responsible for color, typography, layouts, images and graphics, and other elements of design systems, as well as outlining behaviors and interactions. They work closely with web developers and content creators. Students will learn the foundational skills necessary to start their careers in this rapidly developing field.

Enrollment Completer Projections

20

Program Proposal Attributes

Program Type(s)

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

Program Goals

Upon completion of the Web Design Fundamentals program, students will be able to effectively apply appropriate skills and methodologies to all stages of a web design project, and develop an effective portfolio for entry-level employment in the industry.

Course Units and Hours

Certificate Required Units

12

Units of Major Degree

n/a

Total Units for Degree

n/a

Course Report

Program Requirements Narrative

The Certificate of Achievement in Web Design Fundamentals program is a comprehensive study of the skills necessary to apply graphic design skills to the interactive Web-based media. The program expects students to have the basic understanding of computer-based graphic design tools and principals. Web Design 1 introduces students to the concepts, tools, methods, and vocabulary of web design, as well as constraints and affordances of the Web as an expressive medium. Web Design 2 expands the students' proficiency with the prototyping tools and introduces them to the systematic approach to the web design. Web Design 3 shows the possibilities of the Web as a multimedia platform and explores the emerging applications of web design. Mobile Design 1 focuses on information architecture and teaches students to design within the constraints of existing design guidelines. The main goal of the program is to help students familiar with graphic design to quickly acquire the fundamental skills necessary to adapt to working with the Web as the primary medium.

Program Requirements

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

Course	Title	Units	Year/Semester (Y1 or S1)
Design 24	Web Design 1	3	S1
Design 35	Mobile Design 1	3	S2
Design 34	Web Design 2	3	S3
Design 44	Web Design 3	3	S4

Supporting Document(s)

Labor Market Information

[Download 1030_Graphic Art and Design_Santa Monica_June_MAXIM SAFIOULLINE 2.pdf \(/storage/lmi/519--1030_Graphic Art and Design_Santa Monica_June_MAXIM SAFIOULLINE 2.pdf\)](#)

Submission Details

Created At

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Status

Recommended

Los Angeles/Orange County Region Specific Questions

District

Santa Monica Community College District

College

Santa Monica College

CRLC Member

Patricia Ramos

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Phone

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Reason for approval request

New Program

Place of program in college's curriculum/similar program

Design and Technology

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

Los Angeles Trade Technical College - Digital Media Mobile Application and Web Design
Pasadena City College - Web Design & Development
Fullerton College - Web Design Certificate

Annual Enrollment projects (non-duplicative)

30

Advisory Minutes

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Priority Sector

ICT/Digital Media