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

Curriculum Committee Agenda

Wednesday, March 15, 2023, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96386192571

Or iPhone one-tap (US Toll): +16699006833,96386192571# or +16694449171,96386192571#

Or Telephone:
+1 669 900 6833 (US Toll)
+1 669 444 9171 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 564 217 2000 (US Toll)
+1 646 876 9923 (US Toll)
+1 646 931 3860 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 386 347 5053 (US Toll)
Meeting ID: 963 8619 2571
International numbers available: https://cccconfer.zoom.us/u/abqJVu9Gkv

Or Skype for Business (Lync): SIP:96386192571@lync.zoom.us

Members:

Sal Veas, *Chair*	Fariba Bolandhemat	Aileen Huang	Redelia Shaw
Patricia Ramos, *Vice Chair*	Susan Caggiano	Alex Ibaraki	Scott Silverman
Bren Antrim	Javier Cambron	Sharlene Joachim	Briana Simmons
Alyssa Arreola (A.S.)	Dione Carter	Jing Liu	Lydia Strong
Jason Beardsley	Rachel Demski	Jacqueline Monge	Audra Wells
Mary Bober	Christina Gabler	Matthew Musselman	Associated Students Rep
Walter Butler	Walker Griffy	Estela Narrie	

Interested Parties:

Joelle Adams	Department Chairs	Kiersten Elliott	Maral Hyeler
Stephanie Amerian	Nick Chambers	Kamiko Greenwood (A.S.)	Stacy Neal
Maria Bonin	Nathaniel Donahue	Tracie Hunter	Tammara Whitaker

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

VII. Action Items

(Courses: New)

(Courses: Substantial Changes)

(Courses: Distance Education)

(Programs: New)

(Programs: Revisions)

j. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Sal Veas, Patricia Ramos, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is tentatively scheduled for March 29, 2023.

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, March 1, 2023, 3:00 p.m.
Zoom Meeting

Members Present:

Sal Veas, *Chair*	Walter Butler	Walker Griffy	Redelia Shaw
Patricia Ramos, *Vice Chair*	Fariba Bolandhemat	Sharlene Joachim	Scott Silverman
Bren Antrim	Susan Caggiano	Jing Liu	Briana Simmons
Alyssa Arreola (A.S.)	Javier Cambron	Jacqueline Monge	Lydia Strong
Jason Beardsley	Rachel Demski	Matthew Musselman	Audra Wells
Mary Bober	Christina Gabler	Estela Narrie	

Members Absent:

Dione Carter	Aileen Huang	Alex Ibaraki

Others Present:
Walter Meyer

(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 no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.
(Alyssa Arreola, Mary Bober, Briana Simmons, Scott Silverman, and Lydia Strong not present)

II. Public Comments
None

III. Announcements
We have some curriculum member changes for Spring! Welcome back to the committee Walker Griffy. Jing Liu will be filling in for Lisa Collins for Spring. Dione Carter is now an administrator member.

IV. Approval of Minutes
Motion to approve the minutes of December 7, 2022 with no revisions.
Motion made by: Patricia Ramos; **Seconded by:** Jacqueline Monge
The motion passed with the following vote: Y: 14; N; 0; A: 1 (Fariba Bolandhemat)
(Alyssa Arreola, Mary Bober, Briana Simmons, Scott Silverman, and Lydia Strong not present)

V. Chair's Report
- Brown Act Updates and Curriculum Meetings: Jamar and Senate Parliamentarian are discussing impacts for meetings. Pending opinions from statewide Academic Senate and our council. We'll continue to meet remotely for Spring; however, we are exploring the possibility of hy-flex meetings. A Guide To Brown Act Changes Starting January 1, 2023

- Work-Based Learning: Internships, Apprenticeships, Cooperative Work Experience: SMC currently offers internships, and has had forms of cooperative work experience. However, there are discussions

on offering apprenticeships. Important discussion for CE departments/disciplines.
Palomar Work-Based Learning, Coastline Work-Based Learning, ASCCC Work-Based Learning

- Credit for Prior Learning: The Administrative Regulations for Credit for Prior Learning already passed, but we do not have transcription for CPL for students yet.
ASCCC CPL, Palomar CPL, Yuba College CPL, Peralta CPL

- Administrative Regulations Requiring Updates: We have additional ARs that will need to be updated, but the specific ARs to be discussed/updated are TBD.
SMC Board Policy Manual and Administrative Regulations

- CalGETC: There will be a lot of discussion on CalGETC and its impact for transfer, at the local level, etc. We will agendize CalGETC discussions once we have something to report out.

- Title V DE Updates, Addendum Impact: Attend DE Meeting 3/21 @1:20-2PM. Discussions to follow whether the Title V updates will require changes to our current DE addendum.

- AB 1111: No updates from the AB 1111 state workgroup – lots of disagreements and discussions on how common course numbering may not be feasible.
Chancellor's Office: AB 1111 Common Course Numbering Project

- IDEAA in COR: Faculty and administrators will be attending the California Guided Pathways Institute #4. Sal Veas, Marisol Moreno, Rebecca Romo, Guido Davis Del Piccolo, Jason Beardsley, Wendi DeMorst, and Maria Munoz are going and will report back.

VI. Information Items

1. Community College Bachelor's Degree Updates – Estela Narrie and Patricia Ramos
   - Estela and Patricia attended the 2023 Community College Baccalaureate Association Conference.
   - Faculty from IXD gave a great, well-received presentation on the positive impacts of our program.
   - California is ahead of many states on articulation, particularly through ASSIST – we already have all articulations listed and tracked through a centralized location.
   - Many colleges have Bachelor of Applied Science degrees, which can cause issues when students apply to Masters programs, as universities sometimes view BAS differently from BS. SMC fought to have a BS degree and succeeded, which has helped our students who apply to grad school.
   - We expect to hear on the status of the Cloud Computing application approximately May 31.

2. Program Map Updates for CSU GE Area F
   Guido and Audra have done a ton of work to update all of the program maps to be inclusive of the CSU GE Area F. We'll have more changes coming forward as CalGETC is finalized.

(Non-Substantial Changes)

3. ESL 10G Multiple Skills Preparation: Listening, Speaking, and Grammar
4. ESL 19B English Fundamentals 2
5. ESL 20A Advanced Grammar Workshop
6. ESL 28 Academic Vocabulary Skills

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online and/or Hybrid)

a. CHNESE 2 Elementary Chinese 2
b. GERMAN 2 Elementary German II
c. PERSIN 1 Elementary Persian I
d. RUSS 1 Elementary Russian I
   Motion to approve Consent Agenda: Emergency DE to Fully Online and/or Hybrid (VII a. to VII. d.)
   Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley

The motion passed unanimously. *(Scott Silverman, Lydia Strong not present)*

(Courses: New)

e. ART 21C Figure Drawing for Portfolio Development
Motion to approve ART 21C with revision to remove UC transferability.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.
(Alyssa Arreola, Mary Bober, Briana Simmons, Scott Silverman, and Lydia Strong not present)

f. ART 900 Introduction to Create Space Equipment and Materials
Motion to approve ART 900 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.
(Alyssa Arreola, Mary Bober, Briana Simmons, Scott Silverman, and Lydia Strong not present)

g. DANCE 78 Dance Study Tour
Motion to approve DANCE 78 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously. *(Scott Silverman, Lydia Strong not present)*

(Courses: Distance Education)

h. ART 900 Introduction to Create Space Equipment and Materials
Motion to approve distance education for ART 900 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously. *(Scott Silverman, Lydia Strong not present)*

(Programs: Revisions)

i. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.
- ART 21C to be added to Art AA “For Transfer Consideration and Portfolio Development in Art”

Motion made by: Susan Caggiano; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Scott Silverman, Lydia Strong not present)*

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 3:55 pm.
Motion made by: Patricia Ramos; **Seconded by:** Jason Beardsley
The motion passed unanimously.

New Course: ART - NONCREDIT 902, 3D Design Output

Units:	0.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Date Submitted:	February 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	109900 - Other Fine and Applied Arts / C - Clearly Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Commercial Art

Rationale
The art department has acquired a slew of digital fabrication tools that serve occupational goals while also enhancing their Fine Art degree.

I. **Catalog Description**
This course will be an introduction to additive and subtractive 3D output machines and their utilization in Art and industry. Students will utilize existing data files and learn to format them to create physical objects using the machines found in the SMC Art Department. Both subtractive (3D Routers) and additive (3D Printers) will be covered noting the advantages and shortcomings of each.

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 7 years)
1. Getting Started with 3D Printing: A Hands-on Guide to the Hardware, Software, and Services That Make the 3D Printing Ecosystem, Liza Wallach Kloski, Make Community © 2021, ISBN: 1680456431

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate the ability to use both subtractive and Additive 3D machines
2. Distinguish the advantages and Disadvantages of the various 3D output processes.
3. Examine the various roles that these machines play in art and industry
4. Troubleshoot and resolve common challenges with 3D output machines.
5. Develop a plan for how one might directly use these machines for a work or project for ones own practice or in industry.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Group Work, Critique

V. **Course Content**

% of Course	Topic
20.000%	Overview of 3D output machines and the different uses
20.000%	Overview of different types of 3D Printers and Routers and strengths and weaknesses of each
20.000%	Safety Issues with 3D Output machines
30.000%	Utilizing software with 3D Output Machines for both additive and subtractive projects
10.000%	Collaboration and team work on projects using 3D Output Machines
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Work
10%	Homework
20%	Projects
10%	Exams/Tests
20%	Final Project
15%	Group Projects
100%	Total

VII. **Sample Assignments:**

3D Printing: Using an existing 3D software file (could be yours or someone else's) and move it from one software program to another. For instance if your file is in Maya, move it to SketchUp or vice versa. Using the new software, format it so that it is ready to be printed, adjusting for size and scale as necessary. Successfully, print the object and prepare it for view, removing burrs and imperfections with sand paper or knife.

3D Routing: Using an existing 3D software file (could be yours or someone else's) and move it from one software program to another. For instance if your file is in Maya, move it to SketchUp or vice versa. Using the new software, format it so that it is ready to be routed, adjusting for size and scale as necessary. Select an appropriate material for the router. Successfully, create the object and prepare it for view, removing burrs and imperfections with sand paper or knife.

VIII. **Student Learning Outcomes:**

1. Describe key aspects of 3D Output machines and their uses.
2. Choose among the various types of tools for the right option for the outcome
3. Describe the techniques used to fix common challenges 3D output Machines and demonstrate proficiency in trouble shooting to resolve the issue.
4. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in create space environments and their personal lives.

ART NC 902 Distance Education Application

☑ Fully online

1a. Instructor - Student Interaction:

The instructor will be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) in place 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, as well as on 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 7 of 13 11/21/22, 11:12 AM All Fields https://santamonica.curricunet.com/DynamicReports/AllFieldsReportB... 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 with 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. The instructor will also host weekly online office hours where students can talk one on one either with any questions or concerns they have. Instructors can also provide recorded info sessions for projects. Students 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, currently Canvas. For each module, students will interact in a threaded discussion for each assignment. Students will respond to a discussion topic and will then 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 and group critiques.

1c. Student - Content Interaction:
Students interact with course materials several times a week. Each module will have an overview, with all of the expectations, goals, and dates listed for that module. For each module, students will read any assigned material, watch the instructor's lecture and demonstration lecture notes, multimedia video lectures, Pages in LMS and 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.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students will post responses to topics and interact with peers and the faculty.	15.00%
Project Presentation	Students will document their projects and post a written and audio/visual summary. This will be submitted as an assignment so students can garner instructor feedback before posting publicly on a discussion board.	35.00%
Exams	Quizzes will be administered to make sure basic concepts are understood	10.00%
Online Lecture	Students will watch a video lecture on a pertinent course topic. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	35.00%

2. Organization of Content:
Content will be structured in a similar manner as ground delivery. Students will have access to lecture content and visual examples along with appropriate demonstrations of technique and assignment and projects. The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. 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 for students to participate in synchronous office hours and live demos as well as recorded demonstrations. Canvas has robust tools including the creation of content pages where links to recorded zoom and YouTube videos can be placed along with text and images. Discussion boards will be utilized for students to show work in progress and give/get feedback from other students and instructors. The content is organized into modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	3D Printing	Using an existing 3D software file (could be yours or someone else's) and move it from one software program to another. For instance if your file is in Maya, move it to SketchUp or vice versa. You will first upload the original file and then upload the translation. Using the new software, format it so that it is ready to be printed, adjusting for size and scale as necessary. Upload the new file. Successfully, print the object and prepare it for view, removing burrs and imperfections with sand paper or knife. Document the stages of the project with edited video or stills and a written explanation.
20.00%	3D Routing	Using an existing 3D software file (could be yours or someone else's) and move it from one software program to another. For instance if your file is in Maya, move it to SketchUp or vice versa. You will first upload the original file and then upload the translation. Using the new software, format

		it so that it is ready to be routed, adjusting for size and scale as necessary. Select an appropriate material for the router, adjusting for size and scale as necessary. Successfully, rout the object and prepare it for view, removing burrs and imperfections with sand paper or knife. Document the stages of the project with edited video or stills and a written explanation.
30.00%	Final Project	Documentation submitted and discussion threads
20.00%	Quizzes	Module quizzes to ensure safety and proper tool use.
10.00%	Research	Discussion posts on assigned research topics

4. Instructor's Technical Qualifications:
Faculty will need to be experts on the maker equipment and comfortable demonstrating via live streaming technologies like zoom. They should know how to use the current LMS and should be familiar with teaching online if they have not already demonstrated this proficiency. For example, an instructor could take the @One training courses, as well as attend workshops at SMC, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells. The instructor should have a good working knowledge of the Canvas LMS, as well as proficiency in disseminating information digitally, such as lecture videos, Digital Presentations, audio files, etc.

5. Student Support Services:
Students will need to be able to come to SMC to use equipment or find other local sources for maker equipment. This is becoming more available as public institutions like libraries and community centers are increasingly having make equipment available tot he public. The other students support services are all set for online studio courses.

6. Accessibility Requirements:
All video content will be closed captioned and Canvas has many built in features like Alt text for images to ensure accessibility. Text documents will be uploaded as word docs and use style formatting that allows for clear interpretation by screen reading software. When courses are evaluated, we go through a rigorous accessibility compliance check with our department Accessibility representative Christopher Badger.

7. Representative Online Lesson or Activity:
CO- Distinguish the advantages and Disadvantages of the various 3D output processes.

Assignment- Using an existing 3D software file (could be yours or someone else's) and move it from one software program to another. For instance if your file is in Maya, move it to SketchUp or vice versa. Using the new software, format it so that it is ready to be printed, adjusting for size and scale as necessary. Successfully, print the object and prepare it for view, removing burrs and imperfections with sand paper or knife.

Step 1- Submit an image (Screenshot) of your original file in the discussion board to get feedback and evaluation and determine if it is a good fit for 3D printing.
Step 2- Translate the file and submit it to the assignment
Step 3- Format the file for use by a machine available at SMC
Step 4- document the process of printing, noting any challenges and submit a link to the video file or PDF.
Step 5- post your finished project in the threaded discussion to get feedback and insights from your peers. Make sure to reply to another's post on what you learned from their selected project.

New Course: ART - NONCREDIT 904, Laser Cutting & Engraving

Units:	0.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Date Submitted:	February 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	109900 - Other Fine and Applied Arts / C - Clearly Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Commercial Art

Rationale
The art department has acquired a slew of digital fabrication tools that serve occupational goals while also enhancing their Fine Art degree.

I. **Catalog Description**
This course will be an introduction to the use of laser cutting technology for both cutting and engraving for art and industry. Students will utilize existing files and format them to cut and/or engrave on a variety of materials including wood and poster board. This course is for those who have designs and ideas and want to learn how to use a laser cutter to implement them and those who want to work in this growing area of custom consumer products.

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 7 years)
1. The Laser Cutter Handbook: A guide to machine set up, operation, servicing and maintenance, Eric Goodwin, Independent © 2021, ISBN: 979-8549787100

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate the ability to use a laser cutter for both cutting and engraving
2. Distinguish the advantages and disadvantages of the various Laser Cutting output processes.
3. Examine the various roles that these machines play in art and industry
4. Troubleshoot and resolve common challenges with Laser Cutters
5. Develop a plan for how one might directly use these machines for a work or project for ones own practice or in industry.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Critique, Group Work

V. **Course Content**

% of Course	Topic
20.000%	Overview of Laser Cutters and their different uses in art and industry
20.000%	Overview of Different laser cutters and strengths and weaknesses of each
20.000%	Safety Issues with Laser Cutters
30.000%	Utilizing software with the Laser Cutter for both engraving and cutting
10.000%	Collaboration and team work on projects using laser cutters
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Work
10%	Exams/Tests
20%	Final Project
15%	Group Projects
10%	Homework
20%	Projects
100%	Total

VII. **Sample Assignments:**

Laser Cutting:

Using an existing software file (Could be yours or someone else's) and move it from a raster to a vector file. For instance if you created your file in Photoshop, move it to Illustrator. Format the file so that it is ready to be printed, adjusting for size and scale as necessary. Successfully, laser cut the design and prepare it for view.

Laser Engraving:

Using an existing software file (Could be yours or someone else's) and move it from a vector to a raster file. For instance if you created your file in Illustrator, move it to Photoshop. Format the file so that it is ready to be printed, adjusting for size and scale as necessary. Successfully, laser engrave the design and prepare it for view.

VIII. **Student Learning Outcomes:**

1. 1. Describe key aspects of Laser Cutters and their uses
2. Choose among the various types of Laser Cutting and Engraving for the right option for the outcome
3. 3. Describe the techniques used to fix common challenges laser cutters and demonstrate proficiency in trouble shooting to resolve the issues
4. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in utilizing Laser Cutters and their personal lives.

ART NC 904 Distance Education Application

☑ Fully online

1a. Instructor - Student Interaction:

The instructor will be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) in place 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, as well as on 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 with 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. The instructor will also host weekly online office hours where students can talk one on one either with any questions or concerns they have. Instructors can also provide recorded info sessions for projects. Students 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, currently Canvas. For each module, students will interact in a threaded discussion for each assignment. Students will respond to a discussion topic and will then 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 and group critiques.

1c. Student - Content Interaction:
Students interact with course materials several times a week. Each module will have an overview, with all of the expectations, goals, and dates listed for that module. For each module, students will read any assigned material, watch the instructor's lecture and demonstration lecture notes, multimedia video lectures, Pages in LMS and 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.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students will post responses to topics and interact with peers and the faculty.	20.00%
Project Presentation	Students will document their projects and post a written and audio/visual summary. This will be submitted as an assignment so students can garner instructor feedback before posting publicly on a discussion board.	35.00%
Exams	Quizzes will be administered to make sure basic concepts are understood	10.00%
Online Lecture	Students will watch a video lecture on a pertinent course topic. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	35.00%

2. Organization of Content:
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.) * Content will be structured in a similar manner as ground delivery. Students will have access to lecture content and visual examples along with appropriate demonstrations of technique and assignment and projects. The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. 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 for students to participate in synchronous office hours and live demos as well as recorded demonstrations. Canvas has robust tools including the creation of content pages where links to recorded zoom and YouTube videos can be placed along with text and images. Discussion boards will be utilized for students to show work in progress and give/get feedback from other students and instructors. The content is organized into modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
35.00%	Using Equipment	Using an existing software file (could be yours or someone else's) and move it from raster to vector and vice versa. For instance if your file is in Photoshop, move it to Illustrator or vice versa. You will first upload the original file and then upload the translation. Using the appropriate software, format it so that it is ready to be cut for the cutting project and engraved for the engraving project, adjusting for size and scale as necessary. Upload the new file. Successfully, cut/engrave the work and prepare it for view, rDocument the stages of the project with edited video or stills and a written explanation.
35.00%	Final Project	Develop a project that uses both laser cutting and engraving. Documentation submitted and posted in discussion boards.
20.00%	Quizzes	Module quizzes to ensure safety and proper tool use.

10.00%	Research	Discussion posts on assigned research topics

4. Instructor's Technical Qualifications:
Faculty will need to be experts on the maker equipment and comfortable demonstrating via live streaming technologies like zoom. They should know how to use the current LMS and should be familiar with teaching online if they have not already demonstrated this proficiency. For example, an instructor could take the @One training courses, as well as attend workshops at SMC, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells. The instructor should have a good working knowledge of the Canvas LMS, as well as proficiency in disseminating information digitally, such as lecture videos, Digital Presentations, audio files, etc.

5. Student Support Services:
Students will need to be able to come to SMC to use equipment or find other local sources for maker equipment. This is becoming more available as public institutions like libraries and community centers are increasingly having make equipment available tot he public. The other students support services are all set for online studio courses.

6. Accessibility Requirements:
All video content will be closed captioned and Canvas has many built in features like Alt text for images to ensure accessibility. Text documents will be uploaded as word docs and use style formatting that allows for clear interpretation by screen reading software. When courses are evaluated, we go through a rigorous accessibility compliance check with our department Accessibility representative Christopher Badger.

7. Representative Online Lesson or Activity:
CO- Distinguish the advantages and Disadvantages of the various laser Cutting/Engraving output processes.

Assignment- Using an existing software file (could be yours or someone else's) and move it from raster to vector or vice versa. For instance if your file is in Photoshop, move it to Illustrator or vice versa. Using the new software, format it so that it is ready to be cut, adjusting for size and scale as necessary. Successfully, lasercut the work and prepare it for view.

Step 1- Submit an image (Screenshot) of your original file in the discussion board to get feedback and evaluation and determine if it is a good fit for laser cutting
Step 2- Translate the file from raster to vector and submit it to the assignment
Step 3- Format the file for use by a machine available at SMC
Step 4- document the process of cutting, noting any challenges and submit a link to the video file or PDF.
Step 5- post your finished project in the threaded discussion to get feedback and insights from your peers. Make sure to reply to another's post on what you learned from their selected project.

Substantial Change: COMPUTER SCIENCE 82B, Principles of Data Science

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
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	CS 82A and CS 87A

Rationale
After running the Data Science classes for the first time, we would like to establish an additional advisory of CS 87A - Python Programming. Python is the most commonly used language for data wrangling and data science in industry today.

I. **Catalog Description**
In this course students will focus on the data science pipeline including problem formulation, data cleaning and preprocessing, exploration of data with visualization, model prediction and inference for decision making. Students will use different software tools and programming for each step of the data science pipeline, include data exploration and transformation, algorithms for machine learning concepts such as classification, regression, and clustering. In addition, students will learn how to effectively present any findings to an audience.

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 7 years)
1. Practical Data Science with R, 2nd, Nina Zumel and John Mount , Manning Publications © 2019, ISBN: 978-1617295874
2. Data Science from Scratch: First Principles with Python, Joel Grus, O'Reilly Media © 2019, ISBN: 978-1492041139

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Develop a business problem to Data Science problem formulation
2. Collect, clean and mung data
3. Code analytical models
4. Create data visualization using programming
5. Create dashboards from large sets of data
6. Use cloud services to store data and scale analysis

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Projects, Other, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
10.000%	Introduction to Data Science Modeling, Analysis and Visualization
20.000%	Data Collecting and Preprocessing
10.000%	Jupyter Notebook for Data Science
15.000%	Visualization and data exploration
10.000%	Introduction to machine learning
20.000%	Modeling and machine learning
15.000%	Model Evaluation and Deployment
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Exams/Tests
20%	Projects
20%	Homework
20%	Final exam
15%	Final Project
100%	Total

VII. **Sample Assignments:**

Coding Exercise: Provided: Data file: creditCreditCardFraudInfo.csv Objective: Build a supervised learning model that will determine if a credit card transaction is fraudulent. Please do the following steps (hint: use numpy, scipy, pandas, sklearn and matplotlib) 1. Read the file and display columns. 2. Select columns that will probably be important 3. If you removed columns explain why you removed those. 4. Use one-hot encoding for categorical features. 5. Create training and testing sets (use 60% of the data for the training and reminder for testing). 6. Build a machine learning model to predict if a transaction is fraudulent 7. What is the correlation between the training set and testing data sets.

Concept Written Report: Research Paper Required: 2 - 3 pages MLA Format Topic: Supervised and Unsupervised Learning Instructions: Write a report summarizing Supervised and Unsupervised Learning. Go into detail of the machine learning algorithms that are categorized under Supervised and Unsupervised Learning. Provide one example of a business problem that could be solved using Binary Classification.

VIII. **Student Learning Outcomes:**

1. Collect, interpret, and preprocess data sets
2. Identify, analyze, and interpret trends in data sets with models
3. Effectively present compelling results using data visualization

Advisory Checklist and Worksheet: CS 82B – Principles of Data Science
Proposed Advisory: CS 87A – Python Programming

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		**X**	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		**X**	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.			**X**
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		**X**	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		**X**	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		**X**	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		**X**	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		**X**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		**X**	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **CS 82B – Principles of Data Science**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Demonstrate and use the basic syntax of Python
B)	Use appropriate data structures as data containers
C)	Debug and test programs written in Python
D)	Model applications using Python

EXIT SKILLS (objectives) FROM: **CS 87A – Python Programming**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate and use the basic syntax of Python
2.	Use appropriate data structures as data containers
3.	Debug and test programs written in Python
4.	Model applications using Python

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		ENTRANCE SKILLS FOR: **CS 82B**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **CS 87A**	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

Substantial Change: PSYCHOLOGY 8, Community Psychology

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
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	PSYCH 1 and eligibility for English 1
Proposed Start:	Fall 2023
Program Impact:	Forthcoming degree or certificate: Community Mental Health Certificate

Rationale
This course has been updated for better integration with the newly proposed Community Mental Health certificate program. The following is a summary of the changes: Explicit inclusion of community mental health in course description Inclusion of an additional course objective related to the role of community mental health Updated textbook recommendation Recommend for Distance Education - see specific DE changes and attachment Inclusion of community mental health in the required course content (10%) (See changes in red on attachment)

I. **Catalog Description**
Community psychology focuses on the impact of society on individual and community functioning. As a prevention science, Community Psychology seeks to understand relationships between environmental conditions and the well-being of community members. Through the application of psychological principles, community psychologists seek to understand the ecological context of human experiences, empower individuals and communities, initiate action research, and implement social change. In this course, students will be introduced to the history, goals, and methods of community psychology and community mental health . Using a community engagement approach to learning, students will learn outside of the classroom through service learning within community based organizations. Students will have the opportunity to explore topics within the classroom and the community such as: family and community violence, oppression, criminal justice, community mental health, and mental health policy.

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 7 years)
1. Community Psychology and Community Mental Health: Towards Transformative Change, Nelson, G., Kloos,B. & Ornelas, J., Oxford Academic © 2014, ISBN: 9780199362424
2. Community psychology: Foundations for Practice, 15, Scott, V.C., & Wolfe, S.M., Sage Publications © 2015, ISBN: 978-1452278681

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate knowledge of the theory, historical foundations, and methods of community psychology.
2. Differentiate Community Psychology from other sub-disciplines of psychology.
3. Understand and analyze the role of social, political, and economic factors in the development of community approaches to mental health care.
4. Demonstrate an understanding of the factors shaping contexts that promote health and psychological well-being of individuals and communities.
5. Demonstrate critical thinking through collaboration with community partners in identifying, designing, implementing, and interpreting community based research.
6. Explain how psychologists can use psychological science and principles for the betterment of a community.

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Field Experience, Group Work, Online instructor-provided resources, Projects, Service Learning, Visiting Lecturers

V. **Course Content**

% of Course	Topic
10.000%	**History and overview of community mental health system and the recovery model**
5.000%	Introduction to course. Community Psychology Defined
20.000%	Philosophical Tenets of Community Psychology: Prevention, Empowerment, Ecological Perspective
10.000%	Community Based Research, Participatory Action Research, and Community Scholarship
10.000%	Wellness, Social Justice, and the Right to Health
10.000%	Individual and Community Stress: Interventions and Action Strategies
10.000%	International Community Psychology and Liberation Psychology
25.000%	Applying Community Psychology: Criminal Justice, Education, Domestic and International Racialized Violence, Critical Examination of Systems of Care, & Exemplar Programs
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Final exam: Students will be provided with a case scenario in which they will apply information learned and skills gained during their community engagement experience. Students will design a community based intervention that would effectively address an issue in the local community (as presented in the provided case scenario). Students must clearly define the need, the population to be served, the intervention design, and the goals and desired outcomes as well as necessary resources. Students should use community psychology and prevention science research as an empirical basis for the recommended interventions. The purpose of this assignment is to integrate and apply the theory, research, and methods learned throughout the semester in addition to information and skills learned in the field to a real community issue.
15%	Oral Presentation: Oral presentations are components of the service learning and Photovoice assignments.
25%	Papers: Multiple reflection essays throughout the semester.
20%	Projects: The service learning component of the course is comprised of two components: 20% of the grade is associated with completion of a field-based service learning project. Projects will be developed with community partners to meet an identified community need. 10% of this assignment is associated with a class presentation summarizing the service work and project.
10%	Research Projects: PhotoVoice research project. Note that an additional 5% of this assignment is for the oral presentation component of the assignment.
10%	Class Participation: The learning community is comprised of each individual member whose presence and participation are essential. Students are expected to read all assigned materials, come to class prepared to discuss the readings, and to participate in class exercises and assignments.
100%	Total

VII. **Sample Assignments:**

Community Engagement & Service Learning: Community Engagement & Service Learning; Students will be required to complete a minimum of 20 hours of service with a community-based organization. The Service-Learning Coordinator will be working with students to identify an appropriate service learning opportunity based on student interest and experience. Note that students are highly encouraged to work with a community based organization within their own communities and/or within a community of interest. Students will develop a community-based project in collaboration with the designated community partner. We will collaborate with community stakeholders on one or more aspects of the project to define the goals, methods, data gathering, analyses, and interpretation, and to disseminate our findings to relevant audiences, including the community partner. A portion of our class time will be devoted to various phases of this work, but much will take place out of class time (approximately 2-3 hours a week of field work, once the project has begun). Students will present a summary of the project and an overview of their experience in a class presentation. This project will serve as a

field site in which to cultivate as well as apply skills and knowledge that we are working to develop within the course. Students will complete a minimum of 20 hours of service with the community organization. Through the community engagement experience, students will: • Deepen their understanding of a social problem through contact with both people it affects and people working to develop solutions to community problems; • Provide value and service to the community organization; • Connect and apply community psychology concepts to concrete experiences. Note that this assignment is worth a large percentage of the overall course grade as students spend a significant amount of time outside of class at community sites. The assignment is comprised of two components: 20% of the grade is associated with completion of a field-based service learning project. Projects will be developed with community partners to meet an identified community need. 10% of this assignment is associated with a class presentation summarizing the service work and project. Note: As this is a designated service-learning course, students will sign an agreement to fulfill their service commitment. Consistent and reliable engagement in the field experience is an essential aspect of the course and a matter of professionalism. Students who do not fulfill the minimum service commitment will not receive credit for assignment. Service-Learning Alternative: Community Based Research Note that in extenuating circumstances, some students may not be able to participate in the service-learning requirement. Alternatively, students may develop and conduct community-based research within the SMC campus community with instructor approval. Students should note that this research will also take a comparable amount of time to complete. For this assignment, students will be required to assess four primary community psychology principles within the college community. Specifically, students will use multiple research methods learned in class including surveys, focus groups, individual interviews, and archival research. Students will study: 1) the ecology of the campus; 2) diversity; 3) sense of community 4) and power and social justice within the SMC college community. Students will use the results of each component of the research to compile an overall assessment of the SMC college community. Students will present the research findings to relevant stakeholders. As noted above, this assignment is worth a large percentage of the overall course grade as students spend a significant amount of time outside of class conducting research. The larger assignment is divided into smaller components to provide multiple opportunities for evaluation and to assess student learning.
Reflective Double Entry Journals: Reflective Double-entry Journals Students will write one-page entries each week in their online journal on the course page. Students will describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content.
PhotoVoice: PhotoVoice Project Students will have the opportunity to employ the Community Psychology method of participatory action research and apply it to their own community using PhotoVoice (PV). PV is a research method and pedagogical tool that uses photography, imagery, and narrative to promote deep, critical understanding of lived experiences and community contexts. Students will be provided training in the PV method, including ethics. Students will use PV to document and respond to the following essential Community Psychology questions: (a) What defines your experience of community? (b) What needs to change in your community? ‘‘Reflect on your community. What do you think needs to change? What could be changed to make your life or the lives of others better?’’ In response to each question, students will present their images to class and select a photonarrative to discuss in greater depth.
Community Based Intervention Assignment- Final: Community Based Intervention Assignment- Final This is a final take-home assignment in which students will be provided a case scenario in which they will apply information learned and skills gained during their community engagement experience. Students will design a community based intervention that would effectively address an issue in the local community (as presented in the provided case scenario). Students must clearly define the need, the population to be served, the intervention design, and the goals and desired outcomes as well as necessary resources. Students should use community psychology and prevention science research as an empirical basis for the recommended interventions. The purpose of this assignment is to integrate and apply the theory, research, and methods learned throughout the semester in addition to information and skills learned in the field to a real community issue.

VIII. **Student Learning Outcomes:**

1. Students will demonstrate an ecological understanding of human behavior and psychological health.
2. Students will be able to demonstrate an awareness and understanding of factors to promote mental health and the role of community mental health systems.

PSYCH 8 Distance Education Application

- ☑ Fully online
- ☑ Online/Classroom Hybrid

1a. Instructor - Student Interaction:

The online version of this course is highly similar to the on-ground version in its highly interactive nature. Students will have multiple and consistent opportunities for student-instructor engagement. The instructor will initiate contact with students before the course begins through a welcome email (or video) that introduces students to the instructor and explains important details about the course including course materials such as access to the syllabus, course start and end dates, and resources necessary for the course such as reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course. Once the course begins, students will have access to a welcome video from the instructor on course homepage as well as an announcement to students that introduces the course and the instructor, and directs students on where and how to get started. Students have the opportunity to learn more about the instructor through an orientation module. In addition, the instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including but not limited to: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who …), Pages, Email/Message, GPS, and Direct Connect. Weekly course announcements will be utilized at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages Instructor will comment and provide regular and constructive feedback on Assignments. Instructor will schedule individual and/or group meetings with students regarding community based engagement assignment Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message. Instructor will use Message Students Who … through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed. In addition, Direct Connect will be integrated to directly connect students to pertinent resources. Instructor will use CMS inbox to email or respond to emails from students. Instructor will use the Quiz tool (or similar) to anonymously survey students at various junctures in the course, and use Quiz tool (or similar integrated tools) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and make necessary adjustments to teaching and student support. Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

1b. Student - Student Interaction:

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/discussion space using external tools. The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment. The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

1c. Student - Content Interaction:

The instructor will provide frequent opportunities for students to interact with varied and substantial course content consistent with the COR. This content will be chunked into manageable portions and sequenced in weekly modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below) The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages, links to additional resources, or supplemental materials for remedial activities or recommendations for more advanced learning in particular areas of interest.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Students will listen/view lectures posted by the instructor (with audio/video embedded where possible). Lectures will be created using Zoom or another video-generating software and provide closed captioning. These files will be accessible to students for the longevity of the course.	20.00%
Discussion Boards	Students will discuss prompts created by the instructor aimed at deepening understanding of course concepts, applying course concepts to current issues, and discussion of community engagement work. Discussions will occur both in large groups (i.e., whole class) and small groups (i.e., groups of 15) across the semester.	20.00%
Videos	Similar to classes on-ground, students will view videos and listen to other multimedia resources (e.g. podcasts or external lectures) provided by the instructor to supplement lectures and readings using PlayPosit, 3C Media or other video software.	10.00%
Exams	Students will complete weekly quizzes to assess comprehension of course concepts using the Quizzes feature function.	15.00%
Written assignments	Similar to the on-ground version of this course, the instructor will create writing assignments such as double entry journals and reflection essays related to course materials. These assignments will be aimed at clarifying course reading materials and connecting course concepts to students' lived experiences, community engagement experience and/or research, and current events.	25.00%
Project Presentation	Student presentation and discussion of their PhotoVoice assignment. See the assignment description below.	10.00%

2. Organization of Content:

The instructor will organize the content into meaningful and distinct weekly learning units (modules) to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning and successful completion of each module. At the beginning of each weekly module, the instructor will include unit learning objectives which will be aligned with the content, assignments, activities, and assessments. The instructor will present course content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lectures, external presentations), and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning. The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content and to facilitate group discussions, Collaboration and Groups to deliver and mediate student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents and other tools such as FlipGrid, PlayPosit, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Participation and Discussion	Various Activities Instructor will provide regular opportunities for student-to-student interaction and student-content interaction (e.g., quick-writes, responses to videos/podcasts, etc.). The instructor will also participate and comment on student-generated reflections and discussion prompts (both via Speed Grader as well as in the Discussion forum).
15.00%	PhotoVoice Group Project + Presentation	PhotoVoice Group Project + Presentation - Collaborative project and presentation. In small groups, students will research, design, and digitally present their findings. Students will connect their findings to foundational course concepts. Project will be created using Collaboration function or Pages and shared with the class in weekly modules. Students will be randomly placed into groups of 3-4 students and use the Collaborations feature or related external tools to design their PV project and generate a presentation. Instructor will provide feedback on a rough draft and a final draft via Speed Grader, which will be viewable by the group. Full assignment description available in Assessments or on COR.
15.00%	Quizzes	Instructor will create assessments using the Quizzes function. For multiple choice questions, the instructor will create a group set of questions that will be randomly selected in order to help

		protect the integrity of the quizzes and minimize the potential for academic dishonesty. Short response (written) prompts will also be utilized. For multiple choice questions, students will be able to see the correct answer after completion of the quiz with an explanation for the correct answer. For short response questions, the instructor will provide students with feedback privately via Speed Grader.
30.00%	Community Engagement Project + Presentation	Students will be required to complete a minimum of 20 hours of service with a community-based organization. The Service-Learning Coordinator will be working with students to identify an appropriate service learning opportunity based on student interest. Note that students are highly encouraged to work with a community based organization within their own communities and/or within a community of interest. Students will develop a community based project in collaboration with the designated community partner. Students will present a summary of the project and an overview of their experience in a class presentation. This may be done individually or in groups. Service-Learning Alternative: Community Based Research Note that in extenuating circumstances, some students may not be able to participate in the service learning requirement. Alternatively, students may develop and conduct community-based research within the SMC campus community with instructor approval. For this assignment, students will be required to assess four primary community psychology principles within the college community. Students will study: 1) the ecology of the campus; 2) diversity; 3) sense of community 4) and power and social justice within the SMC college community. Students will use the results of each component of the research to compile an overall assessment of the SMC college community. Students will present the research findings to relevant stakeholders. See syllabus for full assignment details.
20.00%	Final Community Assessment Assignment	This is a semester-long project in which students will choose a community of which they are a part or have particular interest to learn more about the community, assess its strengths and identify a specific problem and ultimately, propose a prevention or intervention effort. Students will apply information learned in class and skills gained during community engagement experience. The assignment is divided into four sections. Students will submit each section for credit and receive feedback. This feedback will be incorporated into the larger final project. Each unit is worth 20 points. The final paper is worth 45points. Community member interview Neighborhood or Behavioral setting analysis Identification and analysis of strengths and issues related to power, diversity, and social justice Identification and analysis of existing efforts in prevention and education The final paper should incorporate all feedback on each section. Students will use the information gained through each section to design a community-based intervention that would effectively address an issue in the local community. Students must clearly define the need, the population to be served, the intervention design, and the goals and desired outcomes as well as necessary resources. Students should use information from stakeholders in the community as well as research from community psychology and prevention science as an empirical basis for the recommended interventions. The purpose of this assignment is to integrate and apply the theory, research, and methods learned throughout the semester in addition to information and skills learned in the field to a real community issue.

4. Instructor's Technical Qualifications:

The college’s existing technology and CMS is sufficient for delivery of this course. Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, such as through CCC and EGC, as well as professional development to enhance the technological skills of the faculty member.

5. Student Support Services:

The instructor will integrate Direct Connect into the Canvas classroom to provide students with information and actively connect with student services. In addition, the instructor will provide active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate. Resources and policies include: Online Counseling Disability Resources Financial Aid Bookstore Online tutoring. Canvas Resources and Technical Support Title IX Policy & Resources SMC Drop & Withdrawal Policies Livesafe Veteran’s Resource Center Resources for DREAMERS, DACAmented students, and undocumented students Pronouns Honor Code Netiquette

6. Accessibility Requirements:

All content for the course will be 508 compliant using the tools provided by the college. For example: Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc. Lists will be created using the Bullet or Numbered List tool in the rich text editor. Links will not use non-descriptive phrases like CLICK HERE, for example. Underlining will only be used to denote active hyperlinks. There will be sufficient color contrast between foreground and background to meet Section 508 standards. Visual elements (color, bolding, all caps) will not be used as the sole way to convey

importance or meaning. Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text

7. Representative Online Lesson or Activity:

Objective 4: Understand and analyze the role of social, political, and economic factors in the development of community approaches to mental health care.

Sample online lesson or activity:
As part of the unit on community mental health, students move through a module focused on understanding access to care and the implications of lack of access to mental health. Students will listen to an episode of the While We Wait podcast focused on community mental health and integrated health care. Students will also read the associated article Access To Mental Health Care And Incarceration (Mental Health America).

Students will be provided with the following discussion prompt:

What is the argument in support of an integrated approach to mental health care? In the podcast and article, we learn that states with lower amounts of access to mental health care have higher rates of incarceration. Discuss the relationship between access to mental health care and incarceration.
In your response, be sure to include at least two levels of analysis (i.e. individual, interpersonal, societal) and at least two principles of community psychology.
In your post, include evidence discussed in the podcast episode and/or presented in the article to support your response. You can do this through direct quotations and paraphrasing central claims. Don’t forget to include page numbers if citing the article!
Once you have completed your post, respond to two of your classmates. To what extent do you agree with their post? Disagree? Why?

Santa Monica College
Program Of Study
Enterprise Service Clerk Certificate of Achievement

This program will prepare students to acquire computer and office skills needed to apply for service clerk entry-level jobs in various offices in educational institutions and other city and state government facilities. Students will learn Introduction to Computers, Microsoft Office programs, and Records Management and Filing skills.

Program Learning Outcomes:
Upon completion of the program, students will accurately apply professional customer relationship and 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: 14.0**
BUS 36A[DE] Customer Service in the Digital Age	3.0
CIS 1[DE] Introduction to Computer Information Systems	3.0
CIS 30[DE] Microsoft Excel	3.0
CIS 37[DE] Microsoft Word	3.0
OFTECH 33[DE] Records Management	2.0
	Total: 14.0

Enterprise Service Clerk Certificate of Achievement Narrative

Program Goals and Objectives:
This program will prepare students to acquire computer and office skills needed to apply for service clerk entry-level jobs in various offices in educational institutions and other city and state government facilities. Students will learn Introduction to Computers, Microsoft Office programs, and Records Management and Filing skills.

Program Learning Outcomes:
Upon completion of the program, students will accurately apply professional customer relationship and management techniques in a business environment. Upon completion of the program, students will employ interpersonal and critical thinking skills as well as problem-solving.

Catalog Description:
This program will prepare students to acquire computer and office skills needed to apply for service clerk entry-level jobs in various offices in educational institutions and other city and state government facilities. Students will learn Introduction to Computers, Microsoft Office programs, and Records Management and Filing skills.

Program Learning Outcomes:
Upon completion of the program, students will accurately apply professional customer relationship and management techniques in a business environment. Upon completion of the program, students will employ interpersonal and critical thinking skills as well as problem-solving.

Program Requirements:
Required Courses
CIS 1 Introduction to Computer Information Systems, 3 units, S1
BUS 36A Customer Service in the Digital Age, 3 units, S1
OFTECH 33 Records Management, 3 units, S1
CIS 30 Microsoft Excel, 3 units, S2
CIS 37 Microsoft Word, 3 units, S2
Total Units: 15

Master Planning:
This program equips students with high demand skills to pursue employment in potentially high wage career paths. These outcomes support both our college's mission and goals to
continuously develop curricular programs to meet the evolving needs of students and the community, as well as the Vision for Success by providing career education programs that prepare students for available jobs and offering supports that help students find jobs.

Enrollment and Completer Projections:
20 students for enrollment and completers annually.

Place of Program in Curriculum/Similar Program:
This is a certificate of achievement from the Computer Information Systems department.
There are no programs targeting certifications to work exclusively in educational and government institutions.

Similar Programs at Other Colleges in Service Area:
- West Los Angeles College: General Office: West Los Angeles College: West Los Angeles College (wlac.edu)
- Los Angeles Southwest College: General Office Assistant: Business Department | Los Angeles Southwest College (lasc.edu)
- Los Angeles City College: Basic Administrative Office Assistant: LACC_Catalog_2022-2023_Section_4 062222.indd (lacitycollege.edu)
- East Los Angeles College: Office Assistant: ELAC - Information and Communication Technologies

Santa Monica College

Computer Science Information Systems

Computer Information Systems Advisory Board

May 20, 2022

MINUTES

Attendees:

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

Non-SMC Attendees: Theodore Dahle (Branding consultant), Manuel Gomez (Lucielle Ball Foundation), Jose Pelayo (LAEDC), Eden Weinberg (Branding consultant)

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 remained flat during the pandemic
- The number of course sections has 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 one new certificates proposed by CIS faculty named Enterprise Service Clerk and the revised Website Software Specialist certificate. 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 Enterprise Service Clerk certificate. Made by: Bolandhemat Seconded by: Jerry. FOR-17 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

MOTION: The Computer Information System Advisory Board supports the revised Website Software Specialist certificate. Made by: Bolandhemat Seconded by: Jerry. FOR-17 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

Open Discussion

Various additional topics were discussed including the value of new browser based Adobe products, Webflow and Shopify+Squarespace.

Meeting Adjourned: 10:39 AM

Los Angeles Regional Consortium
Program Recommendation Minutes
October 20, 2022
8:30 – 10:30 a.m.

Zoom Meeting
https://pasadena-edu.zoom.us/j/99493008099

Voting Members Present:

- Nick Real, Cerritos College
- Kimberly Mathews, Citrus College
- Lynell Wiggins (alternate), Compton College
- Kendra Madrid, East LA College
- Virginia Rapp, El Camino College
- Freddy Saucedo, Glendale Community College
- Priscilla Lopez, LA Harbor College
- Marla Uliana, LA Mission College
- Mon Khat, LA Pierce College
- Laura Perez, LA Southwest College
- Marcia Wilson, LA Trade-Tech College
- Laurie Nalepa, LA Valley College
- Anthony Pagan, Long Beach City College
- Jennifer Galbraith, Mt. SAC
- Armine Derdiarian, Pasadena City College
- Bruce Noble, Rio Hondo College
- Patricia Ramos, Santa Monica College

I. Call to Order

The Los Angeles Regional Consortium (LARC) Workforce Council Business Meeting was called to order at 8:34 a.m. by Dr. Narineh Makijan, Los Angeles Regional Consortium (LARC) Chair & AVP, Pasadena City College.

II. LA Workforce Council Roll Call

The roll call was completed by Grace Rakow, Administrative Assistant, LARC, Pasadena City College. They confirmed that a quorum of participating members was present.

III. Approval of Previous Month's Minutes

a. Minutes from the September 15, 2022, LARC Meeting
Motion: Marcia Wilson, LA Trade-Tech College Second: Mon Khat, LA Pierce College Approved: ☒ Yes ☐ No
No abstentions.

IV. Informational Items ..... Dr. Narineh Makijan

a. Program Data Requests

Program Title	TOP Code	College	Contact
New Program (Regional Program Recommendation)			
1. Technical Theater	1006.00 Technical Theater	Cerritos College	Jason Dunk jdunk@cerritos.edu
2. Real Estate Salesperson Certificate of Achievement	0511.00 Real Estate	Compton College	John Yeressian jyeressian@compton.edu
3. Athletic Trainer Aide	1228.00 Athletic Training and Sports Medicine	LA City College	Fabian Naranjo naranjf@lacitycollege.edu
4. Group Fitness Instructor	0835.20 Fitness Trainer	LA City College	Fabian Naranjo naranjf@lacitycollege.edu
5. Lifeguard/Lifesaving	0835.70 Aquatics and Lifesaving	LA City College	Fabian Naranjo naranjf@lacitycollege.edu
6. Massage Therapy	1262.00 Massage Therapy	LA City College	Fabian Naranjo naranjf@lacitycollege.edu
7. Physical Therapy Aide	1222.00 Physical Therapist Assistant	LA City College	Fabian Naranjo naranjf@lacitycollege.edu
8. Sports Team Coaching	0835.60 Coaching	LA City College	Fabian Naranjo naranjf@lacitycollege.edu
9. Hospitality	1307.00 Hospitality	LA Harbor College	Priscilla Lopez lopezpa@lahc.edu
10. American Sign Language Interpreting (ASL)	0850.10 Sign Language Interpreting	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu

11. Industrial Design	0953.00 Drafting Technology	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu
12. Baking and Pastry (AS; Certificate)	1306.30	Mt. San Antonio College	Shelley Doonan sdoonan@mtsac.edu
13. Culinary Arts Management (AS; Certificate)	1306.30	Mt. San Antonio College	Shelley Doonan sdoonan@mtsac.edu
14. Horticulture (Certificate)	0109.00	Mt. San Antonio College	Chaz Perea cperea@mtsac.edu
15. Interior Decoration and Staging	1302.00 Interior Design and Merchandising	Mt. San Antonio College	Elisabeth Eatman eeatman@mtsac.edu
16. Biological Technology - Stem Cell-Based Biomanufacturing	0430.00 Biotechnology & Biomedical Technology	Pasadena City College	Pamela Eversole-Cire pleversole-cire@pasadena.edu
17. Business Administration Certificate	0505.00 Business Administration	Rio Hondo College	Maria Andrade-Hernandez mandrade-hernandez@riohondo.edu
18. Media Management and Sales	0509.10 Advertising	Santa Monica College	Lynn Dickinson dickinson_Lynn@smc.edu
19. Computer Applications Office Technologies - General Office	0514.00 Office Technology/ Office Computer Applications	West LA College	Anna Chiang chiangas@wlac.edu
20. Corrections (Certificate of Achievement)	2105.10 Corrections	West LA College	Jason Librande libranjr@wlac.edu
Existing, Low-unit, Local Certificate for State Chaptering			
21. Special Needs Certificate	1305.20 Children with Special Needs	LA Pierce College	Patricia Doelitzsch doelitpa@piercecollege.edu
College/District Program Review			
22. Yoga Teacher Training (Certificate)	0835.20 Fitness Trainer	Mt. San Antonio College	Robert Dominguez rdominguez14@mtsac.edu
23. Dental Assisting Program	1240.10 Dental Assistant	West LA College	Carlos Sermeno sermenc@laccd.edu
24. Dental Hygiene	1240.20 Dental Hygienist	West LA College	Carlos Sermeno sermenc@laccd.edu
25. Medical Assisting	1208.00 Medical Assisting	West LA College	Carlos Sermeno sermenc@laccd.edu

26. Pharmacy Technician	1221.00 Pharmacy Technology	West LA College	Carlos Sermeno sermenc@laccd.edu
Program Modification (Substantial Change)			
27. Architectural Design	0201.00 Architecture & Architectural Technology	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu
28. Interior Design	1302.00 Interior Design and Merchandising	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu
29. Financial Investments	0504.00 Banking and Finance	Pasadena City College	Kimberly Shediak kshediak@pasadena.edu
30. Medical Assisting Administrative/Clinical	1208.00 Medical Assisting	Pasadena City College	Sebrenia Law salaw@pasadena.edu
31. Retail Management	0506.50 Retail Store Operations & Management	Pasadena City College	Kimberly Shediak kshediak@pasadena.edu
32. Computer Applications Office Technologies - Legal Secretary	0514.10 Legal Office Technology	West LA College	Anna Chiang Chiangas@wlac.edu

V. Action Items.....Dr. Narineh Makijan

a. Program Recommendation

Motion: Jennifer Galbraith, Mt. San Antonio College Second: Kendra Madrid, East LA College Recommended: ☒ Yes ☐ No

No abstentions.

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emerging*
					Supply Gap	Living Wage	Ed Atmnt	
1. A.S. Degree: Associate of Science Degree in Biotechnology	0430.00	Cerritos College	Nick Real yreal@cerritos.edu	ES	Y	N	Y	Y

2. Certificate of Achievement: Biotech 1: Basic Wet Lab Skills Certificate of Achievement	0430.00	Cerritos College	Nick Real yreal@cerritos.edu	ES	Y	N	Y	Y
3. Certificate of Achievement: Certificate of Achievement in Biotechnology II: Biomanufacturing	0430.00	Cerritos College	Nick Real yreal@cerritos.edu	ES	Y	N	Y	Y
4. Certificate of Achievement: Legal Translation and Interpretation	2140.00	LA Mission College	Marla Uliana ulianamr@lamission.edu	EA	Y	Y	Y	N
5. Certificate of Achievement: Enterprise Service Clerk	0514.00	Santa Monica College	Patricia Ramos Ramos_patricia@smc.edu	ES	Y	N	Y	N

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

b. Modified Programs

Motion: Marla Uliana, LA Mission College Second: Lynell Wiggins, Compton College Recommended: ☒ Yes ☐ No

No abstentions.

The LAWC confirmed that modified programs that do not require a new COCI number do not need to go through the program recommendation process. If the college chooses to bring the program through the process, they are not required to receive a new LMI report to attach to the submission.

1. Certificate of Achievement: Certificate of Achievement in Advanced Professional Baking and Pastry Arts, LA Harbor College
    - There was a typo in one of the course titles. It should be HOSPT 120, and it was inputted as HOSP 130.

2. A.S. Degree: Baking and Pastry Degree, Mt. San Antonio College

- Most classes: Minor edits and updated sample assignment to align with MO's
- 106, 117, and 118: Reduce lecture hours, increase lab hours, edit outline, and update sample assignment to align with MO's
- CUL 111: Update catalog description and notes, tasting language
- HRM 57: Remove HRM 51 pre-req
- CUL 115: Revised to a lab-only class – replace work experience, looking at the number of units to support lunch service
- CUL 108: Name change, edits to outline, updated sample assignment to align with MO's
- CUL 113: New class – HRM and CUL 102 pre-req
- CUL 121: New class – HRM 52 pre-req
- CUL 125: New class – DL request
- CUL 91: Remove co req and restaurant requirement = like HRM 91, no longer tied to Café 91
- HRM 59: Added
- HRM 61: Removed – content covered in CUL 114, 155, HRM 56, 57 and 59

3. Certificate of Achievement: Baking and Pastry Level 1, Mt. San Antonio College

    - Remove and archive CUL 116
    - Add CUL 113

4. Certificate of Achievement: Culinary Arts Advanced, Mt. San Antonio College

    - Most classes: Minor edits and updated sample assignment to align with MO's
    - 103, 106, and 107: Reduce lecture hours, increase lab hours, edits to outline, and update sample assignment to align with MO's
    - CUL 104: Add HRM 52 pre-req, edits to outline, and updated sample assignment to align with MO's
    - CUL 111: Update catalog description and notes, tasting language.
    - HRM 57: Remove HRM 51 pre-req
    - CUL 115: Revised to a lab-only class – replace work experience. Looking at the number of units to support lunch service.
    - CUL 108: Name change, edits to outline and updated sample assignment to align with MO's
    - CUL 113: New Class – HRM and CUL 102 pre-req
    - CUL 121: New class – HRM 52 pre-req
    - CUL 125: New class – DL request
    - CUL 91: Remove co req and restaurant requirement = like HRM 91, no longer tied to Café 91.
    - HRM 59: Added
    - HRM 61: Removed – content covered in CUL 114, 155, HRM 56, 57 and 59

5. Certificate of Achievement: Culinary Arts Level I, Mt. San Antonio College

   - Reduced the units required
   - Removed Nutrition requirement (nutrition topic covered in CUL 101)
   - Removed CUL 107
   - Added CUL 101

6. A.S. Degree: Culinary Arts Management (AS Degree), Mt. San Antonio College

   - Most classes: Minor edits and updated sample assignment to align with MO's
   - 103, 106, and 107: Reduce lecture hours, increase lab hours, Edits to outline, and update sample assignment to align with MO's
   - CUL 104: Add HRM 52 pre-req, Edits to outline, and updated sample assignment to align with MO's
   - CUL 111: Update catalog description and notes. Tasting language.
   - HRM 57: Remove HRM 51 pre-req
   - CUL 115: Revised to a lab-only class – replace work experience. Looking at the number of units to support lunch service.
   - CUL 108: Name change, Edits to outline and updated sample assignment to align with MO's
   - CUL 113: New Class – HRM and CUL 102 pre-req
   - CUL 121: New class – HRM 52 pre-req
   - CUL 125: New class – DL request
   - CUL 91: Remove co req and restaurant requirement = like HRM 91, no longer tied to Café 91.
   - HRM 59: Added
   - HRM 61: Removed – content covered in CUL 114, 155, HRM 56, 57 and 59

VI. Action Item.....Dr. Narineh Makijan

a. Approval of Minutes Reflecting Today's Program Recommendation Vote
   Motion: Jennifer Galbraith, Mt. San Antonio College Second: Marcia Wilson, LA Trade-Tech College Approved: ☒ Yes ☐ No
   No abstentions.

C·O·E CENTERS OF EXCELLENCE FOR LABOR MARKET RESEARCH

Labor Market Assessment: 0514.00/Office Technology/Office Computer Applications
Enterprise Service Clerk (Certificate of Achievement)

Los Angeles Center of Excellence, June 2022

Summary

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

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

The Los Angeles Center of Excellence for Labor Market Research (LA COE) prepared this report to provide regional labor market supply and demand data related to two middle-skill occupations: *secretaries and administrative assistants, except legal, medical, and executive* (43-6014), and *office clerks, general* (43-9061). Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[1] 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 two office clerk occupations in the region. While entry-level wages are lower than the self-sufficiency standard wage in both Los Angeles and Orange counties, nearly half of current workers in the field have completed some college or an associate degree. **Therefore, due to some of the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:

- ***Supply Gap Criteria –*** Over the next five years, there is projected to be **23,988 jobs available annually** in the region due to retirements and workers leaving the field, **which is more than the 1,276 awards conferred annually** by educational institutions in the region.
- ***Living Wage Criteria –*** Within Los Angeles County, both occupations have **entry-level wages <u>below</u> the self-sufficiency standard hourly wage** ($18.10/hour).[2]

[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.

[2] Self-Sufficiency Standard wage data was pulled from The Self-Sufficiency Standard Tool for California on 6/2/2022. For more information, visit: http://selfsufficiencystandard.org/california.

- ***Educational Criteria*** **–**The Bureau of Labor Statistics (BLS) lists a **high school diploma** as the typical **entry-level education** for both occupations in this report.
    - However, the national-level educational attainment data indicates **between 45% and 46% of workers in the field have completed some college or an associate degree.**

Supply:

- There are **26 community colleges** in the greater LA/OC region that issue awards related to office technology, conferring an average of **944 awards annually** between 2017 and 2020.
- Between 2016 and 2019, there was an average of **332 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for these office clerk occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to decrease by 4% through 2025. However, there will be nearly 24,000 job openings per year through 2025 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 full impact of COVID-19 on projections of industry and occupational employment. Therefore, the projections included in this report do not take the full impacts of COVID-19 into account.

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

Geography	2020 Jobs	2025 Jobs	2020-2025 Change	2020-2025 % Change	Annual Openings
Los Angeles	160,056	153,443	(6,613)	(4%)	17,462
Orange	59,366	57,783	(1,583)	(3%)	6,526
Total	**219,422**	**211,226**	**(8,196)**	**(4%)**	**23,988**

Wages

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

[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.

Los Angeles County—Both occupations have entry-level wages **below** the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $14.58 and $16.93. Experienced workers can expect to earn wages between $23.20 and $26.84, which are higher than the self-sufficiency standard.

Orange County—Both occupations have entry-level wages **below** the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $14.54 and $16.72. Experienced workers can expect to earn wages between $23.13 and $26.47, which are higher than the self-sufficiency standard.

Job Postings

There were 39,915 online job postings related to office clerks listed in the past 12 months. Exhibit 2 displays the number of job postings by occupation. The majority of job postings (67%) were for *secretaries and administrative assistants, except legal, medical, and executive*, followed by *office clerks, general* (33%). The highest number of job postings were for administrative assistants, office assistants, office administrators, personal assistants, and office clerks. The top skills were administrative support, scheduling, customer service, data entry, and appointment setting. The top three employers, by number of job postings, in the region were: University of California, Ultimate Staffing Services, and California State University.

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

Exhibit 2: Job postings by occupation (last 12 months)

Educational Attainment

The Bureau of Labor Statistics (BLS) lists a high school diploma as the typical entry-level education for both occupations in this report. However, the national-level educational attainment data indicates between 45% and 46% of workers in the field have completed some college or an associate degree. Of the 50% of office clerk job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 89% (17,875) requested high school or vocational training, and 11% (2,101) requested an associate degree.

Educational Supply

Community College Supply—Exhibit 3 shows the 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.

Exhibit 3: Regional community college awards (certificates and degrees), 2017-2020

TOP Code	Program	College	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
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-Tech	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	12	18	16	15
		N. 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—For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs for office clerks. Exhibit 4 shows the annual and three-year average number of awards conferred by these institutions in programs crosswalked to the community college programs listed in Exhibit 3. Due to different data collection periods, the most recent three-year period of

available data is from 2016 to 2019. Between 2016 and 2019, four-year colleges in the region conferred an average of 332 awards annually in related training programs.

Exhibit 4: Regional non-community college awards, 2016-2019

CIP Code	Program	Institution	2016-17 Awards	2017-18 Awards	2018-19 Awards	3-Year Average
52.0401	Administrative Assistant and Secretarial Science, General	ABCO Technology	11	4	11	9
		GDS Institute	32	24	-	19
		Hacienda La Puente Adult Education	65	30	25	40
		InterCoast Colleges-Santa Ana	8	4	3	5
		Los Angeles ORT College-Los Angeles Campus (CLOSED)	26	23	12	20
		Pomona USD Adult and Career Education	-	6	2	3
		ABC Adult School	-	21	6	9
		CES College	2	6	7	5
		Hacienda La Puente Adult Education	52	48	36	45
		UEI College-Gardena	30	29	32	30
		United Education Institute-Anaheim	40	46	41	42
		United Education Institute-Encino	38	33	28	33
		United Education Institute-Huntington Park Campus	36	42	38	39
		United Education Institute-West Covina	41	29	29	33
		Supply Total/Average	**381**	**345**	**270**	**332**

Appendix A: Occupational demand and wage data by county

Exhibit 5. Los Angeles County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014)	66,334	62,782	(3,552)	(5%)	6,923	$16.93	$21.50	$26.84
Office Clerks, General (43-9061)	93,722	90,661	(3,061)	(3%)	10,539	$14.58	$18.12	$23.20
Total	**160,056**	**153,443**	**(6,613)**	**(4%)**	**17,462**	**-**	**-**	**-**

Exhibit 6. Orange County

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014)	23,610	22,631	(980)	(4%)	2,479	$16.72	$21.22	$26.47
Office Clerks, General (43-9061)	35,756	35,153	(603)	(2%)	4,047	$14.54	$18.07	$23.13
Total	**59,366**	**57,783**	**(1,583)**	**(3%)**	**6,526**	**-**	**-**	**-**

Exhibit 7. Los Angeles and Orange Counties

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014)	89,944	85,412	(4,532)	(5%)	9,401	HS diploma or equivalent
Office Clerks, General (43-9061)	129,478	125,814	(3,664)	(3%)	14,587	HS diploma or equivalent
Total	**219,422**	**211,226**	**(8,196)**	**(4%)**	**23,988**	**-**

Appendix B: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (Emsi)
- Bureau of Labor Statistics (BLS)
- California Employment Development Department, Labor Market Information Division, OES
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- Self-Sufficiency Standard at the Center for Women's Welfare, University of Washington
- Chancellor's Office Curriculum Inventory (COCI 2.0)

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Santa Monica College
Program Of Study
ESL Department Certificate

The ESL Department Certificate program is designed to prepare English Language learners (ELLs) for the academic rigor of transfer-level English (English 1 or English 1+28). Students completing this certificate have achieved academic English reading and writing skills at an advanced, post-secondary level. To earn a certificate, students must complete the required courses as listed with a minimum grade of "C." 100% of course work must be completed at Santa Monica College.

Program Learning Outcomes:
Upon completion of the ESL Department Certificate program, students will demonstrate advanced level competence in English language skills of reading and writing at the post-secondary level. Students will be able to identify main ideas and specific details in a text; paraphrase and/or summarize information from a text in writing; read academic and literary material critically to identify main ideas, supporting details, audience, tone, and purpose in preparation for writing; plan, compose, and revise a multi-paragraph essay containing a variety of sentence types, appropriate vocabulary, accurate grammar, and reference information from assigned source materials under time constraints; employ a writing process that leads to a well-supported, multi-paragraph essay (or mini-research paper) synthesizing a variety of sources (including course and outside material) and establishing a strong, well-developed point of view in response to a given prompt.

Required Courses	**Units: 8.0**
ESL 19A[DE] English Fundamentals 1	4.0
ESL 19B[DE] English Fundamentals 2	4.0
	Total: 8.0