



College Curriculum Committee

AMENDED Meeting Agenda Package

May 12, 2025

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: TBD

Date: May 12, 2026 Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez __; Ahmad Manzoor __; Michael Vanoverbeck __; Mayela Rodriguez __; Stefani Baez __; Arneshia Bryant-Horn __; Angela Burrell __ Jose Martinez __; Kendahl Radcliffe __; Nathan Lopez __; Gerson Valle __; David McPatchell __; Noemi Monterosso __; Jesse Mills __; Bradfield Conn __; Lynn Chung __; Melain McIntosh __; Sheri Berger __; Maya Medina __; Shante Mumford __; and Charles Hobbs __.

AGENDA:

1. Approval of Agenda: May 12, 2026
2. Approval of Minutes: April 28, 2026
3. Reports and Follow-up Questions From Attendees:
 - a) Vice President, Academic Affairs
 - b) Curriculum Analyst
 - c) Articulation Officer
 - d) Distance Education Faculty Coordinator
 - e) SLO Coordinator
4. Consent Agenda Item(s):
 - a) Course Inactivation
MTT 146 – Basic Machine Tool Operation
 - b) Course Review – Common Course Number
ASTR C1001L – Introduction to Astronomy Lab

c) Course Review – Revised Conditions of Enrollment
ESL 53C – Advanced Essay Writing and Grammar

d) Program Revision
Music -- A.A. Degree

5. Action Items

a) **Program** Mapper

b) New Program – 2nd Read
Biology 2.0 – A.S. Degree for Transfer (AS-T)
Chicana/o Studies, Latina/o Studies – A.A. Degree for Transfer (AA-T)
Elementary Teacher Education: Integrated Programs – A.A. Degree for Transfer (AA-T)
Physics 2.0 – A.S. Degree for Transfer (AS-T)

c) New Course – 2nd Read
BUS 95 – Work Experience Education
FILM 117 – Screenwriting I
ESL 10B – Beginning ESL 2
ESL 10D – Intermediate ESL 2

d) New Programs – 1st Read
Logistics Fundamentals - Certificate of Accomplishment
Logistics Project Management - Certificate of Accomplishment
Logistics Leadership - Certificate of Accomplishment
Logistics Data Science - Certificate of Accomplishment
Logistics e-commerce Entrepreneur - Certificate of Accomplishment
Logistics AI + Machine Learning - Certificate of Accomplishment

6. Informational Items

a) Welcome New Committee Member – Angela Burrell (HEPS)

7. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

a) CCC representatives may provide a comment or future agenda item recommendation(s).

8. Public Comment(s):

a) Public comments may be presented by any person not on the CCC roster in attendance.

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College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez

Date: April 28, 2026 / Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez_x_ ; Ahmad Manzoor__ ; Michael VanOverbeck_x_ ; Mayela Rodriguez__ ; Stefani Baez_x_ ; Arneshia Bryant-Horn_x_ ; Jose Martinez__ ; Kendahl Radcliffe_x_ ; Nathan Lopez_x_ ; Gerson Valle_x_ ; David McPatchell_x_ ; Noemi Monterosso_x_ ; Jesse Mills__ ; Bradfield Conn__ ; Lynn Chung_x_ ; Melain McIntosh_x_ ; Sheri Berger_x_ ; Maya Medina_x_ ; Shante Mumford__ ; and Charles Hobbs_x_ ; Selene Aguirre_x_ ; Shirley Thomas_x_ ; Angela Burrell_x_ .

Meeting Started at 2:05pm

AGENDA:

1. Approval of Agenda: April 28

Michael V. motioned to approve agenda. Victoria M. seconded. Unanimously approved.

2. Approval of Minutes: March 24, 2026

Victoria M. motioned to approve minutes. Maya M. seconded. Unanimously approved.

Victoria M. motioned to open 3a-e. Celina?. seconded.

3. Reports and Follow-up Questions from Attendees:

a) Vice President, Academic Affairs

- Dangling hours have not been addressed and needs to be corrected asap.
- Co-op work experience courses needs to be updated.

b) Curriculum Analyst

- Status update on new programs.

c) Articulation Officer o Discussion on GE vs major course expectations, common course numbering, and legislative context (AB 2236). o Common course numbering office hours concluded; flex credit documentation due by May 22, 2026; clarification on CCM template vs COR fields.

d) Distance Education Faculty Coordinator

e) SLO Coordinator

Michael V. motioned to close 3a-e. David M. seconded.

Michael V. motioned to approve consent agenda items 4a-f. David M. seconded. Unanimously approved.

4. Consent Agenda Item(s):

a) Course Inactivation

- ENGL 120 – Introduction to Fiction
- ENGL 128 – Creative Writing: A Workshop in Fiction and Nonfiction
- ENGL 235 -- Creative Writing: Screenwriting
- ENGL 238 – Survey of Film: 1950 to the Present
- ENGL 248 – Modern Literature of North America
- JOUR 101 – News Writing and Reporting
- JOUR 108 – Advanced Reporting and News Editing
- JOUR 112 – Mass Media and Society
- PHYS 150 – Mechanics of Solids
- PHYS 152 – Fluids, Heat and Sound
- PHYS 250 – Electricity and Magnetism
- PHYS 252 – Optics and Modern Physics
- THEA 104 – Dramatic Literature
- THEA 215 – Improvisation
- THEA 216 – Acting: Auditioning and Cold Reading

b) New Course – Common Course Number

- ARTH C1200 – Survey of Art from the Renaissance to Contemporary
- ASTR C1001 – Introduction to Astronomy
- ASTR C1001H – Introduction to Astronomy – Honors

c) Course Review – Common Course Number

- ANTH C1001 – Introduction to Biological Anthropology

- BIOL C1000 – Introduction to Biology with Lab BIOL
- C1000H – Introduction to Biology with Lab – Honors
- CDEV C1000 – Child Growth and Development
- MATH C2210 - Calculus I: Early Transcendentals
- MATH C2220 – Calculus II: Early Transcendentals

d) Standard Course Review – No Changes

- HDEV 101 – Orientation to College and Educational Planning
- HDEV 105 – Career and Life Planning
- HDEV 107 – Navigating the Transfer Process
- HDEV 110 – Strategies for Creating Success in College
- HDEV 115 – Career Development Across the Lifespan
- HIST 111 – The African American in the United States from 1877 to the Present
- HIST 183 – Introduction to African History, Prehistory to 1885

e) Course Review – Revised Conditions of Enrollments/SLO Update

- CSCI 108 – Foundation of Data Science
- ENGL 150 – Survey of British Literature I
- ENGL 152 – Survey of British Literature II

f) Course Review – Revised Course Description Update/SLO Update

- THEA 175 – Student Performance/Production Workshop
- THEA 189 – Costuming for the Stage

Michael V. motioned to open action item 5a. David M. seconded.

5. Action Items

a) Active Course TOP/CIP Code Alignment

Nathan L. motioned to approve action item 5a. Michael V. seconded. Unanimously approved.

Michael V. motioned to open 5b. David M. seconded.

b) New Program – 1st Read

- Biology 2.0 – A.S. Degree for Transfer (AS-T)
- Chicana/o Studies, Latina/o Studies – A.A. Degree for Transfer (AA-T)
- Elementary Teacher Education: Integrated Programs – A.A. Degree for Transfer (AA-T)
- Physics 2.0 – A.S. Degree for Transfer (AS-T)

Michael V. motioned to close 5b. David M. seconded.

Michael V. motioned to open 5c. David M. seconded.

c) New Course -- 1st Read

- BUS 95 – Work Experience Education
- FILM 117 – Screenwriting I
- ESL 10B – Beginning ESL 2
- ESL 10D – Intermediate ESL 2

Michael V. motioned to close 5c. David M. seconded.

Michael V. motioned to open 6a. David M. seconded.

6. Informational Items

a) Welcome New Committee Member – Selene Aguirre (FACH) and Dr. Shirley Thomas

Michael V. motioned to close 6a. David M. seconded. Michael V. motioned to open 7a. David M. seconded.

7. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- a) CCC representatives may provide a comment or future agenda item recommendation(s).
- Dr. VP Berger bringing forward recommendations of Incorporating Program Mapper into curriculum process. Bringing forward revised template. Please bring forward as an action item for next meeting.

Michael V. motioned to close 7a. David M. seconded.

Michael V. motioned to open the floor for public comment. David M. seconded.

8. Public Comment(s): a) Public comments may be presented by any person not on the CCC roster in attendance.

Michael V. motioned to close the floor for public comment. David M. seconded. Meeting ended at 2:55pm



Course Inactivation – MTT 146 – Basic Machine Tool Operation

Justification: Division Does Not Plan to Offer the Course-- Carry over from El Camino college that has not been offered.

BIST VOTE 2/12/2026



Course Review – Common Course Numbering – ASTR C1001L – Introduction to Astronomy Lab

Course Information

Course Discipline: ASTR

Course Division: Science, Technology, Engineering, and Mathematics (STEM)

Course Number: C1001L

Full Course Title: Introduction to Astronomy Lab

Short Title: Astronomy Laboratory

TOP Code: 191100 - Astronomy

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2027

Board of Trustees Approval Date:

2020-10-20

Course Description

This laboratory course reinforces fundamental principles and concepts of astronomy by applying the scientific method through experiments, observations, and/or simulations.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

54.000

Outside-of-Class Hours:

0.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

Activity Hours:

Lab Hours:

54.000

Outside-of-Class Hours:

0.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

Activity Units:

Lab Units:

1.000

Min/Max Units:

1.000

Total Hours:

54.000

Grading Method:

Letter grade only

Requisites

Co-requisite

Subject ASTR - Astronomy

Requisite Course ASTR C1001 - Introduction to Astronomy (In Review)0.000 - 0.000

Condition or
 Notes
 or concurrent enrollment
 Co-requisite
 Subject ASTR - Astronomy
 Requisite Course ASTR C1001H - Introduction to Astronomy - Honors (In Review)0.000 - 0.000
 Condition or
 Notes
 or concurrent enrollment
 Course Content
 Lab
 Outline
 Celestial sphere
 Approximate Time In Hours
 6.00
 Lab
 Outline
 Orbits and Kepler's Laws
 Approximate Time In Hours
 6.00
 Lab
 Outline
 Spectroscopy
 Approximate Time In Hours
 6.00
 Lab
 Outline
 Lunar properties
 Approximate Time In Hours
 6.00
 Lab
 Outline
 Telescopes and optics
 Approximate Time In Hours
 6.00
 Lab
 Outline
 Hertzsprung-Russell Diagram
 Approximate Time In Hours
 6.00
 Lab
 Outline
 Sun features
 Approximate Time In Hours

6.00

Lab

Outline

Deep sky objects

Approximate Time In Hours

6.00

Lab

Outline

Cosmic distance ladder

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

5 - Natural Sciences

Cal-GETC:

5C: Laboratory Sciences

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lab

Collect, analyze, and interpret astronomical data to draw and communicate valid scientific conclusions.

Student Learning Outcomes

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

1. Using a Cassegrain reflecting telescope, align the telescope and point it at several objects, including the Moon, planets visible to the naked eye, planets invisible to the naked eye, bright stars, faint stars, and diffuse objects (clusters, nebulae, and galaxies).

2. Apply the Scientific Method to the solution of astronomical problems.

Methods of Instruction

Demonstration

The goal is to have one demonstration per lab exercise. The instructor will perform the experiment once pointing out any common problems that may occur.

Discussion

Discussion will take place during the demonstration of the assigned lab experiment, as well as during the time period when the students are collecting their own data. It is hoped that an attitude of community develops and students help each other.

Laboratory

This is a laboratory class, the major purpose of the class is to give the student experience with collecting data and analyzing it, including error determination and error propagation. These interactions with hardware allow student creation of viable simulations.

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, practicums, laboratory activities, laboratory reports, projects, research demonstrations, etc.

Methods of evaluation are at the discretion of local faculty.

Assignment Examples

Reading Assignments:

Record the laboratory data and analysis of said data into a written document, typically 3 pages in length for each lab.

Writing Assignments:

Observation of star clusters

1. Select clusters to observe. Use a star chart to make sure they will be above the horizon this evening. Find them in the star atlas to familiarize yourself with their surroundings.
2. Set up a telescope and polar align. Set the right ascension circle.
3. Find your cluster and select the magnification that enables you to see it best.
4. Sketch what you observe in the telescope in your lab notebook.
5. Note whether the cluster is an open cluster or a globular cluster. Note whether the cluster is resolved, that is, whether you can see individual stars. Estimate how big across the cluster is, in minutes of arc (How big is your field of view?). Record all observations in your laboratory notebook.

Outside-of-Class Assignments:

SELECTING NEBULAE AND GALAXIES FOR OBSERVATION

PURPOSE: In this lab exercise, you will use your star atlas to come up with a list of nebulae and galaxies to observe and record in your laboratory notebook.

PRACTICE: Using your star atlas, inspect the object at each of the following coordinates, assess whether it is a planetary nebula (P), a diffuse nebula or H II region (H II), a galaxy (G), an open cluster (OC), a globular cluster (GC) or a reflection nebula (R). Identify the constellation in which it is located.

NAME: CO-ORDINATES: KIND: CONSTELLATION:

M15 21h 30m +12

Ring Nebula 18 54 +33

Crab Nebula 5 34 +22

M45 3 47 +24

Sombrero 12 40 -11

North American
Neb 20 59 +44

Eskimo Nebula 7 29 +21

The Transit of Venus attachment is an example of a Problem solving demonstrations
The student is to use a Planetarium software package, e.g. Stellarium, and observe the transit of Venus from two different locations on Earth. This observation allows the determination of the size of the Sun and its distance from us.

Some assignments require critical thinking:

MOTION OF THE MOON

PURPOSE: In this lab exercise, you will learn how the Moon moves among the fixed stars.

PROCEDURE:

1) Ecliptic longitude is the position of the Moon along the ecliptic. Ecliptic latitude is how many degrees north or south of the ecliptic the Moon is located. Using the table of positions of the Moon for this month, plot the positions of the Moon on the SC1 Constellation Chart. To measure the latitudes, copy the degree scale from the chart onto another piece of paper, and use that to measure the latitudes. When you are finished, connect the dots with a straightedge.

2) Refer to the chart of New Moons for this year. What is the date of the new moon in January. Compute the day numbers of next 12 new moons by adding 29.5 to each day.

3) Using the table calendar for this year, find the day of the month corresponding to each day number.

4) Using your star chart, find the longitude of the Sun on each of the new moon dates.

5) In the space below, diagram the Sun and the Moon on the SC1 Constellation Chart for each of the new moon dates. The Sun goes on the ecliptic and the Moon on its orbit. Diagram the Sun and Moon the same size as 5th magnitude stars. Select the days on which solar eclipses occur. Judge which eclipse occurs at the Moon's ascending node and which at the descending node?

6) Compute the dates of the next three eclipses in the Saros series for each eclipse.

1. _____
2. _____
3. _____

SELECTING NEBULAE AND GALAXIES FOR OBSERVATION

PURPOSE: In this lab exercise, you will use your star atlas to come up with a list of nebulae and galaxies to observe and record in your laboratory notebook.

PRACTICE: Using your star atlas, inspect the object at each of the following coordinates, assess whether it is a planetary nebula (P), a diffuse nebula or H II region (H II), a galaxy (G), an open cluster (OC), a globular cluster (GC) or a reflection nebula (R). Identify the constellation in which it is located.

NAME: CO-ORDINATES: KIND: CONSTELLATION:
M15 21h 30m +12

Ring Nebula 18 54 +33

Crab Nebula 5 34 +22

M45 3 47 +24

Sombrero 12 40 -11

North American
Neb 20 59 +44

Eskimo Nebula 7 29 +21

The Transit of Venus attachment is an example of a Problem solving demonstrations
The student is to use a Planetarium software package, e.g. Stellarium, and observe the transit of Venus from two different locations on Earth. This observation allows the determination of the size of the Sun and its distance from us.

Course Materials

Other:

Schwitkis, Kent. Introduction to Astronomy Lab Manual. (2026). Compton College.

Other:

Locally developed lab manual

Other:

Simulation Curriculum Corporation. (2024). Starry Night College Astronomy Lab Manual. 8th ed.: Simulation Curriculum Corp.

Other:

Tuttle, S. (2016 & Web 2024). Distant Nature: Astronomy Exercises. OER: OER Commons.

Institute for the Study of Knowledge Management in Education.

<https://oercommons.org/authoring/17181-distant-nature-astronomy-exercises>

Other:

Fraknoi, A. (2016 & Web 2021). A Compilation of Free Laboratory Activities for Astronomy 101 Courses. OER: OER Commons. Institute for the Study of Knowledge Management in Education.
<https://www.merlot.org/merlot/viewMaterial.htm?id=1374772>

Minimum Qualification

1. Physics/Astronomy

Condition



Course Review – Revised Conditions of Enrollment – ESL 35C – Advanced Essay Writing and Grammar

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 53C

Full Course Title: Advanced Essay Writing and Grammar

Short Title: Advanced ESL

TOP Code: 493084 - English as a Second Language - Writing

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2019

Board of Trustees Approval Date:

2019-08-20

Course Description

This advanced English course strengthens college-level language and writing skills in preparation for English 101, job training or career advancement for students learning English as a second language. Students develop advanced reading, writing, listening, speaking, grammar, and sentence skills through the study of articles, essays, poetry, fiction, and non-fiction texts. The course includes essay writing, research skills, presentations, and the use of Modern Language Association (MLA) style to complete a short research-based essay. By the end of the course, students will be able to read college-level texts, write well-developed multi-paragraph essays, give formal presentations, and use English confidently in academic and professional settings.

Course Standards

Lecture Hours:

90.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

90.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

5.000

Activity Units:

Lab Units:

Min/Max Units:

5.000

Total Hours:

90.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

The Writing Process: prewriting brainstorming clustering free writing listing outlining

Approximate Time In Hours

4.00

Lecture

Outline

The Writing Process: composing Paragraph structure such as topic sentence and general and specific support Developing ideas, including examples and description Production of 14.5-16.5 pages (double-spaced, 12-point, Times New Roman) of graded writing (500-600 words) both in and out of class.

Approximate Time In Hours

8.00

Lecture

Outline

Basic Grammar Review mechanics, basic grammar and usage-fragments, run-ons and comma splices, tense, point of view, agreement, and pronoun use Review sentence patterns and combining for subordination and coordination.

Approximate Time In Hours

8.00

Lecture

Outline

Advanced Grammar perfect aspect passive voice conditionals gerunds and infinitives embedded sentences complex structure: adjective clauses noun clauses verbals and verb phrases

Approximate Time In Hours

10.00

Lecture

Outline

The Writing Process: revising Focused revision -multiple revisions at various stages of the writing process in response to peer and instructor feedback

Approximate Time In Hours

10.00

Lecture

Outline

Critical Reading Skills Identifying thesis, locating main ideas, annotating, increasing vocabulary, identifying authorial strategies Writing summaries of assigned readings Practicing analytical writing skills that require and develop critical thinking Identifying and analyzing literary elements and devices Active analysis of peer and professional writing through class discussion and small group peer review

Approximate Time In Hours

24.00

Lecture

Outline

The "college essay" structure: Introduction with lead-in and thesis statement, body paragraphs with topic sentences, and a concluding paragraph Body paragraphs including a lead-in to and analysis of quoted and paraphrased sources as support

Approximate Time In Hours

6.00

Lecture

Outline

Introduction to research skills How to use library databases, Internet sources, case studies, and textbooks Utilizing and incorporating at least two secondary sources, including using direct and indirect quotations and avoiding plagiarism MLA style for document format and documentation (in-text citation and Works Cited pages)

Approximate Time In Hours

8.00

Lecture

Outline

Writing expository essays with a clear rhetorical purpose using various methods of development to inform to express to persuade

Approximate Time In Hours

8.00

Lecture

Outline

In-class writing - instruction and practice

Approximate Time In Hours

4.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Apply MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.

Lecture

Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

Lecture

Plan, write, and revise 500-word multi-paragraph expository essays that include both an introduction and conclusion, and which exhibit coherence and unity; avoid major grammatical and mechanical errors that interfere with meaning; and demonstrate awareness of cultural context, audience, purpose, and language choice.

Lecture

Prepare students for transfer-level English or workplace advancement.

Student Learning Outcomes

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

1. Students will write a well-organized 4–5 paragraph essay with a thesis, supporting evidence and conclusion.
2. Students will read, analyze, and summarize information from multiple sources.
3. Students will produce sentences of 250-350 words on assigned topics with a particular focus on verb tenses, correct word form choice, intermediate level sentence patterns, and subordination and coordination in sentence combining.

Methods of Instruction

Demonstration

Discussion

Group Activities

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

Minimum of two, 2-page written compositions, including introduction, body, and conclusion using appropriate grammar and phrasing.

Writing Prompt: Technology and Human Connection

Read the passage above and respond to the following prompt:

In a well-developed essay, analyze the impact of technology on human communication. Discuss both the benefits and drawbacks presented in the passage, and explain whether you believe technology ultimately strengthens or weakens human relationships.

Support your response by:

Referring to specific ideas from the passage

Incorporating your own observations, experiences, or examples

Evaluating the importance of balance in communication methods

Your essay should:

Be 3–5 paragraphs in length

Include a clear thesis statement

Use advanced vocabulary and varied sentence structures

Demonstrate strong organization, coherence, and critical thinking

Writing Assignments:

In her article "Modern Courtesy," Lore Segal claims that "...the business of courtesy [is] to cover up the terrible truth that we don't give a hoot about the other person in the elevator" (129). Do you agree or disagree that this is the purpose of courtesy? Why or why not? Write a 500-600 word essay in which you summarize the article in the introduction and give three reasons for

your opinion in the body of the paper. In your conclusion, summarize your points and leave your reader with something to think about regarding courtesy.

Outside-of-Class Assignments:

Reading Response Journal

Choose a college-level article, essay, or short story provided by the instructor or from an approved source. Read the selection carefully and write a 1-2 page response. In your journal, summarize the main ideas, identify new vocabulary, and explain the author's purpose or message.

Some assignments require critical thinking:

In "Online Learning and Student Success," Mark Charles Fissel questions the effectiveness of online learning. If you had the choice to attend a college or university that offered only online classes, would you choose to do so? Write a 500-600 word argumentation essay in which you claim why it would be better or worse to attend an online college or university. Discuss some of the issues that Fissel brings up in his essay, such as cost, access, effectiveness of online versus traditional learning, interaction with instructors and other students, learning as a commodity versus an experience, and commercialization of education. Use Fissel's article as well as your own experience to support your points.

Find three magazine ads. In a 5-paragraph, 500-word essay, discuss the target audience and the strategies advertisers use to sell their products. Devote one body paragraph to each ad.

Course Materials

Author: Diana Hacker

Title: Rules for Writers

Edition: 11th

Publisher: Bedford/St. Martin's

ISBN-13: 978-1319476762

Year: 2025

Or Equivalent: No

Author: Joyce Cain

Title: Grammar for Writing 3: An Editing Guide to Writing

Edition: 2

Publisher: Pearson

Year: 2012

Rationale for older textbook:

discipline standard

Or Equivalent: No

Author: Keith Folse and Tison Pugh

Title: Great Writing 5

Edition: 5th

Publisher: National Geographic/(ELT)

ISBN-13: 978-0357020869

Year: 2019

Rationale for older textbook:

discipline standard

Or Equivalent: No

Author: Bitterlin & Savage

Title: Ventures Transitions

Edition: 3rd

Publisher: Cambridge

Year: 2021

Or Equivalent: No

Author: Bitterlin & Savage

Title: Ventures Transitions Student Book

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108925204

Year: 2021

Or Equivalent: No

Other:

The Moon is Down, 4th ed. Steinbeck, Penguin Classics, 1995 (discipline standard)

Other:

The Samurai's Garden, Tsukiyama, St. Martin's Press, 1994 (discipline standard)

Minimum Qualification

1. ESL

Condition



Program Revision – Music – A.A. Degree

Justification: Course not taught - FACH vote 3/3/2026

Program Revision: Music - A.A. Degree

Program Goals and Objectives

Key Objectives and Program Focus:

- **Transfer & Career Preparation:** The primary objective is to prepare music majors for transfer to universities and to develop skills necessary for careers in music education and performance.
- **Comprehensive Foundation:** Students learn music theory, musicianship, keyboard skills, and music history.
- **Performance Opportunities:** The program plans to offer performance opportunities.
- **Skill Development:** Students gain skills in analyzing, writing, interpreting, and performing music.
- **Professional Development:** Students develop an ePortfolio of professional materials to assist in starting their careers.

Catalog Description

The music program provides students with a comprehensive foundation in music theory, history, and performance. This is achieved through a structured program of training in ensembles, music theory, keyboard skills, and music history. The program prepares students for transfer and further study of music education, music business, audio for film/video production, songwriting, and music production. Students will demonstrate proficiency by

analyzing, writing, interpreting, and performing musical pieces, and by demonstrating skills utilizing professional music software.

Program Requirements

Required Core

Units: 18.0

MUSI 103A

Theory and Musicianship I

5.0

MUSI 103B

Theory and Musicianship II

5.0

MUSI 131A

Beginning Piano I

2.0

MUSI 215A

Music History and Literature Up to 1750

Local GE/Graduation Requirements

3 – Humanities

CSU GE

C1 - Arts

IGETC GE

3A - Arts

3.0

MUSI 215B

Music History and Literature - 1750 to Present

Local GE/Graduation Requirements

3 – Humanities

CSU GE

C1 - Arts

IGETC GE

3A - Arts

3.0

Instrumental Courses:

Units: 2.0

MUSI 131B

Beginning Piano II

2.0

MUSI 120

Voice Class I

2.0

MUSI 143

Beginning Woodwind Instruments

2.0

MUSI 144

Beginning Brass Instruments	2.0
MUSI 145 Beginning Percussion Instruments	2.0
MUSI 146 Beginning String Instruments	2.0
MUSI 147A Beginning Guitar	2.0
MUSI 147B Beginning Guitar II	2.0
Ensemble Courses	Units: 1.0
MUSI 152 Concert Choir	1.0
MUSI 258 Vocal Jazz Ensemble	1.0
MUSI 260 Woodwind Ensembles	1.0
MUSI 261 Brass Ensembles	1.0
MUSI 262 Percussion Ensembles	1.0
MUSI 264 String Ensembles	1.0
MUSI 267 Concert Jazz Band	1.0
MUSI 269 Guitar Ensemble	1.0
	Total: 21.0
Projected Annual Completers 1.00	
Place of program in curriculum/similar programs at college Cerritos College, El Camino College, ELAC (East La College), Los Angeles Community Colleges, Fullerton College.	

Similar programs at other colleges in service area Local Community College Music Programs 1. El Camino College (Torrance, CA)Degrees Offered: Associate in Arts (A.A.) in Music and Associate in Arts for Transfer (A.A.-T) in Music.Specializations: Strong focus on classical and jazz performance, vocal music, music theory, and instrumental studies. Key Features: Features top-tier performance facilities, diverse ensembles (orchestra, concert band, jazz band, and choirs), and applied music individual instruction.2. Cerritos College (Norwalk, CA)Degrees Offered: A.A. in Music and A.A.-T in Music. Specializations: Offers tracks in Commercial Music, Audio Recording, and Traditional Music Theory.Key Features: Heavily equipped with music technology labs for students interested in digital audio production, sound design, and commercial music business.3. Long Beach City College (Long Beach, CA)Degrees Offered: A.A. in Music and various Certificates of Achievement.Specializations: Comprehensive options in Vocal/Instrumental Performance, Commercial Music, and Record Production.Key Features: Strong ties to the local creative economy, offering extensive hands-on experience in commercial songwriting, recording arts, and live sound reinforcement.

Transfer Preparation

Career Technical Education No

Transfer No

Other No



Program Mapper – Proposed Progress and Template

Background: The Program Mapper Workgroup was established in fall 2025 by the Curriculum Committee. The Program Mapper Workgroup met on Wednesday, April 22, 2026, to discuss a proposed process for incorporating program maps into the curriculum process. Present at the meeting were: Sheri Berger, Maria Garcia, Victoria Martinez, Maya Medina, and Noemi Monterroso.

Recommendation:

1. Incorporate the Program Mapper Template into new and revised program proposals in Curriqunet as a required attachment.
2. Modify the template to include instructions for discipline faculty who are revising existing or proposing new programs. The process included is:
 - a. Discipline faculty to contact the Dean of Counseling and Guided Pathways asking for a counselor to be assigned to work with them on their map early in the proposal process.
 - b. Discipline faculty to complete, to the best of their ability, the map prior to meeting or sharing with the assigned counselor.
3. Faculty upload the completed map into the attachments in Curriqunet.
4. The map goes through the regular curriculum process.

Compton College
[Program Name]

Instructions:

- Discipline faculty should reach out to the Dean of Counseling and Guided Pathways asking which counselor they should work with early in the program proposal process.
- Discipline faculty should fill out the map to the best of their ability prior to meeting/sharing with the assigned counselor.
- Add additional rows/boxes if needed for high unit or CTE programs.

FALL

COURSE NAME	UNITS
TOTAL	

SPRING

COURSE NAME	UNITS
TOTAL	

FALL

COURSE NAME	UNITS
TOTAL	

SPRING

COURSE NAME	UNITS
TOTAL	

TOTAL	
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New Program – 2nd Read – Biology 2.0 – A.S. Degree for Transfer (AS-T)

New Program: Biology 2.0 - A.S. Degree for Transfer (AS-T) Program Goals and Objectives

1. Apply and explain core biological principles including cell biology, genetics, evolution, ecology, and physiology across diverse organisms and systems.
2. Apply scientific inquiry to biological questions through observation, experimental design, data analysis, and interpretation of biological data and scientific literature.

Catalog Description

The Biology 2.0 Associate in Science for Transfer (AS-T) Degree provides a foundation in the biological sciences including biochemistry, cell biology, genetics, evolution, ecology, physiology, and diversity of organisms. The program emphasizes integrated lecture-laboratory coursework and develops skills in scientific inquiry, experimental design, data analysis, and scientific communication. Upon completion, students are prepared to pursue a bachelor's degree in biology or a related field, as well as careers in healthcare, environmental science, and biological research.

The Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AS-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AS-T degree, students must complete:

- Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University.

- Completion of the California General Education Transfer Curriculum (Cal-GETC).
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- Obtainment of a minimum overall grade-point average of 2.0.
- Minimum grade of “C” (or “P”) or better in all courses required for the major or area of emphasis.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations which vary by institution.

Program Requirements

Required Core: Complete all courses

	Units: 25.0
<i>BIOL 101 or 101H</i>	5.0
BIOL 101 Principles of Biology I	5.0
OR BIOL 101H Honors Principles of Biology I	5.0
<i>BIOL 102 or 102H</i>	5.0
BIOL 102 Principles of Biology II	5.0
OR BIOL 102H Honors Principles of Biology II	5.0
CHEM 150 General Chemistry I	5.0
CHEM 152 General Chemistry II	5.0
<i>MATH 165 or 190</i>	5.0
MATH 165 Calculus for Business and Social Sciences	5.0
OR MATH 190 Single Variable Calculus and Analytic Geometry I	

	5.0
List A: Complete one course	
	Units: 3.0-5.0
BIOL 103 Fundamentals of Molecular Biology	
	3.0
PHYS 101 Physics for Engineers and Scientists I	
	5.0
PHYS 120 General Physics	
	4.0
	Total: 28.0-30.0
Projected Annual Completers 10.00	
Place of program in curriculum/similar programs at college This is an Associate Degree for Transfer.	
Similar programs at other colleges in service area This is an Associate Degree for Transfer.	
Transfer Preparation	
Career Technical Education No	
Transfer Yes	
Other No	



New Program – 2nd Read – Chicana/o Studies, Latina/o Studies – A.A. Degree for Transfer (AA-T)

Academic Affairs: Chicana/o Studies, Latina/o Studies - A.A. Degree for Transfer (AA-T)
Program Goals and Objectives

Upon successful completion of the program, students will be able to:

1. Analyze how race, ethnicity, gender, class, sexuality, and intersectionality shape Chicana/o individual and community outcomes across social, economic, political, and historical contexts.
2. Evaluate how power is constructed and contested by critiquing historical and contemporary issues and assessing Chicana/o resistance through liberatory anti-colonial and social justice frameworks.
3. Synthesize and Create research, knowledge, and leadership practice by producing scholarship on space, place, and belonging, and designing/implementing civic engagement and activism that reflects diversity within Chicana/o communities.
4. Analyze and apply Chicana/o epistemologies and research methods to critically engage with community issues, producing evidence-based interpretations and actionable insights.

Catalog Description

The Chicana/o Studies AA-T offers a transfer-focused degree that explores the lived realities, histories, and cultural production of Chicana/o communities through an intersectional lens. Students examine how systems like racism, patriarchy, classism, heteronormativity, and settler colonialism shape everyday life, public policy, and community formation. Coursework emphasizes scholarly and community based critical inquiry and liberatory critique by tracing struggles for self-determination, labor rights, educational justice, gender and sexual liberation, and broader movements for social transformation. Students also engage in debates about borders and migration, neighborhood change, land and space, identity, and belonging across diverse Chicana/o experiences. The program connects classroom learning to community engagement through civic participation, activism opportunities, and campus and local initiatives.

The Associate in Arts for Transfer (AA-T/AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AA-T degree, students must complete:

- Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University.
- Completion of the California General Education Transfer Curriculum (Cal-GETC).
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- Obtainment of a minimum overall grade-point average of 2.0.
- Minimum grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations which vary by institution.

Program Requirements
Required Core (9 Units)

Units: 9.0

ESTU 103

The Chicano in Contemporary United States Society	3.0
ESTU 108 Chicana and Latina Feminism	3.0
HIST 116 Chicana/o/x History: 1848 to the Present	3.0
List A: Select one course (3 Units)	Units: 3.0
<i>ESTU 101 or ESTU 101H</i>	3.0
ESTU 101 Introduction to Ethnic Studies	3.0
OR ESTU 101H Honors Introduction to Ethnic Studies	3.0
List B: Select two courses (6 Units)	Units: 6.0
ART 207 Art History of Mexico and Central and South America	3.0
ENGL 242 Chicano and Latinx Literature	3.0
ESTU 105 Chicano Culture	3.0
HIST 115 Chicana/o/x History to 1850	3.0
	Total: 18.0
Projected Annual Completers 5.00	
Place of program in curriculum/similar programs at college This is an Associate Degree for Transfer.	
Similar programs at other colleges in service area This is an Associate Degree for Transfer.	
Transfer Preparation	
Career Technical Education No	
Transfer Yes	
Other No	



New Program – 2nd Read – Elementary Teacher Education: Integrated Programs – A.A. Degree for Transfer (AA-T)

New Program: Elementary Teacher Education: Integrated Programs - A.A. Degree for Transfer (AA-T)

Program Goals and Objectives

- Demonstrate competence of disciplines taught in elementary schools.
- Demonstrate reading, writing, and critical thinking skills, specifically in relation to liberal arts and education.
- Develop a career path in education and gain experience by working in TK-8th grade school settings.

Catalog Description

The program is designed for students who wish to earn a multiple-subject teaching credential authorizing them to teach in grades TK-8. Students will study a broad range of subjects to prepare them for teaching, including English, mathematics, science, social science, visual and performing arts, and human development. Upon successful completion of the program, students will be prepared to transfer to a CSU and major in Liberal Studies. Competencies will be assessed regularly through projects, examinations, laboratory experiments, and presentations.

The Associate in Arts for Transfer (AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a California State University (CSU) campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but

not to a particular campus or major. In order to earn the AA-T degree, students must complete:

- 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University (CSU)
- California General Education Transfer Curriculum (Cal-GETC)
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district
- A minimum overall grade point average of 2.0
- Minimum grade of “C” (or “P”) or better in all courses required for the major or area of emphasis.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations, which vary by institution.

Program Requirements

Required Course: Complete 26-27 Units

Units: 26.0-27.0

BIOL 100 or BIOL 100H

4.0

BIOL 100

Fundamentals of Biology

4.0

OR

BIOL 100H

Honors Fundamentals of Biology

4.0

CDEV 103

Child Growth and Development

3.0

COMM C1000

Introduction to Public Speaking

3.0

EDUC 201

Foundations in Education

3.0

ENGL C1000 or ENGL C1000E or ENGL C1000H

4.0-5.0

ENGL C1000H

Academic Reading and Writing - Honors

4.0

OR

ENGL C1000E Academic Reading and Writing	5.0
OR ENGL C1000 Academic Reading and Writing	4.0
<i>ENGL 102 or ENGL 102H or ENGL 227 or HIST 140</i>	3.0
ENGL 102 Literature and Composition	3.0
OR ENGL 102H Honors Literature and Composition	3.0
OR ENGL 227 Children's Literature	3.0
OR HIST 140 History of Early Civilizations	3.0
<i>HIST 101 or HIST 101H</i>	3.0
HIST 101 United States History to 1877	3.0
OR HIST 101H Honors United States History to 1877	3.0
<i>POLS C1000 or POLSC1000H</i>	3.0
POLS C1000 American Government and Politics	3.0
OR POLS C1000H American Government and Politics - Honors	3.0
List A: Complete 3-4 Units	Units: 3.0-4.0
<i>GEOL 101 AND GEOL 103</i>	4.0

GEOL 101 Physical Geology	3.0
AND	
GEOL 103 Physical Geology Laboratory	1.0
GEOL 106 Earth Science in Education	4.0
PSCI 125 Exploring Physical Sciences	3.0
LIST B: Complete one course (3 units)	Units: 3.0
ART 101 Art and Visual Culture: A Global Perspective	3.0
DANC 101 Dance Appreciation	3.0
MUSI 111 Music Appreciation Survey	3.0
THEA 103 Theatre Appreciation	3.0
	Total: 32.0-34.0
Projected Annual Completers 8.00	
Place of program in curriculum/similar programs at college This is an Associate Degree for Transfer	
Similar programs at other colleges in service area This is an Associate Degree for Transfer	
Transfer Preparation	
Career Technical Education No	
Transfer Yes	
Other No	



New Program – 2nd Read – Physics 2.0 – A.S. Degree for Transfer (AS-T)

New Program: Physics 2.0 - A.S. Degree for Transfer (AS-T)

Description

The Physics program provides students with the ability to use and develop problem-solving strategies that apply to physical concepts involving mechanics, thermodynamics, sound, light, electricity and magnetism, and modern physics. Laboratory activities establish a foundation in measurement and analysis techniques necessary to test, understand, and apply physical concepts. Competency will be assessed by evaluating the student's ability to quantitatively and qualitatively determine the results of physical situations.

The Physics 2.0 Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing AS-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AS-T degree, students must complete:

Complete 60 semester units or 90 quarter units that are eligible for transfer to the California State University (CSU).

Completion of the California General Education Transfer Curriculum (Cal-GETC).

A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

Obtainment of a minimum overall grade-point average of 2.0.

Minimum grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

Note: Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations, which vary by institution.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

Trace the development of a scientific idea from gathering of data through development of a hypothesis to testing a prediction.

Make scientific measurements and demonstrate the difference between disagreement and error.

Read a simple graph or diagram and interpret the results appropriately.

Degree Requirements

Required Core: Complete all courses

Units: 29.0

CSCI 101

Problem Solving and Program Design Using C++

4.0

MATH 190

Single Variable Calculus and Analytic Geometry I

5.0

MATH 191

Single Variable Calculus and Analytic Geometry II

5.0

MATH 220

Multi-Variable Calculus

5.0

MATH 270

Differential Equations with Linear Algebra

5.0

PHYS 101

Physics for Engineers and Scientists I

5.0

PHYS 102

Physics for Engineers and Scientists II

0.0

PHYS 103

Physics for Engineers and Scientists III

0.0



New Course – 2nd Read – BUS 95 – Work Experience Education

Course Information

Course Discipline: BUS

Course Division: Business and Industrial Studies

Course Number: 95

Full Course Title: Work Experience Education

Short Title: Work Experience Education

TOP Code: 050600 - Business Management

SAM Code: C - Clearly Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status B - Transferable to CSU only.

Effective Term: Summer 2026

Course Description

Through a set of learning objectives established by the student, supervisor, and instructor, each student will work with and learn from experts in the Business field. These experiences will enable students to improve job skills, analyze career opportunities and requirements, and compare them to personal abilities and career expectations. Note: Transfer limitations apply.

Note: The total units earned for Work Experience Education may not exceed 16 units.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

54.000 - 216.000

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

-

Activity Hours:

-

Lab Hours:

54.000 - 216.000

Outside-of-Class Hours:

- 216.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

-

Lecture Units:

-

Activity Units:

-

Lab Units:

1.000 - 4.000

Min/Max Units:

1.000 - 4.000

Total Hours:

54.000 - 216.000

Grading Method:

Letter grade only

Requisites

Other

Non Course Requirements

Employment or volunteer work in a position related to the student's major or career goal by the second week of the semester. Completion of, or current enrollment in, one course in the major is recommended.

Course Content

Lab

Outline

Credit for four units of work experience is 216 hours.

Approximate Time In Hours

216.00

Lab

Outline

Credit for three units of work experience is 162 hours.

Approximate Time In Hours

162.00

Lab

Outline

Credit for two units of work experience is 108 hours.

Approximate Time In Hours

108.00

Lab

Outline

Credit for one unit of work experience is 54 hours.

Approximate Time In Hours

54.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Develop new knowledge and job skills that contribute to occupational and/or educational business oriented goals.

Complete work-based projects involving problem solving and the application of academic business theory, skills and knowledge while undertaking new or expanded workplace responsibilities.

Articulate how the process and content of business curriculum are relevant to the solution of practical problems on the job.

Student Learning Outcomes

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

1. To build professional, as well as academic, contacts and begin the process of networking and support for student's future career in the workforce.
2. To increase student understanding of what is expected in the job market and what their standard of performance should be.
3. To provide on-the-job experience in a professional setting that requires communication skills.

Methods of Instruction

Laboratory

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Assignment Examples

Reading Assignments:

Write a 2-page paper about your experience working in the field and your future career goals.

Writing Assignments:

Complete on-the-job measurable learning objectives that you have developed with your supervisor and that have been approved by the instructor. These learning objectives must include new or expanded skills or information that is directly related to your work or volunteer experience.

Some assignments require critical thinking:

Look at a problem you have encountered on the job, dissect it, and think of possible solutions and/or improvements. Describe any potential problems or roadblocks. If you were in charge, what suggestions would you make to the person doing your job? Present your findings in a written essay. The length of this assignment will be determined by the instructor.

Course Materials

Author: Carl Z. Chen

Title: Career Assessment for Working Professionals: Discover Jobs That Align with Your Strengths, Clarify Your Career Path, and Reignite Your Professional Purpose

Publisher: Independently published

ISBN-13: 979-8270458034

Year: 2025

Or Equivalent: No

Other:

Cooperative Work Experience Student Handbook and Working Papers, El Camino College, 2008.

Other:

As assigned by individual instructors, such readings as job search and career development books, trade journals, or company publications.

Minimum Qualification

1. Business

Condition



New Course – 2nd Read – FILM 117 – Screenwriting I

Course Information

Course Discipline: FILM

Course Division: Fine Arts, Communication and Humanities

Course Number: 117

Full Course Title: Screenwriting I

Short Title: Screenwriting I

TOP Code: 061220 - Film Production

SAM Code: D - Possibly Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status B - Transferable to CSU only.

Effective Term: Fall 2026

Course Description

A course that targets the analysis, examination, and writing of scripts focusing on film and television writing. The creative process from the proposal of a script idea to its completed shooting form will be discussed, including concept, characterization, and format, with an emphasis on structure.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Screenplay formatting and structure.

Approximate Time In Hours

3.00

Lecture

Outline

The full outline. Finding a job in the industry.

Approximate Time In Hours

3.00

Lecture

Outline

Comedy writing.

Approximate Time In Hours

3.00

Lecture

Outline

Pixar's story rules and their applicability to your script.

Approximate Time In Hours

3.00

Lecture

Outline

Animation storytelling.

Approximate Time In Hours

3.00

Lecture

Outline

Nonfiction and experimental subjects. The documentary outline.

Approximate Time In Hours

3.00

Lecture

Outline

The world of your story.

Approximate Time In Hours

3.00

Lecture

Outline

Building characters from the ground up. Character biographies.

Approximate Time In Hours

3.00

Lecture

Outline

Titles, loglines, and the pitch.

Approximate Time In Hours

3.00

Lecture

Outline

Andrew Stanton and Michael Arndt's story elements.

Approximate Time In Hours

3.00

Lecture

Outline

The act and habit of writing. Mythology and making the personal story into the universal.

Approximate Time In Hours

3.00

Lecture

Outline

Editing the screenplay and self-evaluation.

Approximate Time In Hours

3.00

Lecture

Outline

Writing character desire and the raising of stakes.

Approximate Time In Hours

3.00

Lecture

Outline

Writing subplots and considering character duality.

Approximate Time In Hours

3.00

Lecture

Outline

Screenplay case studies and script breakdowns.

Approximate Time In Hours

3.00

Lecture

Outline

Writing character specificity and addressing rewrites.

Approximate Time In Hours

3.00

Lecture

Outline

Writing integrated elements and discovering premise.

Approximate Time In Hours

3.00

Lecture

Outline

Writing character spine and character relationships.

Approximate Time In Hours

3.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Exhibit foundational knowledge of and skills in film production (screenwriting).

Lecture

Apply basic knowledge of and skills in film analysis and criticism.

Lecture

Practice professional values and behaviors of the field (deadline adherence, effective communication, collaboration, etc.).

Student Learning Outcomes

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

1. Demonstrate technical proficiency in the writing of short screenplays

2. Create screenplays with originality and aesthetic depth
3. Analyze and critique screenplays
4. Apply ethical principles in the production and analysis of screenplays

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

Write multiple drafts of a short screenplay with no dialogue that includes a conflict between two characters and is a complete, self-contained story (2-3 pages).

Write multiple drafts of a short screenplay with dialogue that includes dialogue and is a complete, self-contained story (5-6 pages).

Write multiple drafts of a short screenplay that follows a character's full emotional arc through the film's plot and theme and is a complete, self-contained story (7-10 pages).

Writing Assignments:

Watch a film currently in theaters and complete a 7-10 page analysis of its story structure for the class. Outline the film's hook, inciting incident, central question, answer to the central question, first big step forward, midpoint twist, achievement of the plot goal, low point, and conclusion.

Outside-of-Class Assignments:

Possible outside-of-class assignments can include but are not limited to:

Film Analysis/Beat Outline: Watch a film, break it down into a beat sheet including an analysis of the film's three-act structure. Identify the film's hook, inciting incident, break into act two, midpoint, false ending, low point, and conclusion.

Scene Transcription: Transcribe a short scene from a film/TV show to study pacing and subtext.

Character Bio: Write a detailed backstory and motivations for an original character(s).

Script Coverage Assignment: Read a fellow student's script and write professional-style feedback/coverage.

Adaptation Exercise: Adapt a short story or personal anecdote into a scene.

Logline & Pitch: Develop loglines and a (verbal) pitch for an original idea.

Collaborative Screenwriting: Co-write a scene/entire short script with a classmate. Focus on process and communication.

Some assignments require critical thinking:

In 7-10 pages, analyze a critically acclaimed film for the class. Outline the film's hook, inciting incident, central question, answer to the central question, first big step forward, midpoint twist, achievement of the plot goal, low point, and conclusion. Answer in detail why it appeals to audiences and critics alike.

Course Materials

Author: Austin Bunn

Title: Short Film Screenwriting: A Craft Guide and Anthology

Publisher: Bloomsbury Academic

Year: 2024

Or Equivalent: No

Author: Richard Walter

Title: Essentials of Screenwriting

Publisher: Penguin Publishing Group

Year: 2010

Rationale for older textbook:

Still a core text regarding the writing of screenplays.

Or Equivalent: No

Author: David Trottier

Title: Screenwriter's Bible

Publisher: Silman-James Pr

Year: 2019

Rationale for older textbook:

Teaches screenplay formatting.

Or Equivalent: No

Author: Blake Snyder

Title: Save the Cat

Publisher: Michael Wiese Productions

Year: 2005

Rationale for older textbook:

Still a core text regarding the writing of screenplays.

Or Equivalent: No

Minimum Qualification

1. Film and Media Studies

Condition

2. Media Production

Condition



New Course – 2nd Read – ESL 10B – Beginning ESL 2

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10B

Full Course Title: Beginning ESL 2

Short Title: Beginning ESL 2

TOP Code: 493087 - English as a Second Language - Integrated

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? N - Non Credit

Transfer Status C - Not transferable

Effective Term: Fall 2026

Course Description

This High Beginning course helps you move from beginning to intermediate English. You will practice speaking, listening, reading, and writing about daily activities, jobs, health, and community life. By the end of the class, you will be able to understand longer conversations, ask and answer questions, read short passages, and write simple paragraphs with more confidence.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

90.000

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

72.000

Lecture Units:

Activity Units:

Lab Units:

Min/Max Units:

0.000

Total Hours:

0.000

Grading Method:

Pass/Satisfactory Progress/No Pass

Course Content

Lecture

Outline

Speaking/ Listening (role plays, dialogues, survival conversations)

Approximate Time In Hours

21.00

Lecture

Outline

Writing Skills (paragraphs, notes, short messages)

Approximate Time In Hours

21.00

Lecture

Outline

Reading and Comprehension (short passages, schedules, ads)

Approximate Time In Hours

12.00

Lecture

Outline

Functional Vocabulary (workplace, community, health, shopping)

Approximate Time In Hours

18.00

Lecture

Outline

Grammar: Present, Past, Future (simple tenses)

Approximate Time In Hours

18.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Strengthen listening and speaking for functional independence.

Lecture

Develop paragraph-level writing skills.

Lecture

Expand grammar and vocabulary for everyday and workplace contexts.

Student Learning Outcomes

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

1. Students will read and interpret authentic community materials (ads, schedules, forms) with 80% accuracy

2. Students will use present, past, and future tense to describe experiences with 75% accuracy.

3. Students will write a 6–8 sentence paragraph on a familiar topic.

Methods of Instruction

Demonstration

Discussion

Lecture

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Assignment Examples

Reading Assignments:

Writing Assignment: "A Busy Day in My Life"

Level: High Beginning

Length: 8–12 sentences

Grammar Focus: Simple Present & Time Expressions

Writing Type: Descriptive Paragraph

Objective

Students will write a paragraph describing their daily routine using:

Simple present tense

Time expressions (first, then, after that, in the morning, at night, etc.)

Sequencing words

Writing Assignments:

Talk to someone outside of class and tell them about your day. Here are a few sentence frames you can use to start your conversations:

Sentence Frames :

I wake up at _____.

In the morning, I _____.

Then, I _____.

After that, I _____.

In the afternoon, I _____.

In the evening, I _____.

At night, I _____.

Course Materials

Author: Bitterlin, Johnson, Price, Ramirez

Title: Ventures 1 Workbook

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108450539

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Author: Bitterlin, Johnson, Price, Ramire

Title: Ventures 1

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108449557

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Minimum Qualification

1. English as a Second Language (ESL): Noncredit
Condition



New Course – 2nd Read – ESL 10D – Intermediate ESL 2

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10D

Full Course Title: Intermediate ESL 2

Short Title: Intermediate ESL 2

TOP Code: 493087 - English as a Second Language - Integrated

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? N - Non Credit

Transfer Status C - Not transferable

Effective Term: Fall 2026

Course Description

This High Intermediate English course helps students prepare for advanced English and academic work. You will practice reading longer articles, giving presentations, and writing short essays. Grammar lessons will focus on advanced verb tenses and sentence structure. By the end of the class, you will be able to read and understand detailed information, share your ideas in speaking and writing, and use English more confidently in school or work settings.

Course Standards

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

90.000

Lecture Hours:

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

54.000

Lecture Units:

Activity Units:

Lab Units:

Min/Max Units:

0.000

Total Hours:

0.000

Grading Method:

Pass/Satisfactory Progress/No Pass

Course Content

Lecture

Outline

Study/Academic Skills (note-taking, research strategies)

Approximate Time In Hours

10.00

Lecture

Outline

Speaking (presentations, debates, interviews)

Approximate Time In Hours

2.00

Lecture

Outline

Writing (essays, workplace documents, reports)

Approximate Time In Hours

20.00

Lecture

Outline

Reading Skills (articles, reports, workplace/academic texts)

Approximate Time In Hours

20.00

Lecture

Outline

Grammar (conditionals, reported speech, passive)

Approximate Time In Hours

20.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Will develop and use independent learning and study strategies.

Lecture

Demonstrate improve advanced grammar and vocabulary with 80% accuracy in real contexts with.

Lecture

Students will be prepared for academic and workplace English tasks.

Student Learning Outcomes

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

1. Students will read and evaluate workplace or academic documents with 80% accuracy.

2. Students will give a 5-minute presentation using visuals.

3. Students will write a 3-paragraph essay with introduction, body, and conclusion.

Methods of Instruction

Demonstration

Discussion

Lecture

Methods of Evaluation

Skills demonstrations

If you selected "Other", please provide details.

Students will be evaluated based on daily homework assignments, performance in class discussions and exercises, writing assignments, and quizzes and exams. This is a sample of a short, 5 minute oral and written conversation quiz between two students. They are instructed to complete the conversation orally with the simple past tense. Then they must write affirmative or negative short answers, and then switch roles in the conversation and repeat. 1. A: Did you finish your homework? B: _____. I finished it before dinner. 2. A: Did they go to the movies? B: _____. They stayed home and watched TV. 3. A: Did I call too late? B: _____. I am usually up at this hour. 4. A: Did we get any mail? B: _____. We got our tickets to King Lear. 5. A: Did the package arrive? B: _____. It just came. 6. A: Did you buy the DVD? B: _____. I plan to buy it next weekend. 7. A: Did she lose her phone? B: _____. She thinks she left it on the bus.

Assignment Examples

Reading Assignments:

Write about an important turning point in your life.

This could be:

Moving to a new country

Changing careers

Starting or ending a relationship

Becoming a parent

Overcoming a challenge

Making a difficult decision

Requirements

Your essay must include:

A clear introduction (What happened? When?)

A detailed body paragraph (What challenges did you face? How did you feel?)

A reflection (What did you learn? How did it change you?)

At least 5 transition words

Correct use of past tenses

Useful Transition Words:

Time & sequence

At first

Eventually

After that

Meanwhile

In the end

Contrast

However

Although

On the other hand

Reflection

As a result

Because of this

Since then

Structure Guide

Paragraph 1 – Introduction

What was the situation?

When did it happen?

Why was it important?

Paragraph 2 – Details

What problems or challenges happened?

How did you feel?

What actions did you take?

Paragraph 3 – Reflection

What did you learn?

How did it change your life?

What advice would you give someone in the same situation?

Writing Assignments:

Sherryl Woods is a best-selling romance and mystery writer. She has written more than 100 books that are available in over 20 countries. Read the interview with Sherryl below and take turns role-playing the interviewer (I) and the author (SW). For this 5-minute conversation, complete the questions with the words in the parentheses using the correct past tense form.

I: (When / you / write) _____ your first book?

SW: In 1980. It came out in 1982.

I: (you / always / want) _____ to be a writer?

SW: No, I didn't. For many years I wanted to be a graphic artist.

I: (be / you) _____ always good at writing?

SW: Well, my first grade teacher wrote "Sherryl is good at everything except making up stories."

I: (you / like) _____ your first grade teacher?

SW: I can't remember.

I: (when / you / start) _____ to write?

SW: After I graduated from college, I became a journalist.

I: (how long / you / work) _____ as a journalist?

SW: I worked for newspapers for 14 years.

I: (why / you / start) _____ writing romance novels?

SW: Romances were new when I started. I read one and said "I can do this, too!"

I: (who / help / you) _____ the most?

SW: My agent did. She was there for me from the beginning.

I: (how / you / feel) _____ when your books became popular?

SW: I felt terrific. I remember the first time I saw someone with my book. I said, "That's my book." The woman looked at me and said "No, it's mine." I said "No, no, no, it's my book. I wrote it."

Course Materials

Author: Bitterlin, Johnson & Savage

Title: Ventures 4 Student Book

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108449588

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well-aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Author: Bitterlin, Ramirez & Savage

Title: Ventures Workbook

Edition: 3rd

Publisher: Cambridge

ISBN-13: 9781108450621

Year: 2018

Rationale for older textbook:

Ventures is widely used in adult ESL programs across the U.S. and is well- aligned with adult education standards. The text integrates reading, writing, listening and speaking in each unit.

Or Equivalent: No

Minimum Qualification

1. English as a Second Language (ESL): Noncredit
Condition



New Program – 1st Read – Logistics Fundamentals – Certificate of Accomplishment

New Program: Logistics Fundamentals - Certificate of Accomplishment

Program Goals and Objectives

Goals:

Provide foundational knowledge of logistics, supply chain operations, and industry terminology to prepare learners for entry level roles and further study.

Strengthen workforce readiness by equipping students with practical skills used in transportation, warehousing, inventory control, and distribution environments.

Support regional economic needs by developing a talent pipeline for Southern California's logistics and goods-movement sectors.

Objective:

Explain the role of logistics within the supply chain, including transportation, warehousing, inventory management, and distribution functions.

Use industry terminology and concepts to communicate effectively in logistics and supply chain environments.

Apply basic problem-solving skills to common logistics challenges such as delays, inventory discrepancies, and workflow inefficiencies.

Catalog Description

The Logistics Fundamentals Certificate provides a comprehensive introduction to the essential concepts, processes, and skills that power today’s global logistics and supply chain operations. Designed for individuals currently working in the industry as well as those preparing to enter it—including college students, career changers, and early career professionals. This certificate builds a strong foundation for success in a wide range of logistics roles.

Program Requirements

Program Requirements

Units: 6.0

LOGI 101

Logistics Fundamentals

3.0

LOGI 102

Logistics Operations Specialist

3.0

Total: 6.0

Projected Annual Completers 60.00

Place of program in curriculum/similar programs at college The Business department offers similar programs: Business Management Marketing Retail Management

Similar programs at other colleges in service area The other college in the area with similar programs is East Los Angeles College. They offer multiple certificates in logistics.

Transfer Preparation

Career Technical Education Yes

Transfer No

Other No



New Program – 1st Read – Logistics Project Management – Certificate of Accomplishment

New Program: Logistics Project Management - Certificate of Accomplishment

Program Goals and Objectives

Program goals:

Develop foundational and advanced competencies in project management as applied to logistics, transportation, warehousing, and distribution environments.

Prepare learners at all experience levels—students, entry level employees, and professionals—to contribute effectively to logistics-focused projects.

Strengthen organizational and industry readiness by cultivating individuals capable of leading or supporting continuous improvement and operational efficiency initiatives.

Promote data-driven decision-making through the use of logistics metrics, project management tools, and analytical techniques

Objectives:

Apply project management methodologies to plan, execute, and evaluate logistics projects of varying scope and complexity.

Develop comprehensive project documentation, including charters, schedules, budgets, and resource plans aligned with logistics operational needs.

Analyze logistics systems and workflows to identify opportunities for improvement and propose viable project solutions.

Use data, metrics, and technology tools to support project planning, monitoring, and decision-making.

Demonstrate readiness for project-related roles within logistics, operations, supply chain, and industrial engineering environments.

Catalog Description

The Certificate of Achievement in Logistics Project Management gives learners at all levels—current students, entry-level workers, and seasoned professionals—the fundamental knowledge and useful skills required to oversee and assist logistics-focused projects in the fast-paced supply chain environment of today. This certification combines fundamental project management concepts with practical logistics applications, making it accessible to novices and providing significant skill development for those who are currently employed in the industry.

Program Requirements

Program Requirements

Units: 12.0

LOGI 101

Logistics Fundamentals

3.0

LOGI 102

Logistics Operations Specialist

3.0

LOGI 104

Logistics Analyst

3.0

LOGI 106

Logistics Project Management

3.0

Total: 12.0

Projected Annual Completers 60.00

Place of program in curriculum/similar programs at college The Business department offers similar programs: Business Management Marketing Retail Management

Similar programs at other colleges in service area The other college in the area with similar programs is East Los Angeles College. They offer multiple certificates in logistics.

Transfer Preparation

Career Technical Education Yes

Transfer No

Other No



New Program – 1st Read – Logistics Leadership – Certificate of Accomplishment

Program Goals and Objectives

Goals:

Provide students with foundational knowledge of logistics, supply chain, and transportation operations.

Prepare students for entry level and supervisory roles in warehousing, distribution, and transportation environments.

Develop students' leadership, communication, and problem-solving skills to support effective team and process management.

Equip students with practical, industry relevant competencies that support workforce readiness and career advancement.

Objectives:

Explain the flow of goods from supplier to customer and identify key logistics functions.

Perform basic warehouse tasks and apply best practices in inventory management.

Compare transportation modes and evaluate routing, scheduling, and cost considerations.

Apply supervisory skills to motivate teams, resolve conflicts, and support operational goals.

Catalog Description

This certificate prepares students for entry level and supervisory roles in logistics, supply chain, and transportation operations. Students gain foundational knowledge in warehouse management, inventory control, transportation systems, and leadership principles essential for coordinating people, processes, and resources in fast-paced logistics environments. The program equips learners with practical skills for workforce readiness and provides a stackable pathway toward advanced study or industry certifications.

Program Requirements

Program Requirement

Units: 9.0

LOGI 101

Logistics Fundamentals

3.0

LOGI 102

Logistics Operations Specialist

3.0

LOGI 103

Logistics Leadership

3.0

Total: 9.0

Projected Annual Completers 60.00

Place of program in curriculum/similar programs at college The Business department offers similar programs: Business Management Marketing Retail Management

Similar programs at other colleges in service area The other college in the area with similar programs is East Los Angeles College. They offer multiple certificates in logistics.

Transfer Preparation

Career Technical Education Yes

Transfer No

Other No



New Program – 1st Read – Logistics Data Science – Certificate of Accomplishment

New Program: Logistics Project Management - Certificate of Accomplishment

Program Goals and Objectives

Program goals:

Develop foundational and advanced competencies in project management as applied to logistics, transportation, warehousing, and distribution environments.

Prepare learners at all experience levels—students, entry level employees, and professionals—to contribute effectively to logistics-focused projects.

Strengthen organizational and industry readiness by cultivating individuals capable of leading or supporting continuous improvement and operational efficiency initiatives.

Promote data-driven decision-making through the use of logistics metrics, project management tools, and analytical techniques

Objectives:

Apply project management methodologies to plan, execute, and evaluate logistics projects of varying scope and complexity.

Develop comprehensive project documentation, including charters, schedules, budgets, and resource plans aligned with logistics operational needs.

Analyze logistics systems and workflows to identify opportunities for improvement and propose viable project solutions.

Use data, metrics, and technology tools to support project planning, monitoring, and decision-making.

Demonstrate readiness for project-related roles within logistics, operations, supply chain, and industrial engineering environments.

Catalog Description

The Certificate of Achievement in Logistics Project Management gives learners at all levels—current students, entry-level workers, and seasoned professionals—the fundamental knowledge and useful skills required to oversee and assist logistics-focused projects in the fast-paced supply chain environment of today. This certification combines fundamental project management concepts with practical logistics applications, making it accessible to novices and providing significant skill development for those who are currently employed in the industry.

Program Requirements
Program Requirements

	Units: 12.0
LOGI 101	
Logistics Fundamentals	3.0
LOGI 102	
Logistics Operations Specialist	3.0
LOGI 104	
Logistics Analyst	3.0
LOGI 106	
Logistics Project Management	3.0
	Total: 12.0

Projected Annual Completers 60.00

Place of program in curriculum/similar programs at college The Business department offers similar programs: Business Management Marketing Retail Management

Similar programs at other colleges in service area The other college in the area with similar programs is East Los Angeles College. They offer multiple certificates in logistics.

Transfer Preparation

Career Technical Education Yes

Transfer No

Other No



New Program – 1st Read – Logistics e-Commerce Entrepreneur – Certificate of Accomplishment

New Program: Logistics e-commerce Entrepreneur - Certificate of Accomplishment
Program Goals and Objectives

Goals:

- Equip students with the foundational knowledge and practical skills needed to start and operate e-commerce ventures that rely on efficient logistics and fulfillment strategies.
- Support economic mobility by preparing learners—especially those from historically underserved communities—for entrepreneurship and self-employment in the digital commerce ecosystem.
- Strengthen regional workforce readiness by developing competencies aligned with Southern California's logistics intensive economy.
- Provide a stackable educational pathway that encourages continued study in business, supply chain management, or data analytics.

Objectives:

- Understand core logistics concepts including inventory control, warehousing, transportation, and last mile delivery.
- Develop and manage digital storefronts using contemporary e-commerce platforms and tools.
- Apply basic financial, marketing, and operational strategies to launch and sustain an online business.
- Use data and analytics to optimize product listings, pricing, customer engagement, and fulfillment performance.
- Evaluate and select appropriate e-commerce business models such as reselling, drop-shipping, micro fulfillment, or small scale distribution.

- Demonstrate professional communication, customer service, and problem-solving skills essential for entrepreneurial success.

Catalog Description

The Logistics E-Commerce Entrepreneur Certificate of Achievement prepares students to launch, manage, and grow small businesses within the rapidly expanding digital commerce and logistics sectors. Students learn essential skills in online retail operations, inventory management, last mile delivery, digital storefront creation, customer experience, and data-driven decision-making. The program emphasizes accessible entrepreneurial pathways—including micro fulfillment, online reselling, and small scale distribution—making it ideal for individuals seeking flexible income opportunities, self-employment, or entry into the logistics and supply chain workforce. This certificate functions as both a standalone credential and a stackable pathway toward further study in business, logistics, supply chain management, or data analytics.

Program Requirements

Program Requirements

Units: 12.0

LOGI 102	
Logistics Operations Specialist	3.0
LOGI 103	
Logistics Leadership	3.0
LOGI 106	
Logistics Project Management	3.0
LOGI 108	
Logistics E-commerce Entrepreneur	3.0
	Total: 12.0

Projected Annual Completers 60.00

Place of program in curriculum/similar programs at college The Business department offers similar programs: Business Management Marketing Retail Management

Similar programs at other colleges in service area The other college in the area with similar programs is East Los Angeles College. They offer multiple certificates in logistics.

Transfer Preparation

Career Technical Education Yes

Transfer No

Other No



New Program – 1st Read – Logistics AI + Machine Learning – Certificate of Accomplishment

New Program: Logistics AI + Machine Learning - Certificate of Accomplishment

Program Goals and Objectives

Goals:

- Prepare students to apply artificial intelligence and machine learning tools to real-world logistics operations in ways that improve efficiency, accuracy, and decision-making.
- Develop a workforce that can support the region's growing need for digitally skilled logistics technicians, analysts, and automation-ready frontline supervisors.
- Strengthen students' ability to interpret, analyze, and communicate data insights that inform operational improvements across transportation, warehousing, and distribution.
- Provide a stackable pathway into advanced study in supply chain management, data science, industrial engineering, or related fields

Objectives:

- Demonstrate foundational understanding of AI and machine learning concepts as they apply to logistics workflows, including forecasting, routing, inventory optimization, and anomaly detection.
- Use data preparation, cleaning, and visualization techniques to support predictive analytics and model development in logistics environments.
- Apply machine learning tools to solve practical logistics problems such as demand prediction, warehouse automation, and transportation optimization.
- Evaluate the performance, limitations, and ethical considerations of AI-enabled systems used in supply chain operations.

- Communicate analytical findings clearly through dashboards, reports, and presentations tailored to diverse operational audiences.
- Collaborate effectively in technology enhanced logistics settings by integrating digital tools with traditional operational knowledge.

Catalog Description

The Logistics AI + Machine Learning Certificate of Achievement prepares students to work with emerging technologies that are transforming modern supply chain operations. The program introduces foundational concepts in artificial intelligence, machine learning, data analytics, and automation through an applied logistics lens. Students learn to prepare and analyze data, evaluate predictive models, and use AI-enabled tools to support forecasting, routing, warehouse optimization, and real-time decision-making. Emphasis is placed on practical applications, ethical considerations, and workforce readiness for technology-enhanced logistics environments. This certificate prepares students for entry level roles such as logistics data technician, automation support specialist, and operations optimization assistant, and provides a pathway to further study in supply chain management, data science, or industrial engineering.

Program Requirements

Required Courses

	Units: 9.0
LOGI 102	
Logistics Operations Specialist	3.0
LOGI 104	
Logistics Analyst	3.0
LOGI 105	
Logistics AI Specialist	3.0
	Total: 9.0

Projected Annual Completers 15.00

Place of program in curriculum/similar programs at college The Business department offers similar programs: Business Management Marketing Retail Management

Similar programs at other colleges in service area The other college in the area with similar programs is East Los Angeles College. They offer multiple certificates in logistics.

Transfer Preparation

Career Technical Education Yes

Transfer No

Other No

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Manzoor Ahmad	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Selene Aguirre	Spring 2026	Spring 2029
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Angela Burrell	Spring 2024	Spring 2029
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Gerson Valle	Fall 2025	Spring 2027
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Lynn Chung	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026

Curriculum Committee Meeting Schedule

Curriculum Committee Meeting Schedule 2025-2026		
Date	Time	Location—In Person
1. Sept 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
2. Sept 23, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
3. Oct 14, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
4. Oct 28, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
5. Nov 25, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
6. Dec 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
7. Feb 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
8. Mar 10, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
9. Mar 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
10. Apr 28, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
11. May 12, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
12. May 26, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
13. Jun 9, 2026	2:00 p.m. – 3:30 p.m.	IB1-105