



College Curriculum Committee

AMENDED Meeting Agenda Package

May 26, 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 26, 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 26, 2026

2. Approval of Minutes: May 12, 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

ECON 101H - Honors Principles of Economics: Macroeconomics

MTEC 170 - Basic Robotics

MTEC 175 - Integrated Robotic and Automated Technologies

MTEC 175A - Integrated Robotic and Automated Technologies
MTEC 175B - Integrated Robotic and Automated Technologies II

~~B) Program Revision~~

~~Music A.A.~~

C) Standard Course Review- No Proposed Changes

ENGL 127 - Creative Writing: Introduction to the Craft of Fiction

ART 141 - Digital Art Fundamentals

ART 207 - Art History of Mexico and Central and South America

ART 209 - History of African Art

ENGL 228 - Women in Literature

D) Course Review- SLO Update; Update Conditions of Enrollment; Add Distance Education- EFOMA

BIOL 103 - Fundamentals of Molecular Biology

E) CTE Course Two-Year Review; SLO Update

SLAN 112 - American Sign Language II

5. Action Items

a) Course Deactivation Policy – 2nd Read

b) New Course- 2nd Read

ESL 10E - Advanced Essay Writing and Grammar

c) New Programs – 2nd 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

d) Program Mapper – 2nd Read

6. Informational Items

a) Welcome New Curriculum Committee Chair – Nathan Lopez

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: 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_x_; Ahmad Manzoor_x_; Michael VanOverbeck_x_; Mayela Rodriguez_x_; Stefani Baez_x_; Arneshia Bryant-Horn_x_; Angela Burrell_x_ Jose Martinez_x_; Kendahl Radcliffe_x_; Nathan Lopez_x_; Gerson Valle_x_; David McPatchell_x_; Noemi Monterosso_x_; Jesse Mills_x_; Bradfield Conn_x_; Lynn Chung_x_; Melain McIntosh_x_; Sheri Berger_x_; Maya Medina_x_; Shante Mumford_x_; and Charles Hobbs_x_; Selene Aguirre

Meeting started at 2:08

AGENDA:

1. Approval of Agenda: May 12, 2026

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

2. Approval of Minutes: April 28, 2026

Remove Maya from #2 from last meeting minutes. And fix to include Selene Aguirre into agenda attendance roster.

Jesse M. motioned to approve the approve amended minutes. David M. seconded. Unanimously approved.

Victoria M. motioned to open 3a-e. Jesse M. seconded.

3. Reports and Follow-up Questions From Attendees:

- a) Vice President, Academic Affairs
- b) Curriculum Analyst
- c) Articulation Officer
 - o Attended articulation conference last week.
- d) Distance Education Faculty Coordinator
- e) SLO Coordinator

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

Michael V. motioned to approve 4a-d. Victoria M. seconded. Unanimously approved.

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

- o Noemi M. requested an update to course description that currently shows English 101. Change to say C1000

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

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

5. Action Items

- a) Program Mapper First read – Revised Template Recommendations of incorporating program mapper into curriculum process.

- o What is the timeline for counseling assignments and completions?
- o Will the counselor assignment be within the GPD or not?
- o Operational questions.

Michael V. motioned to close 5a. Noemi M. seconded.

Michael V. motioned to approve 5b. David M. seconded. Unanimously approved.

- 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)

Michael V. motioned to approve 5c. David M. seconded. Unanimously approved.

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

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

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

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

Michael V. motioned to open 5e 1st read ESL 10E. David M. Seconded.
e) New – 1st read of ESL 10E

Jesse Motioned to close 5e. David M. seconded.

Jesse M. motioned to open 6. David M. seconded.

6. Informational Items a) Welcome New Committee Member – Angela Burrell (HEPS)

Michael V. motioned to close 6. David M. seconded.

Michael V. motioned to open 7. 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).

Michael V. motioned to close 7. David M. seconded. Michael V. motioned to open the floor
for public comment. Noemi 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. Noemi M. Seconded.

Meeting ended at 2:43pm



Course Inactivation – ECON 101H – Honors Principles of Economics:
Macroeconomics

Justification: Course Inactivation - Division Does Not Plan to Offer the Course. 5/8/2020



Course Inactivation – MTEC 170 – Basic Robotics

Justification: Course Inactivation - Division Does Not Plan to Offer the Course
Carry over from El Camino College. Not planning to offer it
05/05/2026



Course Inactivation– MTEC 175 – Integrated Robotic and Automated Technologies

Justification: Course Inactivation - Division Does Not Plan to Offer the Course
Carry over from El Camino College. Not planning to offer it
05/05/2026



Course Inactivation– MTEC 175A – Integrated Robotic and Automated Technologies I

Justification: Course Inactivation - Division Does Not Plan to Offer the Course
Carry over from El Camino College. Not planning to offer it
05/05/2026



Course Inactivation– MTEC 175B – Integrated Robotic and Automated Technologies II

Justification: Course Inactivation - Division Does Not Plan to Offer the Course
Carry over from El Camino College. Not planning to offer it
05/05/2026



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



Standard Course Review – No Proposed Changes – ENGL 127 – Creative Writing: Introduction to the Craft of Fiction

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: 127

Full Course Title: Creative Writing: Introduction to the Craft of Fiction

Short Title: Creatv Wrtg: Intro Fict

TOP Code: 150700 - Creative Writing

SAM Code: E - Non-Occupational

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

Transfer Status B - Transferable to CSU only.

Effective Term: Spring 2021

Board of Trustees Approval Date:

2020-12-08

Course Description

This course is an introductory-level creative writing course focusing on writing the short story. In addition to outlining and composing well-crafted stories, students will study the techniques of plot, characterization, point of view, conflict, and setting. Students will also learn about peer editing and the workshop model for revising stories. Note: Letter grade or pass/no pass option.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

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:

0.000

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:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

Introduction to Short Story Techniques define the protagonist & antagonist define scenes recognize and describe scene transitions name setting

Approximate Time In Hours

10.00

Lecture

Outline

Instruction in Reading & Evaluating Model Short Stories assess the development of characters in stories and the way transitions are made evaluate the plot with regards to credibility and story movement rate use of point of view and setting judge the use of flashbacks, if present rate the techniques for reinforcing theme evaluate the entire story

Approximate Time In Hours

10.00

Lecture

Outline

Review Grammar and Manuscript Form define and distinguish between run on sentences and fragments recognize correct use of quotations and other punctuation recall correct manuscript form for final short stories

Approximate Time In Hours

10.00

Lecture

Outline

Instruction in Peer Editing and Workshop read for strength of story elements in student work judge and criticize student work

Approximate Time In Hours

14.00

Lecture

Outline

Create a Portfolio compose central conflicts and themes for own stories organize content of short stories compose exercises in dialogue or scene analysis for short stories compose exercises using visual aids as prompts compose revision of short story from comments received

Approximate Time In Hours

10.00

General Education/Transfer

Transfer and Articulation:

C-ID: ENGL 200 (ENGL-CW 100)

Course Objectives

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

Lecture

Identify and define techniques in short story writing.

Lecture

Identify and define elements of short fiction.

Lecture

Analyze and discuss short stories written by significant writers.

Lecture

Edit and evaluate the writing of peers for elements of fiction.

Lecture

Create a portfolio of short stories.

Student Learning Outcomes

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

1. Identify and utilize specific strategies for creating character, setting, dialogue, and plot in short fiction.

2. Compose a 12-20 page short story demonstrating their competency with those elements of fiction.

3. Respond to the evaluations of their short stories given by their peers.

Methods of Instruction

Discussion

Group Activities

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

Reading select short stories and discussing them to break down for narrative story structure.

Short stories such as: "The Yellow Wallpaper," and "The Lesson" and "Everyday Use", and "Brokeback Mountain" and "Sonny's Blues" and "Where are you going, Where have you been" and "A Jury of Her Peers", and "The Blood Bay"

Writing Assignments:

Write a 2-3 page scene, featuring 1-3 characters. The scene should seek either to introduce or resolve a specific conflict. You should use a blend of exposition and dialogue to convey your conflict, employing the various aspects of writing we've covered in class.

Outside-of-Class Assignments:

Quizzes and or quick writes of a summary of the short story, breaking down the story structure of the story.

Writing a comic script.

Writing flash fiction story.

Warm up writing assignments,

And the larger short story assignment with character breakdown and plot breakdown.

Some assignments require critical thinking:

Write a 10- to- 20 page short story that demonstrates knowledge of short story techniques and the elements of fiction. The final version should follow conventional manuscript format.

Read the set of student-written short stories distributed to you in class. As you read, annotate the margins of each story with your analysis of the story's use of conflict, character, plot, setting, exposition, and dialogue. Include your suggestions for revising the short story. Be prepared to defend your analysis and suggestions orally during our class workshop.

Course Materials

Author: Sybil Priebe

Title: WRITE OR LEFT

Edition: third

Publisher: North Dakota State College of Science/

ISBN-13: 9798783934094

Year: 2022

Or Equivalent: No

Author: Kimberly Limon

Title: Introduction to Essays, Shorts Stories, Poems, and Plays

Edition: first

Publisher: Cosumnes River College/ LibreTexts

Year: 2026

Or Equivalent: No

Author: James Thibeault

Title: A Beginner's Guide to Storytelling: How to Craft Compelling Narratives

Edition: first

Publisher: Bentley University/LibreTexts

Year: 2025

Or Equivalent: No

Other:

Hacker, Diana. "Rules for Writers." New York: Bedford, 2009.

Minimum Qualification

1. English

Condition



Standard Course Review – No Proposed Changes – ART 141 – Digital Art Fundamentals

Course Information

Course Discipline: ART

Course Division: Fine Arts, Communication and Humanities

Course Number: 141

Full Course Title: Digital Art Fundamentals

Short Title: Digital Art

TOP Code: 061460 - Computer Graphics and Digital Imagery

SAM Code: D - Possibly Occupational

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

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

Course Description

This course provides students with a foundation in the two basic types of graphics software, vector (drawing) and raster (painting/photography). Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. Students will work on a variety of digital projects involving drawing, design, typography, photographic manipulation, and animation.

Course Standards

Lecture Hours:

36.000

Activity Hours:

0.000

Lab Hours:

54.000

Outside-of-Class Hours:

72.000

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

Lecture Hours:

36.000

Activity Hours:

0.000

Lab Hours:

54.000

Outside-of-Class Hours:

72.000

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

Lecture Units:

2.000

Activity Units:

0.000

Lab Units:

1.000

Min/Max Units:

3.000

Total Hours:

90.000

Grading Method:

Letter grade only

Requisites

Recommended Prep - Courses

Subject ART - Art

Requisite Course ART 110 - Drawing Fundamentals I (Active)3.000 - 3.000

Condition or

Recommended Prep - Courses

Subject ART - Art

Requisite Course ART 130 - Two-Dimensional Design I (Active)3.000 - 3.000

Course Content

Lecture

Outline

Hardware and System Software Concepts: A. Opening and closing software programs and files B. Saving, save as, copying and renaming files C. Project folders, naming and organizing files, file extensions D. Removable media, backing up work, saving to hard drive, saving to removable media, and copying files between the two E. Keyboard shortcuts such as Save, Print, Copy, Cut and Paste F. Safely handle and maintain Digital Imaging hardware materials

Approximate Time In Hours

2.00

Lecture

Outline

Elements of two-dimensional design: Line, shape, value, texture, scale, color, positive/negative space, figure/ground relationships, symmetry, asymmetry, pattern, focal point, balance, unity

Approximate Time In Hours

2.00

Lab

Outline

Elements of two-dimensional design: Line, shape, value, texture, scale, color, positive/negative space, figure/ground relationships, symmetry, asymmetry, pattern, focal point, balance, unity

Approximate Time In Hours

4.00

Lab

Outline

Hardware and System Software Concepts: A. Opening and closing software programs and files B. Saving, save as, copying and renaming files C. Project folders, naming and organizing files, file extensions D. Removable media, backing up work, saving to hard drive, saving to removable media, and copying files between the two E. Keyboard shortcuts such as Save, Print, Copy, Cut and Paste F. Safely handle and maintain Digital Imaging hardware materials

Approximate Time In Hours

2.00

Lecture

Outline

Moving Files Between Applications: A. Importing and exporting files B. Using different file formats C. Vector and raster applications: capabilities and limitations and usage of each.

Approximate Time In Hours

1.00

Lab

Outline

Moving Files Between Applications: A. Importing and exporting files B. Using different file formats C. Vector and raster applications: capabilities and limitations and usage of each.

Approximate Time In Hours

1.00

Lecture

Outline

Resolution and Image Acquisition: A. Determining correct resolution and image size based on desired end-product B. Identifying the terms dpi, ppi, and lpi and their application to image size and print resolution C. Preparing images for print and screen display

Approximate Time In Hours

1.00

Lab

Outline

Resolution and Image Acquisition: A. Determining correct resolution and image size based on desired end-product B. Identifying the terms dpi, ppi, and lpi and their application to image size and print resolution C. Preparing images for print and screen display

Approximate Time In Hours

1.00

Lecture

Outline

Color: A. Defining color relationships: Monochromatic, analogous, complementary, triadic, primary, secondary, tertiary B. Defining color properties of hue, saturation, brightness C. Defining and using different color modes to mix and identify color: HSB, CMYK, RGB, Grayscale, and Spot Color D. Importing and using additional palettes such as Pantone and Web color E. Color separations F. Bit depth

Approximate Time In Hours

2.00

Lab

Outline

Color: A. Defining color relationships: Monochromatic, analogous, complementary, triadic, primary, secondary, tertiary B. Defining color properties of hue, saturation, brightness C. Defining and using different color modes to mix and identify color: HSB, CMYK, RGB, Grayscale, and Spot Color D. Importing and using additional palettes such as Pantone and Web color E. Color separations F. Bit depth

Approximate Time In Hours

2.00

Lecture

Outline

Create Art Work in Vector Graphics Program: A. Line 1. Using pen tool: create and edit lines and curves 2. Using different stroke colors and weights 3. Creating and combining mechanical, calligraphic, and brushstroke lines in compositions B. Shape 1. Utilizing tools to create open and closed shapes 2. Arranging shapes in overlapping layers using tools to send to back and bring to front, using layers to rearrange overlapping objects 3. Select, move, delete, copy, and combine objects 4. Using transformation tools to scale, rotate, reflect, distort objects 5. Creating complex shapes by modifying and combining simple shapes C. Value, Color, and Fills 1. Filling shapes with solid colors, tints, gradients and patterns 2. Using blends to create highlights, midtones and shadows 3. Defining new spot and process colors, creating custom palettes, loading palettes from palette library D. Organizing the drawing process 1. Using layers, guides, and grid 2. Using templates for tracing E. Typography 1. Specifying and changing font, size, and style of type 2. Creating outlines from type to alter, combine, and create new letterforms. Differences between type and outlines 3. Creating text boxes, type on a path. F. Importing and Exporting Files 1. Importing raster file for use as template and image element. Limitations of working with raster image within a vector program. Identifying Links created between raster file and vector file. 2. Rasterizing and manipulating a vector file in a raster program

Approximate Time In Hours

8.00

Lab

Outline

Create Art Work in Vector Graphics Program: A. Line 1. Using pen tool: create and edit lines and curves 2. Using different stroke colors and weights 3. Creating and combining mechanical, calligraphic, and brushstroke lines in compositions B. Shape 1. Utilizing tools to create open and closed shapes 2. Arranging shapes in overlapping layers using tools to send to back and bring to front, using layers to rearrange overlapping objects 3. Select, move, delete, copy, and combine objects 4. Using transformation tools to scale, rotate, reflect, distort objects 5. Creating complex shapes by modifying and combining simple shapes C. Value, Color, and Fills 1. Filling shapes with solid colors, tints, gradients and patterns 2. Using blends to create highlights, midtones and shadows 3. Defining new spot and process colors, creating custom palettes, loading palettes from palette library D. Organizing the drawing process 1. Using layers, guides, and grid 2. Using templates for tracing E. Typography 1. Specifying and changing font, size, and style of type 2. Creating outlines from type to alter, combine, and create new letterforms. Differences between type and outlines 3. Creating text boxes, type on a path. F. Importing and Exporting Files 1. Importing raster file for use as template and image element. Limitations of working with raster image within a vector program. Identifying Links created between raster file and vector file. 2. Rasterizing and manipulating a vector file in a raster program

Approximate Time In Hours

11.00

Lecture

Outline

Create Art Work in Raster Graphics Program: A. Scanning 1. Using formulas based on final image output to determine correct resolution when scanning 2. Basic tonal and sharpening corrections on scanned images 3. Altering image size and resolution 4. Scanning line art and full color images B. Image Editing 1. Using selection tools to select portions of images, transforming selections, copying and pasting selections, saving selections 2. Using layers, merging layers, flattening images 3. Using painting and editing tools to manipulate images C. Color 1. Changing color modes from RGB to CMYK and Grayscale 2. Differences in bit depth and their effect on color quality and file size 3. Color limitations of different media (Web, multimedia, print)

Approximate Time In Hours

8.00

Lab

Outline

Create Art Work in Raster Graphics Program: A. Scanning 1. Using formulas based on final image output to determine correct resolution when scanning 2. Basic tonal and sharpening corrections on scanned images 3. Altering image size and resolution 4. Scanning line art and full color images B. Image Editing 1. Using selection tools to select portions of images, transforming selections, copying and pasting selections, saving selections 2. Using layers, merging layers, flattening images 3. Using painting and editing tools to manipulate images C. Color 1. Changing color modes from RGB to CMYK and Grayscale 2. Differences in bit depth and their effect on color quality and file size 3. Color limitations of different media (Web, multimedia, print)

Approximate Time In Hours

14.00

Lecture

Outline

Preparation, Analysis, and Criticism of Student Projects A. Applying traditional two-dimensional design concepts of line, value, texture, pattern, scale, and various compositional strategies to computer generated images B. Using letterforms and typography in original designs C. Using color to enhance aesthetic and expressive content D. Originating concepts for art work based on intent, purpose, and use of assigned project E. Organizing formal elements in designs so as to support conceptual content F. Recognizing content, purpose and scope of design task G. Determining spatial and formal motifs H. Establishing work schedules I. Producing preliminary sketches J. Establishing a plan for computer production 1. Using rulers, guides, and grid to aid in drawing 2. Using layers to organize design elements 3. Determining color modes, resolution, and image size based on project specifications K. Using mounts and mats to present final printed output L. Critiquing finished projects

Approximate Time In Hours

8.00

Lab

Outline

Preparation, Analysis, and Criticism of Student Projects A. Applying traditional two-dimensional design concepts of line, value, texture, pattern, scale, and various compositional strategies to computer generated images B. Using letterforms and typography in original designs C. Using color to enhance aesthetic and expressive content D. Originating concepts for art work based on intent, purpose, and use of assigned project E. Organizing formal elements in designs so as to

support conceptual content F. Recognizing content, purpose and scope of design task G. Determining spatial and formal motifs H. Establishing work schedules I. Producing preliminary sketches J. Establishing a plan for computer production 1. Using rulers, guides, and grid to aid in drawing 2. Using layers to organize design elements 3. Determining color modes, resolution, and image size based on project specifications K. Using mounts and mats to present final printed output L. Critiquing finished projects

Approximate Time In Hours

14.00

Lecture

Outline

Animation & Motion FundamentalsA. Frame by frame animationB. Squash and StretchC. Walk cyclesD. TimingE. Vector and Raster software tools for animation

Approximate Time In Hours

2.00

Lab

Outline

Animation & Motion FundamentalsA. Frame by frame animationB. Squash and StretchC. Walk cyclesD. TimingE. Vector and Raster software tools for animation

Approximate Time In Hours

2.00

Lecture

Outline

Create an online portfolio and record of class progress using a free blogging site: A. What is a blog, samples of blogs and portfolio sitesB. Setting up the site, creating pages and posts, uploading images and galleries, creating links

Approximate Time In Hours

1.00

Lab

Outline

Create an online portfolio and record of class progress using a free blogging site: A. What is a blog, samples of blogs and portfolio sitesB. Setting up the site, creating pages and posts, uploading images and galleries, creating links

Approximate Time In Hours

1.00

Lecture

Outline

Contemporary approaches, language, aesthetics, and emerging media in digital art.

Approximate Time In Hours

1.00

Lab

Outline

Research, present, and discuss contemporary approaches, language, aesthetics, and emerging media in digital art.

Approximate Time In Hours

2.00

General Education/Transfer

Transfer and Articulation:

C-ID: ARTS 250

Course Objectives

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

Lab

Demonstrate appropriate computer skills needed for the creation of digital art.

Lab

Produce digital images and time-based work through various digital media input and output methods using vector and raster software.

Lab

Apply the elements and principles of design in finished digital images and time-based works.

Lab

Define color relationships and use different color modes reflecting both additive and subtractive color systems.

Lab

Demonstrate use of typography in designs, define typographic terms.

Lecture

Examine and describe contemporary approaches, language, aesthetics and emerging media in digital art.

Lecture

Assess the purpose, scope, and specifications of art projects and formulate solutions by applying the appropriate creative and technical strategies.

Lecture

Establish work schedules and prioritize tasks in order to satisfy production timelines.

Lecture

Assess, discuss, and critique digital art designs.

Lab

Create a portfolio of work demonstrating formal, conceptual, and technical development.

Lab

Safely handle and maintain Digital Imaging hardware materials

Student Learning Outcomes

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

1. Vector Paths Students will use digital illustration software to draw an accurate vector path and use it to select raster information.

2. Graphic Files Students will prepare graphics files with correct color, resolution, and file format for both print and screen output.

3. 2D Design Concepts Students will apply 2D design concepts in the execution of original digital art projects.

Methods of Instruction

Demonstration

Demonstrations of digital art techniques using various software.

Internet Presentation/Resources

Internet searches for examples of contemporary digital art.

Laboratory

Students work on projects independently, with supervision and guidance by instructor.

Lecture

Lectures on digital art and design history and its relationship to contemporary culture.

Multimedia presentations

Digital presentations on digital art techniques.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Portfolio review

Assignment Examples

Reading Assignments:

The following is a good example of a reading assignment given towards the beginning of the course:

[Kennedy, Kristen R., "Chapter 1: The Digital Art Revolution", Introduction to Digital Art: Basics of Art & Design with Adobe Creative Cloud, \(2024\), p. 15–23.](#)

Writing Assignments:

Instructions

The following [video](#) produced by the Museum of Modern Art in New York City highlights several artists and thinkers exploring the artistic limits (and downfalls) of AI. After watching the video on AI Art, answer the following questions in 3-4 paragraphs total.

What is your initial reaction to the video?

Which artwork or artist in the video intrigued you the most? Why?

How do you think AI is changing our world? How do you think AI is impacting digital art making?

Do you think AI art is art? If yes, explain. If no, explain.

Share a question you have about AI and art.

Reminder: A paragraph usually contains around five sentences, including the topic sentence and conclusion sentence.

Outside-of-Class Assignments:

Instructions

You are a space explorer and you have just touched down on a brand new, life supporting planet. For this assignment, you will use Photoshop to create a visual of this otherworldly landscape.

Steps:

Spend some time brainstorming this new planet. What are some of its characteristics? Is everything a shade of pink? What are the plants like? Is the water in the air? See how far you can take your ideas!

Come up with a name for your planet - you will need to creatively include this in your project!

Prototype your landscape on paper

Digitize your landscape in Photoshop - don't be afraid to deviate from your original prototype!

For this project, I want you to play with digital painting. Consider which elements of your landscape can be painted digitally.

Your collage must be 12"x18" and 300 dpi.

Guidelines:

Prioritize using your own photos, scanned images, drawings, paintings, screen drawings, etc.

You can use images from magazines and books. You can also pull images from a digital archive, such as archive.org

Include the name of your planet somewhere in your project.

Include a one-paragraph project statement with your collage explaining your work.

Learning Objectives:

Practice basic photography

Practice 2d design and composition

Practice creating in Photoshop

Practice digital painting

Practice formatting your image

Some assignments require critical thinking:

Instructions

For this assignment, you are going to handletter a word of your choice in Adobe Illustrator.

Steps:

Write down a list of different words that really resonate with you.

Pick 1 (or 2) that stands out to you. Why did you pick this word? What energy/vibe does this word have?

Thinking about the qualities of the word, draw three different prototypes on paper that capture the energy of the word.

Digitize your favorite prototype in Illustrator

Submit your final handlettered word as a 13"x5" transparent .png

Course Materials

Author: Kristen R. Kennedy

Title: Introduction to Digital Art: Basics of Art & Design with Adobe Creative Cloud

Edition: 2024 Edition

Publisher: Lemoore College

Year: 2024

Or Equivalent: No

Author: Christiane Paul

Title: Digital Art (World of Art)

Edition: 4

Publisher: Thames & Hudson

Year: 2023

Or Equivalent: No

Author: Conrad Chavez

Title: Adobe Photoshop CC Classroom in a Book

Edition: 1st

Publisher: Adobe Press

ISBN-13: 978-0135261781

Year: 2023

Or Equivalent: No

Author: Brian Wood

Title: Adobe Illustrator Classroom in a Book

Edition: 1st

Publisher: Adobe Press

Year: 2023

Or Equivalent: No

Other:

Discipline standard online materials and tutorials

Other:

Studio tools, Computer data storage device

Minimum Qualification

1. Multimedia

Condition



Standard Course Review – No Proposed Changes – ART 207 – Art History of Mexico and Central and South America

Course Information

Course Discipline: ART

Course Division: Fine Arts, Communication and Humanities

Course Number: 207

Full Course Title: Art History of Mexico and Central and South America

Short Title: Art Hist Latin Amer

TOP Code: 100200 - Art

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: Spring 2020

Board of Trustees Approval Date:

2020-12-08

Course Description

This course surveys the art of Mexico, Central America, and South America, from Pre-Colombian civilizations through contemporary times. Key artworks are studied in relation to historical and cultural contexts that consider the effects of shifting social, political, philosophical, and spiritual paradigms on the production of art.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

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:

0.000

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

I. Introduction to art A. Historical methods B. Elements of art

Approximate Time In Hours

3.00

Lecture

Outline

II. Pre-Columbian art A. Prehistoric culture 1. Theoretical origins 2. Siberian migration 3. Archeological finds 4. Evolution from nomadic to permanent agricultural settlements B. Archaic culture 1. New cultural patterns 2. Valley of Mexico

Approximate Time In Hours

3.00

Lecture

Outline

III. Pre-classic (Mexico) A. Early cultural developments 1. The effects of climate changes 2. Cultural interaction B. Tropical coast of the Gulf of Mexico 1. Olmec Heartland ceremonial sites 2. Beginning of sculpture; colossal sculpture; carved jade 3. Religion; duality and Were-Jaguar

Approximate Time In Hours

3.00

Lecture

Outline

IV. Classic sites (Mexico) A. West Mexico 1. Jalisco 2. Nayarit 3. Colima B. Veracruz region 1. El Tajin 2. Remojadas C. Southern Mexico 1. Monte Alban 2. Mitla D. Valley of Mexico 1. Teotihuacan a. Theocracy b. Grid of the planned city c. Gods and religion; Temple of Quetzacoatl d. Tetila mural paintings

Approximate Time In Hours

6.00

Lecture

Outline

V. Classic Maya A. Town planning, religion, ceramics, sculpture, architecture, painting B. Mayan sites 1. Tikal 2. Palenque 3. Copan 4. Bonampak C. Post-Classic Maya 1. Chichen Itza 2. Uxmal

Approximate Time In Hours

6.00

Lecture

Outline

VI. Post Classic Valley of Mexico A. Toltecs B. Aztecs (Mexico) 1. Tenochtitlan a. Tlaloc temple pyramids b. Sculpture, paintings, featherwork, codices, jewelry 2. Spanish conquest and its effects

Approximate Time In Hours

6.00

Lecture

Outline

VII. Art of the Andean lands A. Greater Peru 1. Chavin 2. Paracas 3. Moche culture 4. Nazca 5. Tiahuanaco 6. Age of the city builders and minor kingdoms 7. Incan empire B. The border provinces of the Inca empire; northwestern Argentina C. Ecuador

Approximate Time In Hours

9.00

Lecture

Outline

VIII. Spanish Colonial Art in Mexico A. Historical implications of the conquest B. Blending of native styles and materials with those of European cultures 1. Combined Romanesque, Gothic, Renaissance 2. Religious orders: Franciscan, Augustinian, Dominican 3. Jesuit influence on civil and religious architecture a. Cuernavaca; Palace of Cortes b. Merida; Palace of Montejo 4. 17th and 18th century ornamentation a. Baroque exteriors b. Creole painting c. Ultra-Baroque; Jose de Churriguera; Altar of the Kings in Mexico Cathedral d. Santa Prisca church in Taxco e. Church of San Francisco Acatepec; Mudejar style

Approximate Time In Hours

6.00

Lecture

Outline

IX. 19th Century Mexican Art A. Neo-Classical style 1. Alvaro Obregon B. Art of the academy 1. Influx of European masters 2. Jose Maria Velasco; landscapes C. Popular painting 1. Antonio Ruiz 2. Hermenegildo Bustos D. Graphic artists 1. Jose Posada E. Romanticism and Impressionism 1. De Atl 2. Saturnino Herran

Approximate Time In Hours

3.00

Lecture

Outline

X. 20th Century Mexican Art A. Effects of Mexican Revolution B. Art and nationalism 1. Diego Rivera: founder of New Movement; art for the masses 2. Jose Orozco: sociological expressionist 3. David Sigueros 4. Frida Kahlo 5. Rufino Tamayo: abstractions in Mexican traditions 6. Maria Izquierdo

Approximate Time In Hours

6.00

Lecture

Outline

XI. Contemporary trends in Latin American art A. Roberto Matta B. Julio Galan C. Fernando Botero

Approximate Time In Hours

3.00

General Education/Transfer

Local GE/Graduation Requirements:

3 - Arts and Humanities

Cal-GETC:

3A: Arts

UC TCA:

UC-H Arts and Humanities

Course Objectives

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

Lecture

Identify major artworks of each period, culture, and region of Mexico, Central and South America.

Lecture

Analyze the influences of evolutionary patterns and geography on the art of Mexican, Central and South American cultures.

Lecture

Analyze major artworks of Mexico, Central America, and South America in relation to social, cultural, political, economic, philosophical, and religious factors.

Lecture

Synthesize the political and cultural influences on the Spanish Colonial style of art.

Lecture

Analyze and evaluate the influences of Mexican independence and the Mexican Revolution on Mexican art.

Lecture

Compare and contrast art of past and present Latin American cultures.

Student Learning Outcomes

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

1. SLO #1: Analyze major artworks of Mexico, Central America, and South America in relation to social, cultural, political, economic, philosophical, and religious factors.

2. SLO #2 Comprehend & Critique Students will demonstrate the ability to comprehend and critique art works from Mexico, Central America and South America in terms of form, medium, and style.

3. SLO #3 Communication Students will demonstrate the ability to effectively communicate ideas about Mexican, Central American and South American art verbally or by written methods.

Methods of Instruction

Discussion

Discussion of topics related to art and architecture

Field trips

Field trip to museum or gallery

Group Activities

Small group discussions and presentations

Guest Speakers

Guest speaker such as contemporary artists

Internet Presentation/Resources

Internet resources explored such as lacma.org, metmuseum.org, molaa.org

Lecture

Lecture on indigenous art and architecture of the Americas

Multimedia presentations

Digital presentations and videos

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Quizzes and exams

Assignment Examples

Reading Assignments:

In a 3-5 page essay, analyze the iconography and style of at least three selected examples of art from Mexico, Central America and South America which must be viewed in a local museum.

Discuss the socio-political and religious factors that may have influenced those artworks.

In a 3-5 page essay, analyze the impact of the Mexican Revolution on the development of Mexican art. Include specific artists of the European Academicism and Mexican Nationalism movements, and make references to the antithesis that exists between the two.

Write a 3-5 page essay that compares and contrasts an example of Mayan sculpture with Aztec sculpture in terms of style, iconography, and social relevance.

Writing Assignments:

Create a 7-10 minute presentation that compares and contrasts an example of Mayan sculpture with Aztec sculpture in terms of style, iconography, and social relevance.

Create a 7-10 minute presentation that includes:

1. A formal analysis the work of a contemporary Latinx artist
2. The context for the work
3. The content of the work

Outside-of-Class Assignments:

This written assignment consists of two short answers. Familiarize yourself with these websites before starting as a review of what we have covered this week.

The World Digital Library (wdl.org[Links to an external site.](#)): Offers digitized versions and explanations of various Aztec codices.

Mexicolore (mexicolore.co.uk[Links to an external site.](#)): Provides educational resources on Aztec culture, including sections on codices.

British Library - Aztec Manuscripts: (bl.uk/aztec-manuscripts): Offers digital images, articles, and resources on Aztec codices.

The paper should be minimum 100 words, maximum 300 words.

Thank you!

QUESTIONS

Please select an Aztec codex (eg. the Codex Borgia) and answer the following prompts:

1. Describe the subject matter.
2. Describe how the codex is related to the Colonialism of Mexico.

List of codices:

Codex Borbonicus

Codex Mendoza
Codex Borgia
Codex Boturini
Codex Cospi
Codex Fejérváry-Mayer
Codex Laud
Codex Telleriano-Remensis
Codex Vaticanus A
Codex Zouche-Nuttall
Codex Rios
Florentine Codex

Here is an example:

Generally speaking, the codex's subject matter revolves around various aspects of Aztec religion. The codex has several 'chapters' that explore various subcategories of religion: calendars and rituals, gods and deities, rituals, cosmology, and divination. For example, on page 14, also called the Lords of the Night section, nine deities from the pantheon that ruled the night, and were associated with cosmology and timekeeping, are depicted. The page is divided into nine panels that house each deity. Each deity is shown with various identifying anthropomorphic and zoomorphic attributes, objects, symbols, and hieroglyphs. For example, the First Lord of the Night, Xiuhtecuhtli, is shown with his headdress, turquoise face paint, and fire symbols. They are also accompanied by symbols that indicate if they have positive or negative associations. Tlaloc, the ninth deity, is shown with a sun which means that he was considered 'very good'.

Despite being a largely pre-Colonial document, the subject matter reflects themes of colonialism because it was used to expedite the conversion of local peoples to Christianity. The codex helped the Spaniards, specifically the missionaries, learn about the local religious beliefs so that they could make Christianity seem less foreign to the local population. For example, they claimed that the god of the west, Quetzalcoatl, was similar to Jesus Christ because he wore a cross and also had a second coming, both of which are depicted in the text. As a result, a quasi-version of Christianity that incorporated some of the gods and ideas found in the Codex Borgia was disseminated across Mexico. The subject matter is also connected to themes of colonialism as it was not permissible to worship all pre-Columbian gods during the Colonial Period. Only those that had parallels to Christianity continued to be venerated.

Some assignments require critical thinking:

In a 3-5 page essay, analyze the iconography and style of at least three selected examples of art from Mexico, Central America and South America which must be viewed in a local museum.

Discuss the socio-political and religious factors that may have influenced those artworks.

In a 3-5 page essay, analyze the impact of the Mexican Revolution on the development of Mexican art. Include specific artists of the European Academicism and Mexican Nationalism movements, and make references to the antithesis that exists between the two.

Course Materials

Author: Rebecca Stone-Miller

Title: Art of the Andes: From Chavín to Inca

Edition: 2nd Edition

Publisher: Thames & Hudson
 ISBN-13: 978-0500203637
 Year: 2002
 Rationale for older textbook:
 Classic in the field
 Or Equivalent: No
 Author: Edward Lucie-Smith
 Title: Latin American Art of the 20th Century
 Edition: 2nd
 Publisher: Thames & Hudson
 ISBN-13: 9780500203569
 Year: 2004
 Rationale for older textbook:
 Classic in the field
 Or Equivalent: No
 Author: Barnitz, Jacqueline
 Title: Twentieth Century Art of Latin America
 Edition: Revised and Expanded Edition
 Publisher: University of Texas Press
 ISBN-13: 9781477308042
 Year: 2015
 Or Equivalent: No
 Author: Mary Ellen Miller
 Title: The Art of Mesoamerica, From Olmec to Aztec
 Edition: 6th
 Publisher: Thames&Hudson
 ISBN-13: 978-0500204504
 Year: 2019
 Or Equivalent: Yes
 Author: James Oles
 Title: Art and Architecture in Mexico
 Edition: first
 Publisher: Thames&Hudson
 Year: 2013
 Or Equivalent: No
 Author: Bailey, Gauvin Alexander
 Title: Art of Colonial Latin American
 Edition: 1st
 Publisher: Phaidon
 Year: 2005
 Or Equivalent: Yes
 Minimum Qualification
 1. Art History
 Condition



Standard Course Review – No Proposed Changes – ART 209 – History of African Art

Course Information

Course Discipline: ART

Course Division: Fine Arts, Communication and Humanities

Course Number: 209

Full Course Title: History of African Art

Short Title: History of African Art

TOP Code: 100200 - Art

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: Spring 2020

Board of Trustees Approval Date:

2021-10-19

Course Description

This course is an introductory survey of African art in relation to its historical and cultural contexts. It focuses on specific groups and regions with an emphasis on sub-Saharan West and Central Africa, stressing the different roles of the visual arts within each culture.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

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:

0.000

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

Introduction to African art A. how to approach its study B. the complexity and diversity of the continent, the people, and the history C. the paucity of written records D. the reliance on archeology, linguistics, oral traditions, and ethnology. E. Eurocentric and Afrocentric approaches to the study of African art and the differing roles and functions of art within Europe and African contexts

Approximate Time In Hours

3.00

Lecture

Outline

Rock paintings and engravings of the ancient Sahara and San (Bushmen) peoples (Tassili n'Ajjer)

Approximate Time In Hours

6.00

Lecture

Outline

Art of the pastoral nomads of the Sahel or Sudan region: A. Fulani, Masai, Pokot B. body art and portable art

Approximate Time In Hours

3.00

Lecture

Outline

Art of the earliest African kingdoms: Egypt; Nubia (Kush, Meroe) A. Ethiopia (Axum) B. Islamic art of Egypt and Christian art of Nubia and Ethiopia

Approximate Time In Hours

3.00

Lecture

Outline

Ironmaking in African cultures: central role of ironmaking A. mystical and social roles of the iron master B. gender symbols and expectations in ceramics and metalwork C. Nok culture of ironmakers in northern Nigeria, 500 BCE - 200 CE

Approximate Time In Hours

3.00

Lecture

Outline

Sudanic trading empires: Old Ghana, Old Mali, Songhai, 800-1600 CE A. Sudanic monumental clay architecture and ancient terracottas and bronzes of Mali (Jenne) and Niger

Approximate Time In Hours

6.00

Lecture

Outline

Peoples of the Western Sudan today: Dogon, Mossi, Bamana, and related ethnic groups A. educational and governmental roles of gendered associations B. role of masquerades in independent small-scale societies

Approximate Time In Hours

3.00

Lecture

Outline

Art of Western Africa: the Akan Kingdoms, 1500-present A. Asante carvings and shrines B. Baule statuary and shrines

Approximate Time In Hours

3.00

Lecture

Outline

Art of Nigeria, 800-present A. the role of art in religion and political power, including the Kingdoms of Ife, Owo, Oyo (Yoruba), Fon, and Benin B. Discussion of Yoruba art symbolism

Approximate Time In Hours

12.00

Lecture

Outline

Art of Central Africa: Christian and post-Christian art of the Kongo Kingdom, 1400-1700 A. royal arts of the Kuba Kingdom, 1600-present B. varied traditions, including initiation rites, related to the Luba and Lunda Complex C. Igbo, Cross River, and Cameroons

Approximate Time In Hours

10.00

Lecture

Outline

The legacies of African art A. its influence on European Modernism B. its influence on African-American Art of the 20th and 21st centuries

Approximate Time In Hours

2.00

General Education/Transfer

Local GE/Graduation Requirements:

3 - Arts and Humanities

Cal-GETC:

3A: Arts

UC TCA:

UC-H Arts and Humanities

Course Objectives

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

Lecture

Identify major African artworks by visual recognition, providing title, period, culture, location, medium, and other pertinent data.

Lecture

Evaluate specific African artworks and styles and distinguish their salient characteristics.

Lecture

Analyze and evaluate the achievements of different African cultures, regions, and historical periods as they are exemplified by their visual arts.

Lecture

Contrast and compare the different ways African artworks are made to function within African and European contexts.

Lecture

Formulate statements about African art using terminology that is relevant to the visual arts.

Lecture

Evaluate sources and distinguish between substantiated and unsubstantiated opinion in the interpretation of African art.

Lecture

Critique Eurocentric and Afrocentric approaches to the study of African art.

Lecture

Evaluate the formative influence of African art upon modern western art.

Student Learning Outcomes

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

1. SLO #1 Analysis of Content Students will be able to analyze and explain content through the historical, geographical, and chronological context of African art.

2. SLO #2 Comprehend & Critique Students will demonstrate the ability to comprehend and critique African art works in terms of form, medium, and style

3. SLO #3 Communication Students will demonstrate the ability to effectively communicate ideas about African art verbally or by written methods

Methods of Instruction

Discussion

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

Students read a variety of material for the class. An example:

<https://www.khanacademy.org/humanities/art-africa/african-art-introduction/overviews-of-the-art-of-africa/a/historical-overview-to-the-1500s>

Writing Assignments:

Identify, analyze and discuss, in a typed 4-5 page essay, one example of Yoruba art used to underscore the leadership systems of the royal court and the society of elders known as Ogboni.

Outside-of-Class Assignments:

Example:

The following instructions are for our written assignment due at the end of module 4. In our discussion over the next two weeks, we will explore the topic of postcolonial studies.

Postcolonial studies is defined as “the historical period or state of affairs representing the aftermath of Western colonialism; the term can also be used to describe the concurrent project to reclaim and rethink the history and agency of people subordinated under various forms of imperialism.” This week, we will focus on the second part of that definition. Specifically, I would like us to focus on statues of colonial figures. After the murder of George Floyd, many BLM activists took matters into their own hands and toppled confederate statues. However, the discussion of what to do with these statues predates the 2020 riots, and continues to evolve. Reach Mbembe’s 2015 article on decolonizing South African universities. What does he suggest that we do with the statues of colonizers? Do you agree or disagree with his solution? Do you see any limitations with his suggestion? TIP: the discussion on statues can be found in the demystifying whiteness section Alternatively, read the CNN article below. What was their solution to the display of confederate statues?

<https://www.cnn.com/2021/10/25/us/tennessee-us-colored-troops-statue/index.html>Links to an external site.

Some assignments require critical thinking:

In a 3-page typed essay and/or oral-visual presentation, compare four African art objects in regard to the purposes they served within their respective culture groups.

Select one artwork from a museum collection as the topic for a typed three-page essay in which you describe, analyze, interpret, and evaluate the object in relation to its cultural and/or aesthetic purpose.

Course Materials

Author: Peter Garlake

Title: Early Art and Architecture of Africa

Edition: 1st

Publisher: Oxford University Press

ISBN-13: 978-0192842619

Year: 2002

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Monica Visona, et al.

Title: A History of Art in Africa

Publisher: Prentice Hall and Harry N. Abrams, Inc.

Year: 2007

Rationale for older textbook:

Discipline Standard. Classic in the field.

Or Equivalent: No

Author: Bassani, Ezio

Title: African Art

Edition: 1st
Publisher: Skira
Year: 2012
Rationale for older textbook:
discipline standard
Or Equivalent: Yes
Author: Kathy Curnow
Title: The Bright Continent: African Art History
Publisher: MSL Academic Endeavors
Year: 2018
Or Equivalent: No
Minimum Qualification
1. Art History
Condition



Standard Course Review – No Proposed Changes – ENGL 228 – Women in Literature

Course Information

Course Discipline: ENGL

Course Division: Fine Arts, Communication and Humanities

Course Number: 228

Full Course Title: Women in Literature

Short Title: Women in Literature

TOP Code: 150100 - English

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 2022

Board of Trustees Approval Date:

2021-11-16

Course Description

This course examines images of women in a variety of literary forms, including poetry, short stories, novels, plays, folklore, fairy tales, and nonfiction prose. Students become familiar with female archetypes, women's roles, and women's themes as presented by both male and female writers, examining traditional and revisionist approaches.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

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:

0.000

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

Women's roles in society in the family in relation to others

Approximate Time In Hours

6.00

Lecture

Outline

Female archetypes and stereotypes Archetypes, such as femme fatale, witch, fallen woman, and ingenue Stereotypes, such as meddling mother-in-law and nagging wife

Approximate Time In Hours

8.00

Lecture

Outline

Literary forms Elements of fiction and folklore Elements of poetry Elements of drama Elements of nonfiction prose

Approximate Time In Hours

7.00

Lecture

Outline

Critical theory as it applies to the literature and its portrayal of women Feminist criticism New historicism Biographical criticism Postcolonial criticism Queer theory

Approximate Time In Hours

7.00

Lecture

Outline

Textual analysis of the presentation of women in selected works, including Portrayal of female characters Women's roles and female motifs Women's themes Female imagery and symbolism Revisionist treatments, strategies, and approaches

Approximate Time In Hours

20.00

Lecture

Outline

Background material on works studied Social movements Literary movements History Culture Authors

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

3 - Arts and Humanities

Cal-GETC:

3B: Humanities

UC TCA:

UC-H Arts and Humanities

Course Objectives

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

Lecture

Identify and describe female archetypes, including the femme fatale, the castrating woman, the sainted/evil mother, the witch, the woman scorned, the young innocent, the spinster, the fallen woman in literature

Lecture

Analyze the construction and use of female archetypes and stereotypes in literature.

Lecture

Identify and analyze the roles of women in society, in the family and in relationships with others, and the portrayal of these roles in literature.

Lecture

Compare and contrast the use of female archetypes and stereotypes in several literary works and apply contemporary critical theory.

Lecture

Compare and contrast the ways a variety of authors have utilized common themes regarding women, feminism, gender roles, and others in literature

Lecture

Recognize and analyze the interrelation of gender with race/ethnicity, sexual orientation, and social class in constructing images of women.

Lecture

Analyze how the elements of a text, such as character, motif, symbolism, plot, and point of view, establish and reinforce the portrayals of women.

Lecture

Recognize and articulate the relation of various roles and images to the cultures, literary movements, and historical milieus that produced them.

Lecture

Utilize secondary sources from a variety of research resources such as the internet, library databases, anthologies, scholarly and popular articles in an analytical essay.

Student Learning Outcomes

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

1. Identify female archetypes, women's roles, and women's themes in a variety of literary forms by both male and female writers from diverse historical, cultural, regional and ethnic backgrounds.

2. Demonstrate how literary elements, such as plot, point of view, character, theme, symbolism, irony, and style contribute to a literary work and its portrayal of women and female-identified characters.

3. Compose a thesis driven essay utilizing primary and secondary sources to analyze a theme regarding the portrayal of women in a specific literary work.

Methods of Instruction

Discussion

Students will discuss a literary text to analyze the ways which character, setting, plot, dialogue and other literary devices contribute to a particular portrayal of women.

Group Activities

Students will collaborate on a group project such as a student led discussion, analysis, or presentation.

Lecture

Lectures can include cultural, historical, and theoretical backgrounds on the real-life roles of women vs. the portrayal of women in literature.

Multimedia presentations

Students and instructors will either watch or create multimedia presentations utilizing a variety of software and internet resources centering on the portrayal of women in a particular text or genre.

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

Representative Novel Selections (Literary Fiction):

The Handmaid's Tale by Margaret Atwood

Jane Eyre by Charlotte Brontë

Who Would Have Thought It? by María Amparo Ruiz de Burton

The Awakening by Kate Chopin (1899)

The Hour of the Star by Clarice Lispector

Their Eyes Were Watching God by Zora Neale Hurston

The Bluest Eye by Toni Morrison

Representative Drama Selections

Trouble in Mind, by Alice Childress

Fefu and Her Friends by Maria Irene Fornes

Trifles: A Play in One Act by Susan Glaspell

Rachel by Angelina Weld Grimké

In the Heights by Quiara Alegria Hudes and Lin Manuel Miranda

Representative Short Story Selections:

"The Child" and "Writ" by Ali Smith

"Love, Silk, Food" by Leone Ross

"The Paper Menagerie" by Ken Liu

"Eight Bites" by Carmen M. Machado

"The Moths" by Helena M. Viramontes

Representative Poets: Cherrie L. Moraga, Bell Hooks, Ana Castillo, Dorothy Parker, Thylas Moss, Ada Limon, Gwendolyn Brooks, Louise Erdrich, Alice Walker

Writing Assignments:

Read two or three variant versions of any fairy tale with a female protagonist (e.g. Sleeping Beauty, Snow White, Cinderella). Write a three-page essay in which you identify similarities and differences in the different versions and analyze how the differences affect the portrayal of women and the messages directed towards them. Pay special attention to the following: portrayal of male/female relationships, personality of heroine, images of women presented, and relationships among female characters.

Outside-of-Class Assignments:

Compose a 1,500-word essay on the landmark Zora Neale Hurston novel, *Their Eyes Were Watching God*, based on the following prompt:

How does *Their Eyes are Watching God* explore themes of female empowerment and equality by revealing cultural and societal patterns designed to control women and prevent them from developing as fully independent human beings?

This essay must incorporate MLA-style quotes from at least three scholarly sources from our Library databases, including one source on feminist theory.

Some assignments require critical thinking:

In an essay of at least three pages, compare and contrast the characters of Nora in Ibsen's *A Doll's House* and Edna in Chopin's *The Awakening*. In what ways are these two women similar? What significant differences do you find between them? Be sure to include specific references to the texts in your essay and to analyze the texts' uses of imagery and symbolism to create the characterizations of the two women.

Write a three-page essay in which you analyze the theme of fulfillment in three of the short stories we have read. To what extent have the various female protagonists not found personal fulfillment in traditional roles for women? Where have these women looked for alternative sources of self-expression and fulfillment? To what extent have they achieved self-actualization and validation? Be sure to back up your assertions with specific references to the stories.

Course Materials

Author: Julia Alvarez

Title: *How the Garcia Girls Lost Their Accent*

Edition: First

Publisher: Algonquin Books of Chapel

ISBN-13: 978-1565129757

Year: 2010

Rationale for older textbook:

Discipline standard

Or Equivalent: Yes

Author: Celeste Ng

Title: *Little Fires Everywhere*

Edition: Second

Publisher: Penguin Books
ISBN-13: 978-0735224315
Year: 2019
Or Equivalent: Yes
Author: Sandra Gilbert and Susan Gubar
Title: Norton Anthology of Literature by Women
Edition: 3rd
Publisher: W.W. Norton & Company
ISBN-13: 978-0393930153
Year: 2007
Rationale for older textbook:
Discipline standard and this is still the latest edition.
Or Equivalent: Yes
Author: Virginia Woolf
Title: Mrs. Dalloway
Edition: Penguin Classics Deluxe Edition
Publisher: Penguin Books
ISBN-13: 978-0143136132
Year: 2021
Or Equivalent: Yes
Author: Louise Erdrich
Title: The Night Watchman
Edition: First
Publisher: Harper Perennial
ISBN-13: 978-0062671196
Year: 2021
Or Equivalent: No
Minimum Qualification
1. English
Condition



Course Review – SLO Update; Update Conditions of Enrollment; Add Distance Education – EFOMA – BIOL 103 – Fundamentals of Molecular Biology

Course Information

Course Discipline: BIOL

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

Course Number: 103

Full Course Title: Fundamentals of Molecular Biology

Short Title: Fundamentals of Molecular Bio

TOP Code: 040100 - Biology, General

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 course is an introduction to molecular biology. The student will study DNA, RNA and protein structure; protein biochemistry; protein purification and analysis; genome organization of viruses, prokaryotes and eukaryotes, DNA replication; transcription and splicing; regulation of transcription; translation; and recombinant DNA technology. The student will also explore the uses of DNA technology, such as forensics and agriculture, as well as the ethical considerations of these uses.

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

Requisites

Prerequisite

Subject BIOL - Biology

Requisite Course BIOL 101 - Principles of Biology I (Active)5.000 - 5.000

Condition or

Prerequisite

Subject BIOL - Biology

Requisite Course BIOL 101H - Honors Principles of Biology I (Active)5.000 - 5.000

Condition and

Prerequisite

Subject BIOL - Biology

Requisite Course BIOL 102 - Principles of Biology II (Active)5.000 - 5.000

Condition or

Prerequisite

Subject BIOL - Biology

Requisite Course BIOL 102H - Honors Principles of Biology II (Active)5.000 - 5.000

Course Content

Lecture

Outline

Introduction: Class organization; Requirements Review: Scientific Method

Approximate Time In Hours

1.50

Lecture

Outline

Review: Cellular Structure

Approximate Time In Hours

3.00

Lecture

Outline

Central Dogma of Molecular Biology (Biological Information Flow)

Approximate Time In Hours

1.50

Lecture

Outline

Structure of Protein; Protein Biochemistry

Approximate Time In Hours

4.50

Lecture

Outline

Techniques of Protein StudyA. ChromatographyB. Gel ElectrophoresisC. Western BlotD. Fluorescence and Immunological Based MethodologiesE. Sequencing

Approximate Time In Hours

6.00

Lecture

Outline

Structures and Functions of DNA and RNA

Approximate Time In Hours

3.00

Lecture

Outline

GenomesA. ProkaryoticB. EukaryoticC. Viral

Approximate Time In Hours

4.50

Lecture

Outline

DNA Replication

Approximate Time In Hours

3.00

Lecture

Outline

Transcription and Processing (including Alternative Splicing)

Approximate Time In Hours

4.50

Lecture

Outline

Translation

Approximate Time In Hours

4.50

Lecture

Outline

Control of Gene ExpressionA. Prokaryotic B. Eukaryotic

Approximate Time In Hours

6.00

Lecture

Outline

Techniques of Nucleic Acid StudyA. Recombinant DNA and Gene Cloning 1. Tools and techniques include restriction enzymes, vectors (e.g. plasmids, viruses) B. Libraries 1. Genomic 2. cDNA, 3. ChromosomalC. PCR 1. Polymerase Chain Reaction 2. RT-PCRD. Gel Electrophoresis 1. Southern and Northern BlotsE. DNA SequencingF. CRISPR-Cas9

Approximate Time In Hours

7.50

Lecture

Outline

Application of DNA Technology and Discussion of Ethical Considerations

Approximate Time In Hours

4.50

General Education/Transfer

Local GE/Graduation Requirements:

5 - Natural Sciences

CSU GE:

B2 - Life Science

IGETC GE:

5B - Biological Science without a Lab

Cal-GETC:

5B: Biological Sciences

UC TCA:

UC-S Physical and Biological Sciences

Course Objectives

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

Lecture

Compare and contrast the structures and functions of DNA and RNA.

Lecture

Describe the basic building block, the amino acid, of proteins.

Lecture

Explain the properties of the twenty amino acids and know the three letter and one letter abbreviations for each amino acid.

Lecture

Compare and contrast the four levels of protein structural organization.

Lecture

Identify major post-translational modifications.

Lecture

Describe techniques used in protein purification and analysis.

Lecture

Compare and contrast the genomes of viruses, prokaryotes, and eukaryotes.

Lecture

Compare and contrast DNA replication in eukaryotes and prokaryotes.

Lecture

Discuss initiation, elongation, and termination of transcription and translation.

Lecture

Describe the major modifications at the 5' and 3' ends of eukaryotic mRNAs, explain how they arise, and state their importance.

Lecture

Explain mechanisms underlying intron removal and alternative splicing. Discuss the importance of alternative splicing in generating diversity of gene products.

Lecture

Describe the regulation of gene expression at the transcriptional level in prokaryotes and contrast this with eukaryotic transcriptional control.

Lecture

Discuss post-transcriptional, translational, and post-translational controls of eukaryotic gene expression.

Lecture

Explain key differences between eukaryotic and prokaryotic protein synthesis.

Lecture

Provide an integrated overview and explain the importance of the flow of information from DNA to RNA to protein.

Lecture

Describe tools and techniques used in nucleic acid study including recombinant DNA technology and gene cloning.

Lecture

Compare and contrast varied applications of DNA technologies from forensic uses to the generation of genetically modified organisms for agricultural, pharmaceutical, and research based purposes.

Lecture

Discuss ethical considerations involving the use of DNA based technologies eukaryotic.

Student Learning Outcomes

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

1. Recognize and apply the principles of the scientific method, emphasizing evidence that can be reproduced and verified.
2. Explains the transfer of genetic information from DNA to RNA to Protein.
3. Explains the mechanisms of gene expression in prokaryotic and eukaryotic organisms.

Methods of Instruction

Discussion

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

All students are expected to read and discuss three peer-reviewed articles selected by the instructor and provided in advance. While each student will be assigned a specific section of each article, students are responsible for reading the entire paper to develop a thorough understanding of the research topic, experimental design, and findings. This full comprehension is necessary to formulate scientific hypotheses and to contribute meaningful questions and

insights during peer discussions. Class discussions will take place during scheduled class time as outlined in the syllabus.

Writing Assignments:

Write a scientific critique paper with a clear introduction, detailed descriptions of experimental methods and materials, and a concise summary of the findings. Organize the paper professionally, using precise scientific terminology and correct grammar. Go beyond summary by critically evaluating the research, discussing its strengths, weaknesses, limitations, and assessing the reliability of the findings. Also, propose innovative experiments to further clarify or challenge the results.

The paper must be at least 1,500 words and include a reference list. Cite at least three peer-reviewed journal articles to support the critique. Simply agreeing with the article's findings is insufficient. Compare the study's conclusions with findings from other scholarly articles, highlighting whether they support, contradict, or expand on the research presented in class.

Outside-of-Class Assignments:

Select a molecular biology research topic related to class material. Write a 5-page, single-spaced research proposal in a peer-review article format. Present your project at the end of the semester with a PowerPoint presentation.

Some assignments require critical thinking:

Given the following research article, respond to the following questions in essay format:

ARTICLE: "A novel 5'tRNA-derived fragment tRF-Tyr inhibits tumor progression by targeting hnRNP D in gastric cancer", by Cui, H., Liu, Z., Peng, L. (Cell Commun Signal 23, 88 (2025)).

A) What is an ABSTRACT and what does it accomplish?

B) In no more than THREE sentences, summarize the key point of the paper. The limit of the number of sentences is meant to make sure you are concise.

C) Pick and describe any TWO EXPERIMENTAL METHODS that were performed to carry out the work. Be sure to include in your description what each method accomplishes. Research the methods and cite your sources in your assignment.

D) DATA INTERPRETATION: Evaluate Figure 1. Break the analysis down. Start with part A, then proceed with part B. Summarize what each part (A, B) of the figure suggests/demonstrates. Given the following review article, respond to the following questions in essay format:

ARTICLE: "Genome-scale CRISPR-Cas9 screening in stem cells: theories, applications and challenges" by Zhou H, Ye P, Xiong W, Duan X, Jing S, He Y, Zeng Z, Wei Y, Ye Q. Cell Res Ther. 2024 Jul 19;15(1):218.

A) Describe the mechanism underlying CRISPR-Cas9 function.

B) CRISPR-Cas9 utility is focused on genetic mutation correction. Provide two additional examples of how the technology can be used.

C) Ethical concerns have been raised about the technology. What is your opinion regarding which human traits should be targeted for editing? Should there only be therapeutic considerations? Do you believe gene editing should be limited strictly to therapeutic purposes, such as treating or preventing genetic diseases, or should nontherapeutic enhancements, including traits related to intelligence, physical appearance, or athletic ability, also be considered ethically acceptable? Explain your reasoning.

Course Materials

Author: Bruce Alberts, Rebecca Heald, Karen Hopkin, Alexander Johnson, David Morgan

Title: Essential Cell Biology

Edition: 6

Publisher: W. W. Norton & Company

ISBN-13: 9781324033356

Year: 2023

Or Equivalent: No

Author: Bruce Alberts, Rebecca Heald, Alexander Johnson, David Morgan, Martin Raff

Title: Molecular Biology of the Cell

Edition: 7

Publisher: W. W. Norton & Company

ISBN-13: 9780393884821

Year: 2022

Or Equivalent: No

Author: Harvey Lodish, Arnold Berk, Chris Kaiser, Monty Krieger, Anthony Bretscher, Hidde Ploegh, Kelsey Martin, Michael Yaffe, Angelika Amon

Title: Molecular Cell Biology

Edition: 9

Publisher: W. H. Freeman

ISBN-13: 9781319208523

Year: 2021

Or Equivalent: No

Other:

Scientific articles (research or review) and articles in science magazines and newspapers (secondary sources) as the instructor deems relevant for the subject matter presented in the lecture.

Minimum Qualification

1. Biological Sciences

Condition



CTE Course Two Year Review; SLO Update – SLAN 112 – American Sign Language II

Course Information

Course Discipline: SLAN

Course Division: Fine Arts, Communication and Humanities

Course Number: 112

Full Course Title: American Sign Language II

Short Title: American Sign Language II

TOP Code: 085000 - Sign Language

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 course is a continuation of the study of American Sign Language (ASL) and deaf culture.

Focusing on ASL structure and grammar used by native signers, students will develop fluency at the intermediate level. Note: The prerequisite for this course is comparable to two years of high school sign language.

Course Standards

Lecture Hours:

72.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

144.000

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

Lecture Hours:

72.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

144.000

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

Lecture Units:

4.000

Activity Units:

Lab Units:

Min/Max Units:

4.000

Total Hours:

72.000

Grading Method:

Letter grade only

Requisites

Prerequisite

Subject SLAN - Sign Language/Interpreter Training

Requisite Course SLAN 111 - American Sign Language I (Active)4.000 - 4.000

Course Content

Lecture

Outline

Intermediate sign vocabulary development Describing environment and others, giving directions Making requests and expressing needs Discussing family, jobs, and special interests Fingerspelling, lexicalized fingerspelling, and unique numbering systems Solving Conflict, asking for clarification, and making contradictions Discussing daily schedules and extra-curricular activities Occupations and global concerns

Approximate Time In Hours

22.00

Lecture

Outline

Intermediate level linguistic skills development in grammar and structure Compound sentence structure with rhetorical and conditional questions Pronominalization Non-manual markers and mouth morphemes Locatives and spatial agreement Verbs Comparison of ASL/English Structure at the intermediate level Pluralization Fingerspelling and unique number systems Semantics and expansion practice

Approximate Time In Hours

20.00

Lecture

Outline

ASL Discourse features used in conversation and short narratives Lexicalized fingerspelling and name signs used in discourse Time/tense Markers Directional verbs, non-verb pairs, locative verbs Role shifting Listing and use of contrastive space Attention getting and conversational cues Eye gaze

Approximate Time In Hours

15.00

Lecture

Outline

Continued study of Deaf culture Behaviors and practices in the Deaf community Norms and social values of the Deaf community Advancements in technology and research Collective societies and their paradigm History and prominent Deaf figures Literature, poetry, and heritage storytelling

Approximate Time In Hours

15.00

General Education/Transfer

Local GE/Graduation Requirements:

3 - Arts and Humanities

Cal-GETC:

3B: Humanities

UC TCA:

UC-H Arts and Humanities

Course Objectives

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

Produce and comprehend American Sign Language (ASL) sentences, dialogues, and short stories related to daily living activities, the work place, academics, and social experiences with greater vocabulary and structural dexterity than evidenced in ASL I.

Produce a signed short story or presentation about yourself using appropriate linguistic features such as topic/comment structure, ASL questions, and facial grammar.

Compare and contrast basic linguistic features of ASL and English, such as simple sentences, questions, verb forms, time-markers, and compounds.

Discuss the social norms and behaviors of Deaf individuals in the United States and how they are viewed by the hearing majority culture.

Demonstrate more complex sign vocabulary and grammatical structure for informal communications such as monologues, dialogues, and basic story telling.

Explore some of the major psychological and social factors of the Deaf community and the impact of being deaf in a hearing society.

Student Learning Outcomes

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

1. Students will identify major events that have shaped the history of Deaf people.
2. Students will demonstrate the ability to comprehend intermediate ASL vocabulary related to recreation and description of people.
3. Students will attend a Deaf event, interact with at least two Deaf individuals, and evaluate success in interacting linguistically and culturally.

Methods of Instruction

Demonstration

Discussion

Group Activities

Lecture

Multimedia presentations

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

Students will read resources of their choosing in order to adequately complete their research paper (provided below). Other than this assignment, students are tasked to comprehend the visuals (such as pictures or videos) and match them with vocabulary lists.

Writing Assignments:

Provide a paper describing your own experience attending a Deaf event in the real world setting.

A writing assignment that occurs in the classroom is when students are assigned to write a research paper on the topic of Deaf people.

The purpose of this assignment is to begin broadening your awareness of the Deaf world. You can pick a topic that relates to, but is not limited to, the following:

Deaf Culture

Deaf Education

Deaf Athletics

Legislation affecting Deaf (or Deaf Plus) - Deaf Plus is when a person is Deaf and has one or more disabilities

Theater Arts

If you have other ideas, please share them with me so I can review them before you proceed with the paper.

Additionally, this paper should include the following items:

This paper should be no less than three pages and no more than five pages.

Outside-of-Class Assignments:

Provide a paper describing your own experience attending a Deaf event in a real-world setting.

Students are assigned the task to visit a social space (can be selected by viewing the Los Angeles Deaf community's social calendar) - <https://deaf.la/calendar/>

Students will then type up a one-page paper describing their experiences and answering the following questions:

Once you have visited the site, you are to write out a page (double-spaced) that details your reflections about the experience. A few questions that can help guide your thinking and paper are the following:

Create a word document/google document

What were your emotions and thoughts before arriving at the location of the Deaf event?

When did the event take place? Where was it located?

If you can estimate how many Deaf and hard-of-hearing people were there? Were there any hearing people (Other ASL Students) also there?

What were your interactions like?

From your memory, what do you remember the most?

What do you wish you got a chance to do or say?

After attending the place, what feelings did you walk away with?

Lastly, what new information did you learn by being in the same space as the Deaf and hard-of-hearing people?

To ensure that you attended an event, please provide a picture of something representative of the event. If you are uncertain, please check in with me.

Some assignments require critical thinking:

Assignments that are from the workbook require students to watch videos from the digital library that is provided by the publisher. They are to read the questions that are in the workbooks and watch the videos to answer them.

Course Materials

Author: Lentz

Title: Signing Naturally Student Workbook DVD Edition Units 7-12

Edition: DVD edition

Publisher: Dawn Sign Press

Year: 2014

Rationale for older textbook:

This is the most recent edition and discipline standard.

Or Equivalent: No

Minimum Qualification

1. Sign Language, American

Condition



Proposed Policy – Course Deactivation – 2nd Read

(See attachment at end of document)



New Course – 2nd Read – ESL 10E – Advanced Essay Writing and Grammar

Course Information

Course Discipline: ESL

Course Division: Fine Arts, Communication and Humanities

Course Number: 10E

Full Course Title: Advanced Essay Writing and Grammar

Short Title: Advanced ESL

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 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:

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

The Writing Process: prewriting brainstorming clustering free writing listing

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

18.00

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 thesis and supporting evidence.

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

Discussion

Group Activities

Lecture

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

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.

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

Other:

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

Minimum Qualification

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



New Program – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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