College Curriculum Committee

Meeting Agenda Package

March 11, 2025

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael Vanoverbeck / Time Keeper: TBD
Date: March 11, 2025 / Time: 2:00 p.m. - 3:30 p.m.
Location: VT-124

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__; Susan Johnson__; Arneshia Bryant-Horn __; Shay Brown__; Jose Martinez__; Kendahl Radcliffe __; Nathan Lopez__; Paul Flor __; 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: March 11, 2025.

2. Approval of Minutes: February 25, 2025.

3. Reports and Follow-up Questions From Attendees:
   a) Vice President, Academic Affairs –
      Presentation – Common Course Numbering Overview
   b) Curriculum Analyst
   c) Articulation Officer
   d) Distance Education Faculty Coordinator
   e) SLO Coordinator

4. Consent Agenda Item(s):
   a) New Course – 2nd Read
      ENGL 245 - Asian Pacific American Literature

b) Course Review; Update Course Hours; DE addendum- EFOMA
ART 219 - Watercolor Painting I

c) CTE Two-Year Course Review- No proposed changes. DE Addendum- Hybrid option
COSM 114 - Advanced Cosmetology and Introduction to State Board Review

5. Action Item(s):
   a) **New Course – 1st Read**
      • MATH 19C - Support for Calculus I
      b) GE Workgroup – New Local GE Areas – Proposed Courses

6. Discussion Item(s):
   a) TBD

7. Informational Items:
   a) *College Curriculum Committee Vacancies*: STEM (1).

8. 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).

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

College Curriculum Committee Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez
Date: February 25, 2025 / Time: 2:00 p.m. - 3:30 p.m.
Location: VT-124

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:
Curriculum Committee Chair (Vote only to break tie):
Charles Hobbs_X_;
Voting Members:
Victoria Martinez_X_; Ahmad Manzoor__; Michael VanOverbeck_X_; Stefani Baez__; Susan Johnson_X_; Arneshia Bryant-Horn _X_; Shay Brown_X_; Jose Martinez_X_; Kendahl Radcliffe __; Nathan Lopez_X_; Paul Flor __; David McPatchell_X_; Noemi Monterosso_X_; Jesse Mills __; Bradfield Conn _X_; Lynn Chung _X_;
Non-Voting Members:
Melain McIntosh_X_; Sheri Berger_X_; __

Call to order at 2:04pm

AGENDA:
1. Approval of Agenda: February 25, 2025.
   - **Victoria M. motioned to approve the amended agenda. Brad C. seconded. Unanimously approved.**

2. Approval of Minutes: December 10, 2024.
   - **Victoria M. motioned to approve the minutes. Nathan L. seconded. Unanimously approved.**

3. Reports and Follow-up Questions From Attendees:
   - **Noemi M. motioned to open reports and follow-up questions 3a-3e. Shay B. Seconded.**
     - Will reopen once presenters are in attendance.
   - **Michael V. motioned to close reports 3a-3e. Victoria M. Seconded.**
   - **Michael motions to reopen 3a-e. Victoria M. seconded.**

f) Vice President, Academic Affairs
   a. Dr. Berger provided updates on curriculum changes, including the implementation of common course numbering and changes to the CalGETC certificates. The updates are set to take effect in fall 2025.
g) Curriculum Analyst
h) Articulation Officer
   a. Common course numbering update/report.
   b. Common course numbering phase III
i) Distance Education Faculty Coordinator
j) SLO Coordinator
- **Noemi M. motioned to close. Shay B. seconded.**

4. Consent Agenda Item(s):
- **Michael V. motioned to approve consent agenda items 4a-e. Victoria M. seconded. Unanimously approved.**

d) **Articulation/Transfer Course Review: Update Course Description; SLO Update; DE Addendum**
- ART 104 - History of Western Art - 19th Century to Contemporary Times

e) **Articulation/Transfer Course Review: Update Course Description**
- ESTU 103- The Chicano in Contemporary United States Society

f) **Articulation/Transfer Review Course Review: Update Conditions of Enrollment**
- PE 275 - Sport Psychology

g) **Articulation/Transfer Course Review- No Proposed Changes**
- CHEM 104H - Honors Beginning Chemistry

h) **Standard Course Review- No proposed changes; DE Addendum- EFOMA**

- PE 113 - Volleyball

- PE 119 - Intermediate Boxing

- PE 131 - Intermediate Soccer

- PE 138 - Circuit Training

5. Action Item(s):
- **Michael V. motioned to open action item 5a. Nathan L. seconded.**

a) **Program Revision**
- English - A.A. Degree for Transfer (AA-T)

- **Michael V. motioned to close action item 5a. David M. seconded.**

- **Michael V. motioned to approve action item 5a. David M. seconded. Unanimously approved.**

- **Michael V. motioned to open action item 5b for first read. Brad C. seconded.**

b) **New Course – 1st Read**
- • ENGL 245 - Asian Pacific American Literature
- **Noemi M. Motioned to close action item 5b for first read. Shay B. Seconded.**

- **Noemi M. Motioned to open 5c for second read. Shay B. Seconded.**

c) **New Course – 2nd Read**
- • HIST 115 - Chicana/o/x History to 1850
  - o Discussion on the new general studies history course, emphasizing the importance of covering pre-1850 history.
- **Shay B. motioned to close action item 5b for first read. Susan J. seconded.**
- **Michael V. motioned to approve action item 5c. Victoria M. seconded. Unanimously approved.**

6. Discussion Item(s):
   - **Michael V. Motioned to open discussion item 6a. Noemi M. seconded.**
   b) TBD
   - **Noemi M. Motioned to close discussion item 6a. Michael V. seconded**

7. Informational Items:
   - **Noemi M. Motioned to open Informational item 7a. Shay B. seconded**
   b) *College Curriculum Committee Vacancies*: STEM (1).
     - o There is a vacancy for a STEM person on the committee, and members are encouraged to recommend potential candidates.
   - **Michael V. Motioned to close Informational item 7b. Noemi M. seconded**

8. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):
   - **Noemi M. Motioned to open the floor for senator comments. Michael V. seconded.**
   b) CCC representatives may provide a comment or future agenda item recommendation(s).
   - **Michael V. Motioned to close 8a. Noemi M. seconded.**

9. Public Comment(s):

- **Michael V. Motioned to open the floor for public comment. Shay B. seconded.**

b) Public comments may be presented by any person not on the CCC roster in attendance.
- **Noemi M. Motioned to close the floor for public comment. Michael V. seconded.**

Meeting ended at 2:44pm

New Course – 2nd Read : ENGL 245 – Asian Pacific American Literature

Course Information

Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: 245
Full Course Title: Asian Pacific American Literature
Short Title: Asian Pacific American Lit
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status B - Transferable to CSU only.

Course Description

This course provides a cross-cultural comparative study of the literary fiction and non-fiction works of Asian American authors. Students in the course have the opportunity to examine how literature reflects the experiences of Asian Americans, including issues of assimilation, racial and social justice, and its effects on literary style. Through discussion and analysis of the course texts, the course examines the history, culture, customs, and traditions of at least four of the following Asian American communities: Chinese, Japanese, Korean, Filipino, Vietnamese, Indian, Native Hawaiian, and other southeast Asian and Pacific Island nations. Some theory, such as critical race theory, postcolonial, Marxist, among others.

Course Standards

Lecture Hours:

54.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:
3.000
Activity Units:

Lab Units:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Content
Lecture
Outline
Discuss and define what constitutes Asian Pacific American literature including authorship, characters, subtext, historical context, and critical receptions among varying audiences.
Approximate Time In Hours
6.00
Lecture
Outline
Examine the role of literature, both fictional and non-fictional, as a means of argument or political commentary, education regarding Asian Pacific American histories, claiming or rejection of U.S. cultural citizenship, identity,and/or other historical re-evaluation.
Approximate Time In Hours
6.00

Lecture

Outline

Read and discuss the works of Asian American theorists, such as Lisa Lowe, Frank Chin, Gayathri Spivak, Kandice Chuh, Viet Thanh Nguyen, Haunani Kay-Trask and others. These theories will be applied to works of literature selected by instructor and students.

Approximate Time In Hours

6.00

Lecture

Outline

Identify elements of literature such as genre, poetic meter and rhyme scheme, plot, character, setting, style and theme within a range of Asia Pacific American works of literature.

Approximate Time In Hours

5.00

Lecture

Outline

Analysis of Asian Pacific American poems, short stories, novels, and plays from a range of time periods, ethnic groups, and identities

Approximate Time In Hours

20.00

Lecture

Outline

Read and discuss a variety of theories such as post-colonialism, critical race theory, critical legal theory, Marxism, post-structuralism, or others and apply to the literature.

Approximate Time In Hours

6.00

Lecture

Outline

Read and discuss a variety of texts regarding American military and colonial incursions into the Asian Pacific region, and examine migration and settlement patterns throughout North America and apply to works of literature.

Approximate Time In Hours

5.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
     1. 3 – Humanities

Course Objectives

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

Lecture

Analyze elements of literature such as rhyme, meter, plot, character, setting, style, and theme.

Lecture

Recognize and analyze the literary devices and conventions used in the literary texts (such as extended metaphor, metaphysical conceit, in medias res, and alliteration).

Lecture
Evaluate and synthesize material from secondary sources that approach the literature from a critical perspective, including one or more of the following methodologies: Queer Theory, Post-colonial, Poststructuralist, Feminist, Gender Studies, and Psychoanalytic, among others.
Lecture
Analyze the literature with respect to its historicity and/or culture of origin by discerning and articulating how historical periods and/or cultures differ in philosophical and ethical stances from other literatures.
Lecture
Analyze literature as a means of political statement, commentary, and protest.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. Upon completion of the course, students will identify representative works of Asian Pacific American literature, either fictional or non-fictional (including autobiography and memoir).

2. Write analytical, unified, text-based essays about Asian Pacific American literary works using the conventions of literary analysis and criticism, and effectively integrating and documenting sources according to MLA guidelines.

3. Describe and analyze major themes and literary techniques of a broad range of Asian Pacific American writers, novelists, playwrights, memoirists, and poets.

Methods of Instruction

Discussion
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Exams/Quizzes
If you selected "Other", please provide details.
Multi-media demonstrations/presentations

Typical Assignments

Some assignments require critical thinking:
Write a 6-8 page analytical research paper focusing on the influence of American military/economic colonialism on literature from Pacific Islands such as Guam, American Samoa, or Hawaii.

Reading Assignments:
Weekly readings from a variety of Asian Pacific American authors representing a variety of Asian Pacific American and non-Asian Pacific American characters.

Writing Assignments:
Write weekly 2 page character studies based on assigned readings.

Other Assignments:
Present an overview of one of your essays to the class.

Write a review of a guest speaker lecture

Present an internet presentation (using audio/visual) to present a work of literature, a literary argument, or other course work

Course Materials
Author: Frank Chin, Jeffrey Paul Chan, Lawson Fusao Inada
Title: Aiiieeee! An Anthology of Asian American Writers
Edition: 3rd
Publisher: University of Washington Press
ISBN-13: 978-0295746487
Year: 2019
Rationale for older textbook:
Discipline standard
Or Equivalent: Yes
Author: Cathy Park Hong
Title: Minor Feelings: An Asian American Reckoning
Edition: Reprint
Publisher: One World
ISBN-13: 978-1984820389
Year: 2021
Or Equivalent: Yes
Author: Sia Figiel
Title: Where We Once Belonged
Publisher: Kaya Press
ISBN-13: 978-1885030276
Year: 1999
Rationale for older textbook:
Discipline standard
Or Equivalent: Yes
Author: Craig Santos Perez
Title: From Unincorporated Territory: amot
Edition: bilingual
Publisher: Omnidawn
ISBN-13: 978-1632431189
Year: 2023
Or Equivalent: Yes

Minimum Qualification
1. English
Condition

Course Review; Update Course Hours; DE Addendum – EFOMA - ART 219 – Watercolor Painting I

Course Information

Course Discipline: ART
Course Division: Fine Arts, Communication and Humanities
Course Number: 219
Full Course Title: Watercolor Painting I
Short Title: Watercolor Paint I
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: Fall 2019
Board of Trustees Approval Date:
2019-08-20

Course Description

This course introduces the student to the concepts and techniques of watercolor painting with emphasis placed on basic washes, media manipulation, color theory, composition, and interpretation.

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

Course Requirements

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

Course Content

Lecture
Outline
Tools, Materials, Procedures and Objectives
Approximate Time In Hours
6.00
Lecture

Outline
Introduction to Color Theory hue, valve, temperature, intensity primary, secondary , intermediate complementary colors, analogous colors, split-complementary colors
Approximate Time In Hours
6.00
Lecture
Outline
Analysis and Criticism technique value color composition content interpretation expression
Approximate Time In Hours
24.00
Lab
Outline
Review of Basic Drawing Skills
Approximate Time In Hours
5.00
Lab
Outline
Introduction to Basic Techniques and Washes flat wash graded wash wet into wet dry brush lifting-out
Approximate Time In Hours
10.00
Lab
Outline
Application of Basic Techniques and Washes graded washes and atmospheric perspective light logic and the layering of washes volume, space, and the sequencing of values highlighting, accents, and lifting-out texture and drybrush
Approximate Time In Hours
21.00
Lab
Outline
Application of Basic Techniques and Color Theory describing man-made and natural forms recording light and shade creating volume and spatial illusions
Approximate Time In Hours
18.00

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lab
Identify and select appropriate papers for use with flat wash, graded wash, wet into wet and dry brush techniques.
Lab
Identify and select appropriate brushes, pigments and assorted supplies needed to achieve specified watercolor effects.
Lab
Stretch watercolor papers in preparation for painting using one of several paper-stretching procedures.
Lab

Create preliminary drawings of basic forms and situations using one and two-point perspective.
Lab
Employ value relationships to create compositional structure and the illusion of volume and three-dimensional space.
Lab
Create a series of paintings that demonstrate the sequencing of washes from light to dark values.
Lab
Simulate the effects of atmospheric perspective through the appropriate application of graded washes.
Lab
Demonstrate lifting-out to emphasize detail and reflected light.
Lab
Demonstrate the appropriate application of masking liquids in the painting process.
Lab
Mix and employ appropriate sequences of colors necessary to describe a variety of man-made and natural forms.
Lab
Employ hue, value, intensity and temperature to record observations of light, shade, volume, and space.
Lab
Integrate color harmonies into unified compositional structures.
Lecture
Analyze and discuss watercolor paintings in terms of technique, value, color, composition, interpretation, and expression.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. 1. Compose and paint natural and man-made forms using sighting techniques, linear perspective, and value to determine correct proportions, spatial relationships, volume, and atmospheric effects while demonstrating the appropriate use of flat and graded washes, wet into wet, lifting-out, and detailing techniques

2. 2. Working from the general to the specific, create paintings based on assigned themes that describe and interpret geometric and organic forms within a representational and improvisational context while emphasizing a limited palette of colors, value contrasts, cool/warm colors, atmospheric effects, and creative invention.

Methods of Instruction
Demonstration
Demonstrate the appropriate application of masking liquids in the painting process and "lifting-out" to emphasize detail and reflected light.
Discussion
Field trips
Group Activities
Internet Presentation/Resources
Laboratory

Employ hue, value, intensity and temperature to record observations of light, shade, volume, and space. Then, Integrate color harmonies into unified compositional structures.
Lecture
Review basic drawing skills and introduce basic techniques and washes.
Multimedia presentations

Methods of Evaluation
Skills demonstrations
Exams/Quizzes

Typical Assignments
Some assignments require critical thinking:
Select an appropriate subject, complete a full page compositional layout, and develop a watercolor painting applying, in combination, flat washes, wet into wet, graded washes, lifting-out, and detailing techniques.

Landscape Series: Conduct color-mixing studies to determine the appropriate palette of hues, produce a series of "special effects" studies, and create a finished painting based on these studies. The finished painting must demonstrate the use of color as value, hue, temperature, and intensity. In addition, it must demonstrate the relationships among analogous, complementary, and split-complementary colors.

Other Assignments:
Using a set up of geometric solids, create a series of water color paintings applying the flat wash technique. Develop a sequence of washes ranging from the lightest to the darkest values, thereby creating the illusion of light, shade, and volume.

Course Materials
Author: Matthew Palmer
Title: Watercolor for the Absolute Beginner
Edition: 10
Publisher: Search Press
ISBN-13: 978-1800923324
Year: 2025
Or Equivalent: No
Author: David Bellamy
Title: Complete Guide to Watercolour Painting
Publisher: Search Press
Year: 2009
Rationale for older textbook:
classic in the field
Or Equivalent: No
Author: Charles LeClair
Title: The Art of Watercolor
Edition: Revised
Publisher: Watson-Guptill Publishers

Year: 1999
Rationale for older textbook:
Discipline Standard
Or Equivalent: No
Other:
Studio tools and materials. (See instructor for current specific options)

Minimum Qualification
1. Art
Condition

DE Addendum Report

Course Review: ART 219 - Watercolor Painting I

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Emergency Fully Online by Mutual Agreement Statement

A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

If the course is Hybrid - Internet with 1% - 99% on-campus, please fill out the following information.

% face-to-face meetings

% online

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Activity

Online Hours

Face-to-Face hours (hybrid only)

Total hours per semester 0

Need Justification

The reason(s) that this course is being considered for distance learning is/are:

Other reason No

Explanation:

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Annoucements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Explanation:

Assignments Yes

Explanation:

Discussion boards may be added to the course to replace in-class discussions.

Assessment No

Explanation:

General Information

Have all faculty in department been notified of this DE petition/status?

Explain

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

To offer the class during an emergency situation such as a pandemic.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Students may not have access to the internet or a computer, or have difficulty navigating the course online.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

Describe/explain

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

Describe/explain

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

Describe/explain

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Describe/explain

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

Describe/explain

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

Describe/explain

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Describe/explain

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Describe/explain

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Describe/explain

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Describe/explain

DE Modality

Online: *A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online.*

Hybrid: *A course that replaces some, but not all, face-to-face class time with web-based tools; see college DE Handbook for scheduling guidelines.- Streaming Video.*

For fully online classes, will proctored face-to-face tests be included?

I understand that students in fully online classes are not required to take proctored tests on the college campus; alternative locations must be arranged.

I understand that dates and times of exams must be listed in the Schedule of Classes.

Yes

Select the appropriate hybrid configuration(s) for this course:

Communication Methods and Frequency

Instructor-Initiated Contact: *Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular,*

effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: *DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)*

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

How will students receive feedback on their work? Check all that apply:

Student-Initiated Contact

CTE Two-Year Course Review; No Proposed Changes; DE Addendum-Hybrid Option
COSM 114 – Advanced Cosmetology and Introduction to State Board Review

Course Information

Course Information
Course Discipline: COSM
Course Division: Business and Industrial Studies
Course Number: 114
Full Course Title: Advanced Cosmetology and Introduction to State Board Review
Short Title: Advanced State Board Review
TOP Code: 300700 - Cosmetology and Barbering
SAM Code: C - Clearly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status B - Transferable to CSU only.
Effective Term: Spring 2023
Board of Trustees Approval Date:
2022-10-17

Course Description

This course is an advanced study of cosmetology practices. Lectures focus on advanced cosmetology theories. Emphasis is placed on mastery of the necessary cosmetology concepts, principles and skills on

clients in a salon setting to pass the California State Licensing exam for Cosmetology. Students will also receive an introduction to prepare for the California State Board of Barbering and Cosmetology written and practical exams. Simulated state board exams will be administered.

Course Standards

Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:
270.000
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:
270.000
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:
0.000
Lab Units:
5.000
Min/Max Units:
8.000
Total Hours:
324.000
Grading Method:
Letter grade only

Course Requirements

Prerequisite
Subject COSM - Cosmetology
Requisite Course COSM 112 - Advanced Cosmetology (Active)8.000 - 8.000

Course Content

Lecture

Outline

ADVANCED REVIEW OF WET AND THERMAL STYLING Safety practices Sanitation Flat iron Hair design Introduction to mock testing - curling iron - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

5.00

Lab

Outline

ADVANCED PRACTICES OF WET AND THERMAL STYLING Safety practices Sanitation Flat iron Hair design Introduction to mock testing - curling iron - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

67.00

Lecture

Outline

ADVANCED REVIEW OF PERMANENT WAVING Safety practices Sanitation Action of chemicals Processing wave formation Methods of neutralizing Conditioning Introduction to mock testing - curling iron - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

10.00

Lab

Outline

ADVANCED PRACTICES OF PERMANENT WAVING Safety practices Sanitation Action of chemicals Processing wave foramtion Methods of neutralizing Conditioning Introduction to mock testing - curling iron - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

62.00

Lecture

Outline

ADVANCED REVIEW OF CHEMICAL RELAXING Safety practices Sanitation Hair and scalp analysis Methods of neutralizing Introduction to mock testing - re-touching - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

5.00

Lab

Outline

ADVANCED PRACTICES OF CHEMICAL RELAXING Safety practices Sanitation Hair and scalp analysis Methods of neutralizing Introduction to mock testing - re-touching - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

13.00

Lecture

Outline

ADVANCED REVIEW OF HAIR CUTTING Safety practices Sanitation Shingling Texturizing with designated implements Introduction to mock testing - layer cut - according to the State Board of Barbering and Cosmetologyspecifications

Approximate Time In Hours

10.00

Lab

Outline

ADVANCED PRACTICES OF HAIR CUTTING Safety practices Sanitation Shingling Texturizing with designated implements Introduction to mock testing - layer cut - according to the State Board of Barbering and Cosmetologyspecifications

Approximate Time In Hours

26.00

Lecture

Outline

ADVANCED REVIEW OF HAIR COLORING AND BLEACHING Safety practices Sanitation Types of lightening Action of hairlighteners Tinting to darker shade Action of tint Removal of tint Techniques of hightlighting Introduction to mock testing - virgin bleach - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

10.00

Lab

Outline

ADVANCED PRACTICES OF OF HAIR COLORING AND BLEACHING Safety practices Sanitation Types of lightening Action of hair lighteners Tinting to darker shade Action of tint Removal of tint Techniques of highlighting Introduction to mock testing - virgin bleach - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

62.00

Lecture

Outline

ADVANCED REVIEW OF SCALP TREATMENTS Safety practices Sanitation Methods of treatment for dry or oily hair and scalp Mock testing - Oily hair alopecia dandruff Introduction to mock testing - scientific brush treatment - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

4.00

Lab

Outline

ADVANCED PRACTICES OF SCALP TREATMENTS Safety practices Sanitation Methods for treatment for dry, oily hair and scalp Oily hair alopecia and dandruff Introduction to mock testing - scientific brush treatment - according to the State Board of Barbering and Cosmetology specifications

Approximate Time In Hours

14.00

Lecture

Outline

ADVANCED REVIEW OF FACIAL TREATMENTS Safety practices Sanitation Facial for acne pack Hot oil mask for face High frequency Mock testing Methods of masssage Make-up procedure Introduction to mock testing - eyebrows - according to the State Board of Barbering and Cosmetology specifications Approximate Time In Hours
5.00
Lab
Outline
ADVANCED PRACTICES OF FACIAL TREATMENTS Safety practices Sanitation Facial for acne pack Hot oil mask for face High frequency Methods of masssage Make-up procedure Introduction to mock testing - eyebrows - according to the State Board of Barbering and Cosmetology specifications Approximate Time In Hours
13.00
Lab
Outline
ADVANCED PRACTICES OF MANICURING AND PEDICURING Safety practices Sanitation Pedicure Artificial nails, tips,and nail repair Wax manicure Introduction to mock testing - manicuring - according to the State Board of Barbering and Cosmetology specifications Approximate Time In Hours
13.00
Lecture
Outline
ADVANCED REVIEW OF MANICURING AND PEDICURING Safety practices Sanitation Pedicure Artificial nails,tips, and nail repair Wax manicure Introduction to mock testing - manicuring - according to the State Board of Barbering and Cosmetology specifications Approximate Time In Hours
5.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Correctly answer objective questions on cosmetology safety practices and sanitation procedures for State Board of Barbering and Cosmetology.
Lab
Demonstrate the application of artifical nails on a client.
Lecture
Describe the procedure used in clipper cutting on a client.
Lab
Measure the types of hair bleach and high-lift color for used for lightening hair.
Lecture
Identify the methods for treating damage hair.
Lab
Demonstrate the methods used for flat irons and curling irons in accordance with the State Board of Barbering and Cosmetology exam.
Lecture

Describe the steps used for disinfecting a spa pedicure tub base in accordance with the State Board of Barbering and Cosmetology procedures.
Lab
Apply artifical nails with nail art on a client.
Lab
Compare and contrast the methods used for different hair coloring, hair cutting, and styling.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. SLO #1 Client Consultation The student will be able to analyze a client's hair to determine the correct procedure and product for the desired request.

Methods of Instruction
Demonstration
Discussion
Field trips
Group Activities
Guest Speakers
Internet Presentation/Resources
Laboratory
Lecture
Multimedia presentations
Role Play
Simulation

Methods of Evaluation
Skills demonstrations

Typical Assignments
Some assignments require critical thinking:
Create a hairstyle on a client using the necessary products. Complete a client card identifying the products used. After hairstyling is completed, report to instructor for evaluation.

In a two-page report, identify the seven massage types and describe the State Board application for each massage type.

Reading Assignments:
Students are required to read the State Board of Barbering and Cosmetology Health and Safety Handbook and form their required Milady textbook.
Other Assignments:
Design a haircut for a client by analyzing client face shape and cut a 1/2 inch guideline. After the haircut is completed, consult instructor for evaluation.

Course Materials

Author: Milady
Title: Milady Standard Cosmetology Bundle Book (CIMA Access Card & Exam Prep)
Edition: 14th
Publisher: Cengage Learning
ISBN-13: ISBN: 9780357998113
Year: 2022
Or Equivalent: No
Other:
Blow dryer Brushes: denman, vent, styling Clips: coif (box of 12), curl (box of 100) Combs: fingerwave, haircutting, styling, tail Curling iron Cuticle nipper with case Emery board (box of 5) Gloves, rubber Gloria head Hair shaper with blades Hot comb and hot iron Manicure sticks Nail: brush, file, tips, wrap kit Nail polish kit Notebook, paper, pen, pencil Perm rods (5 dozen) Roller bag Shampoo cape Shears: haircutting, thinning Shoes, black Smock, black Spatula Stand Steel Pusher Triangle net Tweezers

Minimum Qualification

1. Cosmetology
Condition

DE Addendum Report

CTE Course Two-Year Review: COSM 114 - Advanced Cosmetology and Introduction to State Board Review

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Emergency Fully Online by Mutual Agreement Statement

A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

If the course is Hybrid - Internet with 1% - 99% on-campus, please fill out the following information.

% face-to-face meetings

% online

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Activity

Online Hours

Face-to-Face hours (hybrid only)

Total hours per semester 0

Need Justification

The reason(s) that this course is being considered for distance learning is/are:

Other reason No

Explanation:

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Annoucements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Explanation:

Assignments Yes

Explanation:

Students are able to perform services on relatives or friends, versus paying clients.

Assessment Yes

Explanation:

Students may upload images of their work for assessment to be provided clock hours.

General Information

Have all faculty in department been notified of this DE petition/status?

Explain

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

The course is intended to be offered online in an emergency situation to provide 1,000 clock-hours required to take the written State Board exam. To increase diverse course offerings and adopt technological advances, the lecture portion of the course is intended to be offered as hybrid during a non-emergency situation.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Cosmetology students may not have the technical requirements or knowledge necessary to complete online instruction and may need additional resources to complete cosmetology coursework without face-to-face instruction. The online course will provide a readiness link for students to access their readiness for online learning. https://apps.3cmediasolutions.org/oei/modules/intro/index.html To address student preparedness for taking an online course, instructors may insert the link in their welcome modules. https://apps.3cmediasolutions.org/oei/modules/intro/i Students may need to be provided tools necessary to complete practical operations at home and on the computer.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

Describe/explain

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

Describe/explain

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

Describe/explain

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Describe/explain

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

Describe/explain

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

Describe/explain

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Describe/explain

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Describe/explain

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Describe/explain

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Describe/explain

DE Modality

Online: *A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online.*

Hybrid: *A course that replaces some, but not all, face-to-face class time with web-based tools; see college DE Handbook for scheduling guidelines.- Streaming Video.*

For fully online classes, will proctored face-to-face tests be included?

I understand that students in fully online classes are not required to take proctored tests on the college campus; alternative locations must be arranged.

I understand that dates and times of exams must be listed in the Schedule of Classes.

Yes

Select the appropriate hybrid configuration(s) for this course:

Communication Methods and Frequency

Instructor-Initiated Contact: *Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.*

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

How will students receive feedback on their work? Check all that apply:

Student-Initiated Contact

Course Information

Course Discipline: MATH
Course Division: Science, Technology, Engineering, and Mathematics (STEM)
Course Number: 19C
Full Course Title: Support for Calculus I
Short Title: Math 19C
TOP Code: 170100 - Mathematics, General
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? C - Credit - Not Degree Applicable
Transfer Status C - Not transferable

Course Description

This course focuses on equipping students with the essential skills, competencies, and concepts required for excelling in Calculus with Analytic Geometry I. It is specifically tailored for students majoring in Science, Technology, Engineering, and Mathematics (STEM) who are simultaneously enrolled in MATH 190 at Compton College. Students will receive additional assistance in areas including algebra, trigonometry, study skills, and technology. The grading system for this course is Pass/No Pass only, and it is not applicable towards a degree.

Course Standards

Lecture Hours:

36.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
36.000
Lecture Hours:
36.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
36.000
Lecture Units:
2.000
Activity Units:

Lab Units:

Min/Max Units:
2.000
Total Hours:
36.000
Grading Method:
Pass/No Pass only

Course Requirements

Co-requisite
Subject MATH - Mathematics
Requisite Course MATH 190 - Single Variable Calculus and Analytic Geometry I (Active)5.000 - 5.000

Course Content

Lecture
Outline
ALGEBRA. (A) Factoring polynomials. (B) Functions. (C) Notation. (D) Composition of functions. (E) Inverse functions. (F) Slope and writing equations of a line. (G) Solving linear equations. (H) Solving quadratic equations. (I) Solving exponential equations. (J) Solving logarithmic equations. (K) Finding the

Domain and Range of the functions. (L) Solving systems of linear. (M) Solving non-linear equations. (N) Finding solutions of linear and nonlinear equations by graphing.
Approximate Time In Hours
15.00
Lecture
Outline
TRIGONOMETRY. (A) Right Triangle Trigonometry. (B) Trigonometry of the Unit circles. (C) Trigonometry Identities. (E) Solving Trigonometric equations. (F) Graphs of Trigonometric Functions (Domain and Range). (G) Inverse Trigonometric Functions.
Approximate Time In Hours
15.00
Activity
Outline
LIMITS. (A) Introduction to Limits. (B) Techniques for Evaluating Limits. (C) The Tangent Line Problem. (D) Limits and Infinity. (E) Limits of Sequences.
Approximate Time In Hours
6.00

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
The support for calculus I course offers just-in-time instruction and practice on algebra and trigonometry topics to support students taking Calculus 1.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. **Applications:** Apply concepts of polynomial, rational, logarithmic, exponential, and trigonometric functions to help solve application problems.

2. **Algebra:** Solve polynomial, rational, logarithmic, exponential, and trigonometric equations or simplify expressions that contain compositions of functions.

3. **Graphs:** Express graphically the behavior of polynomial, rational, logarithmic, exponential, and trigonometric functions near asymptotes and at infinity using the concept of the limit.

Methods of Instruction
Demonstration
Discussion
Group Activities
Internet Presentation/Resources
Lecture
Multimedia presentations
Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Skills demonstrations
Exams/Quizzes

Course Materials
Author: Jay Abramson
Title: Precalculus
Edition: 2
Publisher: OpenStax
ISBN-13: 978-1-951693-39-8
Year: 2021
Or Equivalent: No

Minimum Qualification
1. Mathematics
Condition

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)	Ahmad Manzoor	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)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Shay Brown	Spring 2024 2nd term	Fall 2026
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	Paul Flor	Spring 2021 (extended term)	Spring 2025
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 2024-2025		
Date	Time	Location—In Person
1. ~~Sept 10, 2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
2. ~~Sept 24, 2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
3. ~~Oct 8, 2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
4. ~~Oct 22, 2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
5. ~~Nov 12, 2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
6. ~~Nov 26,2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
7. ~~Dec 10, 2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
8. ~~Feb 25, 2025~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
9. Mar 11, 2025	2:00 p.m. – 3:30 p.m.	VT-124
10. Mar 25, 2025	2:00 p.m. – 3:30 p.m.	VT-124
11. Apr 8, 2025	2:00 p.m. – 3:30 p.m.	VT-124
12. Apr 22, 2025	2:00 p.m. – 3:30 p.m.	VT-124
13. May 13, 2025	2:00 p.m. – 3:30 p.m.	VT-124
14. May 27, 2025	2:00 p.m. – 3:30 p.m.	VT-124
15. Jun 10, 2025	2:00 p.m. – 3:30 p.m.	VT-124