CURRICULUM COMMITTEE
MEETING AGENDA

Facilitator: Nathan Lopez – Curriculum Committee Chair
Recorder: Brittany Olayele I **Timekeeper:** Victoria Martinez
Date: November 10, 2026 / Time: 2:00 p.m. - 3:30 p.m. **/ Location:** IB1 Room 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

- ☐ Selene Aguirre
- ☐ Manzoor Ahmad
- ☐ Stefani Baez
- ☐ Arneshia Bryant-Horn
- ☐ Angela Burrell
- ☐ Karla Coti
- ☐ Bradfield Conn
- ☐ Richard "Gabe" Flores
- ☐ Jose Martinez
- ☐ Victoria Martinez
- ☐ Jesse Mills
- ☐ Noemi Monterroso
- ☐ Kendahl Radcliffe
- ☐ Andree Valdry
- ☐ Gerson Valle
- ☐ Michael Van Overbeck
- ☐ Valerie Woodward

Non-Voting Attendees

- ☐ Sheri Berger
- ☐ Melain McIntosh
- ☐ Maya Medina
- ☐ Nathan Lopez
- ☐ Brittany Olayele

AGENDA:

1. **Meeting Called to Order**
2. **Approval of November 10, 2026, Agenda**
3. **Approval of October 27, 2026, Meeting Minutes**
4. **Public Comment:**
   - **a.** Members of the public may address the College Curriculum Committee on any matter within the Committee's subject-matter jurisdiction, including items listed on this agenda. No action may be taken on matters not appearing on the agenda except as authorized by law.
5. **Reports:**
   a) Curriculum Chair
   b) Vice President, Academic Affairs
   c) Curriculum Analyst
   d) Articulation Officer
   e) Distance Education Faculty Coordinator
   f) SLO Coordinator
6. **Consent Agenda Items**:
   - **a. Standard Course Review: Update Conditions of Enrollment/Requisites**
     - i. PSYC 120 – Introduction to Statistics and Data Analysis for the Behavioral Sciences – Remove Prerequisites
     - ii. PSYC 122 – Research Methods in the Behavioral Sciences – add and remove prerequisite option
   - **b. Articulation/Transfer Review; Add Conditions of Enrollment/Prerequisite**
     - i. FILM 117 – Screenwriting I
   - **c. Standard Course Review – No Proposed Changes**
     - i. PSYC 102 – Psychology for Effective Living
   - **d. 2-Year CTE Course Review – No Proposed Changes; Add Distance Education**
     - i. FILM 121 – Audio Production
     - ii. FILM 232 – Production II
   - **e. Standard Course Review; SLO Update**

i. FILM 114 – The Social Media Influencer

7. **Action Items**
   a. New Courses
      i. BTEC 95 – Work Experience Education
      ii. BTEC 99 – Independent Study
   b. Review and Approval of Course Deactivation Policy
   c. Review and Approval of Program Review Rubric Language
   d. Review and Approval of Curriculum Committee Goals
8. **College Curriculum Committee Representative Comments and Future Agenda Item Requests**
   a. Committee members may make brief announcements, request factual information, or recommend matters for placement on a future agenda. No substantive discussion or action will occur on matters not listed on the agenda.
9. **Adjournment**

Accessibility and Disability Accommodations

Compton College is committed to providing access to its public meetings for persons with disabilities. In accordance with the Americans with Disabilities Act and the Ralph M. Brown Act, individuals who require a disability-related modification or accommodation, including auxiliary aids or services, in order to participate in this meeting may submit a request by contacting the College Curriculum Committee Chair at nlopez11@compton.edu or (310)900-1600 x 2214.

Requests should be made as early as possible, preferably at least 48 hours before the meeting, to allow sufficient time to arrange the requested accommodation. Requests received with less notice will be addressed to the extent reasonably feasible.

This agenda and related meeting materials are available in alternative formats upon request.

Next Meeting:
October 13, 2026
2pm | IB1 Room 105

CURRICULUM COMMITTEE
MEETING MINUTES

Facilitator: Nathan Lopez – Curriculum Committee Chair
Recorder: Brittany Olayele I **Timekeeper:** Victoria Martinez
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Attendees		Non-Voting Attendees
☒ Selene Aguirre	☒ Victoria Martinez	☐ Sheri Berger
☐ Manzoor Ahmad	☒ Jesse Mills	☒ Melain McIntosh
☒ Stefani Baez	☒ Noemi Monterroso	☒ Maya Medina
☒ Arneshia Bryant-Horn	☒ Kendahl Radcliffe	☒ Nathan Lopez
☐ Angela Burrell	☒ Andree Valdry	☒ Brittany Olayele
☐ Karla Coti	☒ Gerson Valle	
☒ Bradfield Conn	☒ Michael Van Overbeck	
☐ Richard “Gabe” Flores	☒ Valerie Woodward	
☒ Jose Martinez		

1. **Meeting Called to Order at 2:04 pm**
2. **Approval of October 27, 2026, Agenda**
    a. M. VanOverbeck motioned to approve the agenda, V. Martinez seconded. M/S/P
        i. V. Woodward requested to pull SLAN 111 and FILM 117 from Consent Agenda to Action Items for review. SLAN 111 and FILM 117 moved to Discussion Items 7. a. in agenda for further discussion.
    b. Amended agenda approved.
3. **Approval of October 13, 2026, Meeting Minutes**
    a. Corrections
        i. M. Medina recommended that “Approved” be removed from Consent Agenda Item ___ FILM 128 since it was not approved by the committee and it was sent back to the faculty.
            1. V. Martinez motioned to remove 6.a.i from the minutes. M. VanOverbeck Seconded. Motion carries.
        ii. M. VanOverbeck approved amended minutes. V. Martinez seconded. M/S/P
            1. Approved
4. **Public Comment:**
    a. No public comment.
5. **Reports:**
    a) **Curriculum Chair**
    a. Office hours are from 12pm to 2pm on Tuesdays and Thursdays. Faculty are attending, which is resulting in a lot of course reviews being processed.
    b. Accreditation Steering Committee developed a new agenda and minutes format to ensure that Accreditation information is clear for assessment in every committee meeting. This also requires that Agendas have a direct connection between the purpose of a meeting/committee and ACCJC Accreditation standards and Compton 2035 goals. The Chair noted that this creates some spaces for confusion since there is no standard ACCJC standards format of Compton 2035 goals. Waiting on Heather Parnock’s reply.
        i. J. Mills suggested adding only the numbers for ACCJC and Compton 2035 goals.

c. Flex Day- a curriculum/Curriculum breakout session is scheduled for the spring 2027 Flex Day. N. Lopez will consult with Pilar Huffman regarding the session location, including available large computer labs in case laptops are unavailable.
d. New Workgroup questions?
    i. V. Martinez commented on appreciating the checklist for reviewing courses in CurriQunet since it speeds up the process.
    ii. M. Medina mentioned checking for current information, eg. Search 'El Camino', if the class discusses "contemporary" issues make sure it is contemporary and doesn't end in the 20th century, etc.
    iii. N. Lopez highlighted the process holds faculty accountable
e. EFOMA - Working on providing more clarity on certain sections on CurriQunet, including EFOMA language, Credit By Exam. Request for Curriculum Committee members to provide input on what could use more clarity on CurriQunet.
f. Program Review- Consulting with J. Mills regarding incorporating curriculum-related questions into the program review process. A handout was distributed for CCC to review and recommend revisions. (See attached handout)
g. Curriqunet Updates- Currently working on revising Curriqunet pages. Some user guides have been created and will be distributed and available for faculty use.
    i. Topics to address: Requisites/Content Review; Defining "Course Status Updates" (Active, Historical, In Review, Clone); Create a user guide for programs and course blocks.

b) **Vice President, Academic Affairs**
a. No Report

c) **Curriculum Analyst**
a. No Report

d) **Articulation Officer**
a. A written report was submitted by Melain McIntosh. The report is included as Attachment A to these minutes.

e) **Distance Education Faculty Coordinator**
a. B. Conn - DEAC will begin discussing the revised definition of EFOMA at their next meeting.

f) **SLO Coordinator**
a. J. Mills- SLOs were missing/not entered correctly in the new Canvas system. He is offering training to guide faculty, but the system is not working. A meeting has been set with Amari Williams, and he hopes to get answers and a resolution so all SLOs will be entered by the end of the semester. Faculty should go into Curriqunet to ensure the SLOs are correct because they are mirrored into the Canvas shell.

6. Consent Agenda Items:
a. M. VanOverbeck motioned to approve the amended Consent Agenda Items, J. Mills seconded. M/S/P
    i. Approved

7. Action Items
a. From Consent Agenda
i. SLAN 111 – American Sign Language I
1. V. Woodward noted that the SLOs need more work because they read like an assignment more than an SLO. Additionally, requiring students to attend a live production can produce an undue burden to students, and it does not read like an SLO.
2. V. Woodward moves to return SLAN 111 to faculty originator to update the SLOs so that they read like SLOs and not like assignments, K. Radcliffe seconds. Motion is approved unanimously

ii. FILM 117 – Screenwriting I

1. V. Woodward noted that the Course Content needs to provide more detail and noted that the course focuses too much on Classic Hollywood movie style and some focus should be spread out outside of that narrow scope.
2. S. Baez noted that the SLOs need to be in line with the Course Content.
    a. M. McIntosh: does the course fit into a specific program?
    b. V. Woodward: it will be a part of the upcoming Creative Writing Certificate that is being developed by the English department.
3. V. Woodward motions to send back Film 117 to faculty originator to address Content and SLO concerns. V. Martinez seconds. Motion is approved unanimously.

8. Discussion Items

a. New Courses- First Read

i. BTEC 95 - Work Experience Education

1. No comments

ii. BTEC 99 - Independent Study

1. N. Monterosso: remove information about hours in parentheses in Catalog description.

b. Course Deactivation Policy

i. Updated language for Course Deactivation Policy presented. Please review policy to vote at next Curriculum Committee meeting on November 10th so that it could be forwarded to Academic Senate. Document will be shared to Curriculum Committee members to provide input. New language updates include the inclusion of Division Chairs responsibilities if no full-time faculty member is in a discipline, a new decision-making process which gives more time to the faculty to decide on how to move forward, and updated form providing more guidance to faculty.

c. Curriculum Committee Goals

i. Committee members should think about which goals the Curriculum Committee should have to include in new Agenda template. Document will be shared to Curriculum Committee members to provide input.

d. Program Review Language

i. Current program review process includes vague questions about Curriculum. Chair has brought forth proposed language to present to Institutional Effectiveness to update the Program Review Questions and Rubric. Document will be shared to Curriculum Committee members to provide input.

9. College Curriculum Committee Representative Comments and Future Agenda Item Requests

a. M. McIntosh reminded members about ASCCJC webinars.

Adjournment at 3:21pm

Next Meeting:
November 10, 2026
2pm | IB1 Room 105

Attachment A

ARTICULATION NEWS

October 2026 Curriculum Committee Update

Compton Updates

- **Fall 2026 UC TCA Decisions**

Course	Course Title	Decision	UC Area
ART 145	Graphic Design I	Approved	
CHEM 102	Fundamentals of Chemistry	Approved	UC-S
CHEM 104	Beginning Chemistry	Approved	UC-S
CHEM 104H	Honors Beginning Chemistry	Approved	UC-S
COMM C1000	Introduction to Public Speaking	Approved	
COMM C1000H*	Introduction to Public Speaking - Honors	Approved	
CSCI 101	Problem Solving and Program Design Using C++	Approved	
CSCI 108	Foundation of Data Science	Approved	
ENGL 150	Survey of British Literature I	Approved	UC-H
ENGL 152	Survey of British Literature II	Approved	UC-H
ENGR 109	Engineering Mechanics - Statics	Approved	
ESTU 106	Introduction to Asian American Studies	Approved	UC-B
FILM 110	Film Analysis and Appreciation	Approved	UC-H
FILM 110H	Honors Film Analysis and Appreciation	Approved	UC-H
FILM 117	Screenwriting I	Denied	
STAT C1000H	Introduction to Statistics - Honors	Approved	UC-M

- **Fall 2027 Common Course Numbering (CCN) Phase IIB Approvals**

Course	Course Title	UC Area
ANTH C1001	Introduction to Biological Anthropology	UC-S
ARTH C1200	Survey of Art from the Renaissance to Contemporary	UC-H
ASTR C1001	Introduction to Astronomy	UC-S
ASTR C1001H	Introduction to Astronomy - Honors	UC-S
ASTR C1001L	Introduction to Astronomy Lab	
BIOL C1000	Introduction to Biology with Lab	UC-S
BIOL C1000H	Introduction to Biology with Lab - Honors	UC-S
CDEV C1000	Child Growth and Development	UC-B
COMM C1004	Interpersonal Communication	
MATH C2210	Calculus I: Early Transcendentals	UC-M
MATH C2220	Calculus II: Early Transcendentals	UC-M
SOCI C1000	Introduction to Sociology	UC-B
SOCI C1000H	Introduction to Sociology - Honors	UC-B

Reminder: Honors courses submitted for articulation re/approval must also include their corresponding Non-Honors counterparts. Both courses must be approved by the Curriculum Committee at the same time**.**

C-ID/TMC/CCN

General Updates

- Attempting to align C-ID and CCN review processes
- **New Data Science TMC** is available to be adopted
- Under development - *Gender Studies*; once available Social Justice Studies will be revised or deactivated; *Electrical Engineering* has a draft TMC but it is not aligned with the UC's requirements due to Cal-GETC (only allows full certification).
- 5-year review for Psychology.
- Newly adopted CCN courses may need to include Part 2 to receive applicable C-ID approval.
- 40 of the Phase III CCN Templates were submitted for UC review and 28 received approvals; awaiting the CSU/Cal-GETC reviews.

Recent Course Approvals

Compton Course	**C-ID Number**	**Applicable ADT and/or Notes**
COMM C1000H	COMM 110	Newly adopted CCN course

University Updates

New Statewide Articulation Agreements

- UC Merced Associate Degree for Transfer (ADT) Initiative.
    - California Community College students who complete one of the approved ADT pathways (Anthropology, Biology, Elementary Teacher Education, **History**, Social Justice Studies, and **Political Science**) and satisfy all applicable requirements qualify for:
        - **Guaranteed admission** to UC Merced (with a 2.4 GPA in UC transferable coursework)
        - Junior standing upon transfer
        - A **$4,000 annual scholarship** for up to two consecutive academic years
        - Access to UC Merced's Promise housing
        - A clearly defined pathway requiring **no more than 60 additional units to complete a bachelor's degree at UC Merced**
    - Will not examine ADT coursework; so students could complete CSU only courses.
    - Hoping to increase the number of applicable majors
- Statewide Associate Degree for Transfer (ADT) Agreement with Arizona State University (Memo ESS 26-68). FAQ Webinar Mon. 11/2/26, 11:00am Registration

UCLA ADT Pilot Program

- The ADT Pilot program at UCLA was established in response to AB 1291 (McCarthy, 2023).
    - Selected majors where the existing TMC aligned with UCLA's existing requirements
    - 10 colleges selected to participate, including Compton College
    - Does not guarantee admission

Course Outline of Record

Course Information

Course Information

Course Discipline: PSYC

Course Division: Social Sciences

Course Number: 120

Full Course Title: Introduction to Statistics and Data Analysis for the Behavioral Sciences

Short Title: Intro Elem Stat Meth-Behv

TOP Code: 200100 - Psychology, 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: Spring 2025

Board of Trustees Approval Date:
2024-11-19

Course Description

Students are taught standard descriptive and inferential statistics for summarizing sample data and estimating population parameters. All aspects of significance testing are emphasized: hypotheses, models, calculations, interpretations, and criticisms. Students are also taught to critically review scientific articles and write APA-style manuscripts.

Course Standards

Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:
54.000
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:
54.000
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:
1.000
Min/Max Units:
4.000

Total Hours:
108.000

Grading Method:
Letter grade only

Requisites

1. Other

   Non Course Requirements
   Prerequisite: Completion of intermediate algebra or equivalent

Course Content

1. Lecture

   Outline
   Science and Statistical Analysis
   A. Goals
   1. Hypotheses and Their Models
   2. Accounting for Data: Prediction and Explanation,
   3. Comparing Models: Fit and Parsimony
   B. Variables
   1. Quantitative and Categorical
   2. Predictor and Response
   3. Manipulated and Natural
   4. Extraneous and Confounding
   5. Operational Definitions

   Approximate Time In Hours
   6.00

2. Lecture

   Outline
   Numerical Description of Data
   A. Central Tendency
   1. Mean
   2. Median
   3. Mode
   4. Zero Sum Principle
   B. Standard Methods of Obtaining Data
   C. Mean and Variance of a Discrete Distribution
   D. Measures of Dispersion

1. Range and Interquartile Range (IQR)
2. Sum of Squares
3. Variance
4. Standard Deviation
5. Least Squares Law

D. "Health" of a Distribution: Shape, Skew, and Outliers

Approximate Time In Hours

9.00

3. Lecture

Outline

Probability

A. Definition
B. Randomness and Order
C. Event, Outcome, Mutually Exclusive, Exhaustive, Independence, Sample Space
D. Addition and Multiplication Rules, Conditional Probabilities and Bayes' Theorem
E. Random Variables and Expected Value
F. Probability Distributions
1. Law of Large Numbers, Central Limit Theorem, and the Normal Distribution
2. The Binomial Distribution
3. Calculating Probabilities for Normally Distributed Variables: Z-Scores

Approximate Time In Hours

6.00

4. Lecture

Outline

Sampling Distributions and Interval Estimation

A. Sampling Distribution of the Mean
B. Calculating Confidence Intervals
1. Population Standard Deviation Known (Normal Distribution)
2. Population Standard Deviation Unknown (Student's t Distribution)
C. Interpreting Confidence Intervals

Approximate Time In Hours

6.00

5. Lecture

Outline

Modeling Data and Estimating Parameters
A. Four Steps of Fitting Models to Data
B. Point Estimation: Parameters and Samples
C. Categorical and Quantitative Predictor Variables

Approximate Time In Hours

3.00

6. Lecture

Outline

Mainstream Procedure for Evaluating Research Results (Null Hypothesis Statistical Testing -- NHST)
A. Null and Alternate Hypotheses
B. Null and Full Linear Models
C. Residuals
D. Directional and Nondirectional Tests
E. Alpha Levels and P-Values
F. Type I and Type II Errors
G. Hypothesis Testing and Inference, Including t-Test for One and Two Populations
H. Statistical Significance and Power

Approximate Time In Hours

6.00

7. Lecture

Outline

NHST for 2 and 3+ Groups
A. t-Test and Confidence Intervals
B. One-Way ANOVA
1. A Priori and Post Hoc Tests (e.g., Tukey's HSD, Fisher's LSD)
2. Simultaneous Confidence Intervals
C. Advantages of Multi-Group and Factorial Designs

Approximate Time In Hours

6.00

8. Lecture

Outline

Correlation and Regression
A. Regression Line
1. Parameters: Slope and Intercept
2. Prediction
3. NHST of the Regression Slope
B. Pearson Product Moment Correlation Coefficient (r) and Coefficient of Determination (r2)
C. Assumptions and Limitations

Approximate Time In Hours
6.00

9. **Lecture**

Outline
Non-Parametric NHSTs: Chi-Square Test for Disproportionality.

Approximate Time In Hours
3.00

10. **Lecture**

Outline
Limitations and Alternatives to NHST: Effect Size and Precision
A. Misinterpretations of p Values
B. Cohen's d, Coefficient of Determination (r2), Confidence Interval
C. Sample Size, Power, and Precision
D. Repeated Measures Designs

Approximate Time In Hours
3.00

11. **Lab**

Outline
Graphical Descriptions of Data
A. Grouped/Ungrouped Frequency Distributions of Qualitative/Quantitative Data
B. Bar Graphs, Histograms, and Polygons
C. Stemplots and Boxplots
D. Computer Graphing

Approximate Time In Hours
6.00

12. Lab

Outline

Library Literature Searches
A. Journals Versus Monographs
B. Refereed Versus Nonrefereed Journals
C. Searching Via the Internet

Approximate Time In Hours

6.00

13. Lab

Outline

The APA Publication Style: Manuscript Preparation
A. Abstract
B. Introduction (Literature Review)
C. Method
1. Participants
2. Materials
3. Procedure
D. Results
E. Discussion
F. References
G. Tables and Figures
H. Applications using data from sociology, psychology, social science, administration of justice, and health science.

Approximate Time In Hours

6.00

14. Lab

Outline

Conducting Research
A. Choosing and Developing a Topic
B. Proposing a Study
C. Conducting a Study
D. Statistical Software Package
E. Analyzing the Data

F. Preparing the Manuscript

Approximate Time In Hours
36.00

General Education/Transfer

Local GE/Graduation Requirements:
- 2 - Mathematical Concepts and Quantitative Reasoning

Cal-GETC:
- 2: Mathematical Concepts and Quantitative Reasoning

Transfer and Articulation:
- **C-ID:** SOCI 125, MATH 110

UC TCA:
- UC-M Mathematical Concepts and Quantitative Reasoning

Course Objectives

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

1. Lecture

   Define and differentiate the following basic research concepts: population and sample, parameter and statistic; predictor (independent) variable and response (dependent) variable; extraneous variable and confounding variable; manipulated and natural (subject) variable; operational definition; correlation and causation.

   Representative Assessment Method:
   Short Essay Exam Item, Homework problem, Lab Assignment, Quiz

2. Lecture

   Explain the goals of statistical data analysis by explaining how hypotheses are associated with models and so can be compared by how well each model fits ("accounts for" or "explains") the data.
   Representative Assessment Method:
   Short Essay Exam Item, Quiz

3. Lab

   Apply American Psychological Association (APA) Publication Style by writing

manuscripts suitable for journal submission, including Abstract, Introduction (literature review), Method, Results, Discussion, References, Tables, and Figures. Representative Assessment Method: APA-style research paper, Lab Assignment, Presentation

4. Lab

   Construct and/or interpret the following numerical descriptions of data: grouped and ungrouped frequency distributions, stemplots, boxplots, bar graphs, histograms, and polygons. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem

5. Lecture

   Define, calculate, and compare these measures of Central Tendency: Mode, Median, and Mean (including Zero Sum Principle).
   Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem

6. Lecture

   Identify the standard methods of obtaining data and identify advantages and disadvantages of each. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

7. Lecture

   Calculate the mean and variance of a discrete distribution. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

8. Lecture

   Define, calculate and compare these measure of Variation: Range, Interquartile Range, Sum of Squares, Variance, and Standard Deviation (including Least Squares Law). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem

9. Lecture

   Evaluate the "health" of distributions by calculating and interpreting statistics that define shape, skew, and outliers. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem

10. Lecture

Apply Probability Theory by (a) defining and differentiating relevant concepts such as randomness, sample space, event, outcome, mutually exclusive, exhaustive, and independence; (b) applying the Addition and Multiplication Rules to calculate probabilities; and (c) applying Bayes' Theorem to calculate conditional probabilities (including the "Monty Hall Problem" and results of diagnostic tests). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

11. Lecture

    Introduce discrete and continuous random variables. Demonstrate how to compute the expected value of a random variable and the expected value of a function of a random variable. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

12. Lecture

    Define z-scores and calculate probabilities for ranges of scores in a Normal Distribution. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

13. Lecture

    Define and differentiate Population, Sample, Sampling Distributions; apply the Central Limit Theorem and Law of Large Numbers to show how these distributions are linked and so allow for statistical inference. Representative Assessment Method: Calculation/Short Essay Exam Item

14. Lecture

    Explain the mainstream procedure for evaluating research results, i.e., Null Hypothesis Statistical Testing (NHST), by defining and differentiating: Null and Alternate Hypotheses, Null and Full Linear Models, residuals, directional and nondirectional tests, alpha levels, p-values, Type I and Type II Errors, statistical significance, and statistical power. Representative Assessment Method: Short Essay Exam Item, Quiz

15. Lecture

    Formulate hypothesis tests involving samples from one and two populations. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

16. Lecture

    Apply the NHST procedure to 2 and 3+ groups by calculating and interpreting t-test, one-way ANOVA (and related post hoc tests such as Tukey's HSD, Fisher's LSD, and Simultaneous Confidence Intervals). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

17. Lecture

    Analyze and explain the advantages of multigroup and factorial research designs in comparison to single factor two-group designs. Representative Assessment Method: Short Essay Exam Item, Quiz

18. Lecture

    Define and differentiate Correlation and Regression by (a) estimating the Regression Line parameters; (b) applying the Regression Line by calculating and interpreting predicted scores; (c) conducting and interpreting an NHST of the Regression slope; calculating and interpreting the Pearson Product Moment Correlation Coefficient (r) and Coefficient of Determination (r2); and (d) identifying and explaining the assumptions and limitations of these statistics. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

19. Lecture

    Explain non-parametric NHSTs by calculating and interpreting the Chi-Square test for disproportionality. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

20. Lecture

    Explain limitations of and alternatives to NHST by calculating and interpreting (or reinterpreting) estimates of Effect Size and Precision, e.g., Cohen's d, Coefficient of Determination (r2), Confidence Interval. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

21. Lecture

    Use appropriate statistical techniques to analyze and interpret applications based on data from the following disciplines: sociology, psychology, social science, administration of justice, and health science. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

22. Lab

    Enable students to complete data analysis projects using statistical methods and a software package (Inquiry and Problem Solving/Written Communication Ability). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Student Learning Outcomes

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

1. Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to identify and differentiate research methodology versus statistics/data analysis. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

2. Fundamental Principles Students who finish this course with a grade of A, B, or C will be able to calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

3. Everyday Application Students who finish this course with a grade of A, B, or C will be able to evaluate the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

Methods of Instruction

- Discussion

  Group discussion topics will be assigned focusing on everyday practical life examples as it relates to statistical studies in human behavior in psychology.

- Laboratory

  Students will read statistics research stories to provide additional learning on various statistical concepts. APA writing samples will be provided to enhance learning about

APA writing.

- Lecture

  Students will learn statistics by a workbook approach using everyday practical life examples as it relates to human behavior in psychology.

Methods of Evaluation

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

If you selected "Other", please provide details.
TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

1. Read and analyze data from the study entitled, Researching the Relationship Between Quality of Parental Relationships and Educational Goals in College Students. Perform the appropriate statistical analysis on the data and state your conclusion. Write a research report in APA format that includes all the relevant elements: a review of scientific literature, description of method, report of results (including figures and tables), and discussion.

Assignment Examples

Reading Assignments:
APA writing assignments as it relates to student interest in the area of psychology and statistical data.

Writing Assignments:
Community college psychology writing assignments focus on applying course concepts to real-world experiences, analyzing behavior, and practicing basic scientific inquiry.

Common examples of writing assignments:

1. The Personal Application / Reflection Essay

2. The Behavior Observation Paper

3. "Psychology in My Life" Career Connection

4. Mini-Research Proposal

Outside-of-Class Assignments:
Community college psychology assignments outside of class typically include practical activities, journal entries, and small research tasks.

Common Out-of-Class Assignments

1. Behavior Modification Project: You change one of your own habits for two weeks using operant conditioning principles and write a short report.

2. Psychology in the Media: You watch a movie or TV show, spot a psychological disorder or concept, and explain how accurately or inaccurately it is portrayed.

3. Naturalistic Observation: You go to a public place like a coffee shop or park, watch people for 30 minutes without bothering them, and log social behaviors or body language.

4. Journal or Reflection Papers: You read a short article about stress, memory, or development and write a one-page response on how it applies to your own life.

5. Mini Research or Data Collection: You ask five friends or family members a short survey question about sleep or memory, then make a simple chart of the results.

Some assignments require critical thinking:
COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Consider the following results and conclusion of a survey:

The degree to which young girls participate in sports is positively correlated to a number of desirable variables (e.g., academic achievement, staying in school, avoiding drug and alcohol use) and is negatively correlated with a number of undesirable variables (e.g., breast cancer, eating disorder, unwed motherhood). These data show that parents and teachers should encourage young girls to become more active in sports.

In a two-page paper, analyze the research design of this study and determine whether its conclusions are justified, focusing especially on causal inference.

Course Materials

1. **Author:** Cheryl Willard
   Title: Statistical Methods An Introduction to Basic Statistical Concepts and Analysis
   Edition: 2nd
   Publisher: Routledge
   ISBN-13: 9780429261039
   Year: 2020
   Rationale for older textbook:
   Students enjoy this textbook/workbook approach to learning statistics.
   Or Equivalent: No
2. **Author:** William Rayens
   Title: Beyond the Numbers: A Student-Centered Approach for Learning Statistical Reasoning
   Edition: 9th Edition

Publisher: Van-Griner Learning Publishers

ISBN-13: 978-1-61740-814-4

Year: 2022

Or Equivalent: No

3. **Author:** American Psychological Association

   Title: Publication Manual of the APA

   Edition: 7

   Publisher: APA

   Year: 2019

   Or Equivalent: No

4. **Author:** Howard T. Tokunaga

   Title: Fundamental Statistics for the Social and Behavioral Sciences

   Edition: 2

   Publisher: Sage

   ISBN-13: 9781506377483

   Year: 2018

   Or Equivalent: No

Minimum Qualification

1. Psychology
Condition

2. Sociology
Condition

Course Outline of Record

Course Information

Course Information

Course Discipline: PSYC

Course Division: Social Sciences

Course Number: 122

Full Course Title: Research Methods in the Behavioral Sciences

Short Title: Expermntl Meth Study Behv

TOP Code: 200100 - Psychology, 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: Spring 2024

Board of Trustees Approval Date:
2023-10-17

Course Description

This course is centered on the philosophy of science in general and the scientific method in particular. Students develop individual research studies with these elements: literature review, hypothesis, design; method, data collection; analysis, and discussion, oral presentation, and manuscript preparation (APA Publication Style).

Course Standards

Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:
54.000
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:
54.000
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:
1.000
Min/Max Units:
4.000

Total Hours:
108.000

Grading Method:
Letter grade only

Requisites

1. **Prerequisite**

   Subject PSYC - Psychology

   Requisite Course PSYC C1000 - Introduction to Psychology (Active)0.000 - 0.000

   Condition or

2. **Prerequisite**

   Subject PSYC - Psychology

   Requisite Course PSYC C1000H - Introduction to Psychology - Honors (Active)0.000 - 0.000

   Condition and

3. **Prerequisite**

   Subject STAT - Statistics

   Requisite Course STAT C1000 - Introduction to Statistics (Active)0.000 - 0.000

   Condition or

4. **Prerequisite**

   Subject STAT - Statistics

   Requisite Course STAT C1000H - Introduction to Statistics - Honors (Active)0.000 - 0.000

   Condition or

5. **Prerequisite**

   Subject PSYC - Psychology

   Requisite Course PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences (Active)0.000 - 0.000

   Condition or

Course Content

1. **Lecture**

   Outline
   Approaches to Knowledge

A. Intuition
B. Authority
C. Empirical
D. Scientific
1. Goals
a) Description
b) Prediction
c) Control
d) Explanation
2. Defining Characteristics
a) Objectivity
b) Testability

Approximate Time In Hours
3.00

2. Lecture

Outline
Types of Behavioral Research
A. Sources of Research Ideas
B. Null and Research Hypotheses
C. Mainstream Hypothetico-Deducto Research

Approximate Time In Hours
3.00

3. Lecture

Outline
Ethics in Research

Approximate Time In Hours
3.00

4. Lecture

Outline
Operational Definitions
A. Mainstream Operationism (Logical Positivism)
B. Nonmainstream Operationism (Phenomenological and Pragmatic)
C. Criteria of Variable Measurement

1. Reliability
2. Validity
3. Assessment Techniques

Approximate Time In Hours
3.00

5. Lecture

Outline
Relationships Between Variables
A. Correlational
1. Bidirectionality
2. Third Variables
B. Causal
C. Empirical and Experimental Designs

Approximate Time In Hours
3.00

6. Lecture

Outline
Fundamental Methodological Issues
A. Sampling Techniques
B. Techniques of Survey Construction
C. Methods of Independent Variable Manipulation
D. Types of Sensitivity of Dependent Variable Measures

Approximate Time In Hours
3.00

7. Lecture

Outline
Descriptive Research Methods
A. Naturalistic Observation
B. Systematic Observation
C. Case Studies
D. Archival Research
E. Survey Research

Approximate Time In Hours

6.00

8. Lecture

Outline

Experimental Designs
A. Threats to Internal Validity: Confounds
1. History
2. Maturation
3. Reactivity
4. Instrument Decay
5. Statistical Regression
6. Demand Characteristics
7. Placebo Effects
8. Expectancy Effects

Approximate Time In Hours

6.00

9. Lecture

Outline

Spectrum of Designs
A. Posttest-Only
B. Pretest-Posttest
C. Independent Groups
D. Repeated Measure

Approximate Time In Hours

7.00

10. Lecture

Outline

Specific Methods
A. Random Assignment
B. Counterbalancing
C. Latin Squares and Randomized Blocks
D. Debugging Techniques
E. Pilot Studies
F. Manipulation Checks

Approximate Time In Hours
8.00

11. Lecture

Outline
Complex Experimental Designs: Factorial Designs
A. Main Effects and Interactions
B. Advantages of Factorial Designs

Approximate Time In Hours
6.00

12. Lecture

Outline
Single-Subject Designs

Approximate Time In Hours
3.00

13. Lab

Outline
The Process of Research in an Academic Setting
A. Participating in a Research Team
B. Developing and Proposing a Research Project

Approximate Time In Hours
18.00

14. Lab

Outline
Data Collection and Analysis

Approximate Time In Hours
24.00

15. Lab

Outline
Presenting the APA-Style Written Report

Approximate Time In Hours
12.00

General Education/Transfer

Transfer and Articulation:

- **C-ID:** PSY 200, PSY 205B

UC TCA:

- UC-B Social and Behavioral Sciences

Course Objectives

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

1. Lecture

   Apply basic Philosophy of Science concepts (i.e., empiricism, rationalism, objectivity, falsifiability) to (a) differentiate science, philosophy, religious & cultural traditions, intuition, and authority; (b) explain how two basic characteristics are central to science; and (c) explain differing interpretations of the goals of science.

2. Lecture

   Explain how research topics can come from different sources by defining and differentiating these concepts: Hypothetico-Deductive method (including theory, hypothesis, and prediction), common sense, casual observation, and practical problems.

3. Lecture

   Analyze different ethical issues in research (i.e., deception, informed consent, privacy, and confidentiality).

4. Lecture

   Explain the role of variables in research by (a) defining and differentiating these types of variables: hypothetical versus concrete, qualitative versus quantitative, predictor (independent) versus response (dependent), manipulated versus natural (subject), extraneous versus confounding and (b) explaining why psychological research is dominated by hypothetical variables and so relies upon operational definitions to remain empirical.

5. Lecture

   Explain the standards of variable measurement by (a) defining and differentiating these concepts: standardization, reliability (test-retest, split-half, inter-rater), and

validity (face, construct, convergent, discriminant, criterion, predictive) and (b) explaining why reliability must be established before validity.

6. Lecture

   Explain the variety of functional relations between predictor and response variables by defining and differentiating these concepts: causal, correlational, coincidental, bidirectional, third variable.

7. Lecture

   Explain the issues involved in sampling participants by (a) defining and differentiating probability sampling (e.g., simple random, stratified, cluster) and nonprobability sampling (e.g., haphazard, quota) and (b) explaining why psychological research rarely employs random sampling.

8. Lecture

   Describe the strengths and limitations of various research designs by (a) defining and differentiating naturalistic, case study, archival, correlational, experimental, and quasi-experimental designs and (b) evaluating these designs in terms of internal validity and external validity (including the idea that only experimental designs support causal conclusions).

9. Lecture

   Elaborate upon the concept of conclusion validity by (a) defining and differentiating various threats to internal validity (e.g., history, maturation, testing reactivity, instrument decay, regression to the mean, placebo and expectancy effects), (b) defining and differentiating various designs for controlling threats to internal validity (e.g., pretest-posttest, posttest-only, Solomon 4 Group, repeated measure [including counterbalancing and Latin Square]), (c) explaining how complex designs enhance conclusion validity, including designs with 1 predictor variable but 3+ groups (e.g., dismantling studies) and factorial designs with 2+ predictor variables and 4+ groups (including main effects and interaction effects).

10. Lecture

    Define and differentiate nomothetic (group) and idiographic (single-subject) designs, espcially in terms of statistical versus experimental control of error variability.

11. Lab

Prepare to participate in each step of the process of research in an academic setting by participating in a research group, including (a) composing and presenting research ideas, associated questions and issues and responding to the ideas, issues, and questions of others; (b) designing a research project through library research and consultation with peers and professor in the research group (and culminating in an APA-style written proposal; (c) carrying out the project by recruiting subject, collecting and statistically analyzing the data, and presenting the project in an APA-style written report.

Student Learning Outcomes

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

1. Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to explain and critique essential components of the scientific method in psychological research. Students will be assessed by multiple choice exams, essay exams, or oral presentations.

2. Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and apply essential elements of the scientific method in psychological research.

3. Everyday Application Students who finish this course with a grade of A, B, or C will be able to evaluate both the adequacy and relevance of research in their efforts to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or against a proposition). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

Methods of Instruction

- Discussion

  Group discussion topics will be assigned focusing on everyday practical life examples as it relates to research studies in human behavior in psychology.

- Laboratory

  1. Students will read statistical research stories to provide additional learning on

various research methods concepts. APA writing samples will be provided to enhance learning about APA writing.

2. Learning to design two APA style research papers will be part of the lab component.

- Lecture

  Students will develop and learn individual research studies in depth using the components in designing a research proposal and research paper.

- Multimedia presentations

  Multimedia presentations examples include Milgram Experiment and Stanford Prison Experiment.

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Reading Assignments:
COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

Research and demonstrate a positive correlation between exposure to pornography and sex offensive behavior. In a two- to three-page essay, describe the conclusion that many laypersons are likely to form and then critique this conclusion. Include in your answer alternative conclusions based upon your knowledge of logical relationships between scientific variables.

In a two- to three-page essay, compare the strengths and limitations of nomothetic (group) designs and idiographic (single-subject) designs.

Writing Assignments:
Community college psychology writing assignments focus on applying course concepts to real-world experiences, analyzing behavior, and practicing basic scientific inquiry.

Common examples of writing assignments:

1. The Personal Application / Reflection Essay

2. The Behavior Observation Paper

3. "Psychology in My Life" Career Connection

4. Mini-Research Proposal

Outside-of-Class Assignments:
Community college psychology assignments outside of class typically include practical activities, journal entries, and small research tasks.

Common Out-of-Class Assignments

1. Behavior Modification Project: You change one of your own habits for two weeks using operant conditioning principles and write a short report.

2. Psychology in the Media: You watch a movie or TV show, spot a psychological disorder or concept, and explain how accurately or inaccurately it is portrayed.

3. Naturalistic Observation: You go to a public place like a coffee shop or park, watch people for 30 minutes without bothering them, and log social behaviors or body language.

4. Journal or Reflection Papers: You read a short article about stress, memory, or development and write a one-page response on how it applies to your own life.

5. Mini Research or Data Collection: You ask five friends or family members a short survey question about sleep or memory, then make a simple chart of the results.

Some assignments require critical thinking:
Based upon readings from your textbook on causal inference in scientific research, write a two-page essay in which you design a study of the effects of sleep deprivation on academic performance that maximizes the strength of the conclusions (in terms of both internal and external validity) while identifying and addressing potential ethical and pragmatic issues.

Course Materials

1. **Author:** Howitt and Cramer
   Title: Research Methods in Psychology
   Edition: 7th
   Publisher: Pearson
   ISBN-13: 9781292461595
   Year: 2024
   Or Equivalent: No
2. **Author:** Frederick J Gravetter/Larry B. Wallnau/Lori-Ann B. Forzano/James E. Witnauer
   Title: Essentials of Statistics for The Behavioral Sciences
   Edition: 10th
   Publisher: Cengage
   ISBN-13: 9780357365298
   Year: 2021
   Or Equivalent: No
3. **Author:** Paul Cozby, Scott Bates
   Title: Methods in Behavioral Research
   Edition: 15th
   Publisher: McGraw-Hill

ISBN-13: 9781260718904

Year: 2024

Or Equivalent: No

Minimum Qualification

1. Psychology
Condition

2. Sociology
Condition

Course Outline of Record

Course Information

Course Information

Course Discipline: FILM

Course Division: Fine Arts, Communication and Humanities

Course Number: 117

Full Course Title: Screenwriting I

Short Title: Screenwriting I

TOP Code: 061220 - Film Production

SAM Code: D - Possibly Occupational

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

Transfer Status B - Transferable to CSU only.

Effective Term: Fall 2026

Board of Trustees Approval Date:
2026-06-15

Course Description

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

Course Standards

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

Lecture Hours:
54.000
Activity Hours:

Lab Hours:

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

Lecture Units:
3.000
Activity Units:

Lab Units:

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

Requisites

1. Other

Non Course Requirements
Prerequisite: Eligibility for college-level composition (ENGL C1000, ENGL C1000E or ENGL C1000H).

Course Content

1. Lecture

   ### Outline
   Screenplay Formatting and Structure
   Students will learn industry-standard screenplay formatting, scene headings, action lines, dialogue, transitions, and conventional three-act structure. The lecture will also introduce alternative narrative structures found in independent and non-Western cinema, examining how cultural context and artistic intention can shape screenplay form.
   SLO alignment: SLO 1, SLO 2, SLO 3.

   ### Approximate Time In Hours
   3.00

2. Lecture

   ### Outline
   The Screenplay Outline
   Students will develop outlines that organize a screenplay's major plot points and character arcs. Alternative approaches to outlining will be considered, including episodic, non-linear, circular, and open-ended narratives that may depart from conventional Hollywood storytelling.
   SLO alignment: SLO 1, SLO 2.

   Finding a Job in the Industry
   Students will explore screenwriting careers, professional expectations, networking, pitching, portfolio development, and the differences between studio, independent, and international production environments. Discussion will include professional ethics, intellectual property, collaboration, and the responsibilities of representing other people's experiences in creative work.
   SLO alignment: SLO 1, SLO 4.

   ### Approximate Time In Hours

3.00

3. Lecture

   Outline

   Comedy Writing
   Students will examine comic premise, timing, dialogue, escalation, reticle-setting, character-based humor, and comedic structure. Examples from Hollywood comedy, international cinema, satire, and culturally specific humor will help students consider how context, identity, and audience expectations influence comedic storytelling.
   SLO alignment: SLO 1, SLO 2, SLO 3, SLO 4.

   Approximate Time In Hours
   3.00

4. Lecture

   Outline

   Pixar's Story Rules and Their Applicability to Your Script
   Students will examine widely circulated storytelling principles associated with Pixar and evaluate how they can inform character development and narrative structure. Students will also critique the limitations of applying a single storytelling model universally, comparing it with cinematic traditions that favor more ambiguity, ensemble narratives, or less conventional forms of resolution.
   SLO alignment: SLO 2, SLO 3.

   Approximate Time In Hours
   3.00

5. Lecture

   Outline

   Animation Storytelling
   Students will explore visual storytelling, world-building, visual metaphor, pacing, and the relationship between image and dialogue in animation. Examples from American animation and international traditions, including Japanese animation, will demonstrate how different artistic styles and cultural perspectives influence narrative choices and aesthetics.
   SLO alignment: SLO 1, SLO 2, SLO 3.

   Approximate Time In Hours
   3.00

6. Lecture

   Outline

   Nonfiction and Experimental Subjects: The Documentary Outline
   Students will learn how to develop documentary and experimental screenplays or treatments, including research, subject selection, sequencing, point of view, and the relationship between factual material and creative interpretations. The lecture will address the ethical responsibilities of portraying real people and events.
   SLO alignment: SLO 1, SLO 2, SLO 3, SLO 4.

   Approximate Time In Hours

   3.00

7. Lecture

   Outline

   The World of Your Story
   Students will develop a story's setting, social/cultural environment, and internal rules. Students will consider how these elements shape character/conflict. Comparative examples from Western and non-Western cinema will demonstrate how place, community, class, history, and cultural values can function as integral components of storytelling rather than merely as background.
   SLO alignment: SLO 2, SLO 3, SLO 4.

   Approximate Time In Hours

   3.00

8. Lecture

   Outline

   Building Characters from the Ground Up: Character Biographies
   Students will construct character bios using background, relationships, motivations, contradictions, formative experiences, and personal histories. They will also examine how stereotypes, cultural assumptions, and unequal representation can affect characterization, developing strategies for creating multidimensional characters whose identities are treated thoughtfully and responsibly.
   SLO alignment: SLO 1, SLO 2, SLO 4.

   Approximate Time In Hours

   3.00

9. Lecture

Outline

Titles, Loglines, and the Pitch
Students will practice developing effective titles, concise loglines, and verbal/written pitches that communicate a screenplay's premise, protagonist, central conflict, and distinctive appeal (per Terry Rossio's "strange attractor"). The lecture will also consider how writers present unconventional or culturally specific stories to different audiences without misrepresenting their content or reducing their complexity.
SLO alignment: SLO 1, SLO 2.

Approximate Time In Hours

3.00

10. Lecture

Outline

Andrew Stanton and Michael Arndt's Story Elements
Students will analyze storytelling concepts associated with Andrew Stanton and Michael Arndt, including audience engagement, character motivation, conflict, escalation, thematic development, and narrative payoff. Students will apply these concepts to screenplay exercises while evaluating how their usefulness varies across genres, cultural contexts, and alternative narrative traditions.
SLO alignment: SLO 1, SLO 2, SLO 3.

Approximate Time In Hours

3.00

11. Lecture

Outline

The Act and Habit of Writing: Mythology and Making the Personal Story Universal
Students will develop sustainable writing practices and explore how personal experience, mythology, archetypes, memory, and cultural narratives can generate compelling screenplays. Through examples from diverse cinematic and mythological traditions, students will consider how individual stories can resonate with wider audiences while preserving cultural specificity and avoid appropriation or oversimplification.
SLO alignment: SLO 2, SLO 4.

Approximate Time In Hours

3.00

12. Lecture

Outline

Editing the Screenplay and Self-Evaluation
Students will revise their screenplays for clarity, pacing, structure, dialogue, characterization, formatting, and thematic coherence. They will use self-assessment, peer feedback, and workshopping to identify weaknesses and evaluate whether their revisions strengthen the work's intended artistic effect.
SLO alignment: SLO 1, SLO 2, SLO 3.

Approximate Time In Hours

3.00

13. Lecture

Outline

Writing Character Desire and the Raising of Stakes
Students will identify protagonists' external goals, internal needs, obstacles, and the consequences of failure. They will explore how escalating stakes generate dramatic momentum and compare conventional goal-driven narratives with filmss in which emotional, social, cultural, or collective concerns drive the story.
SLO alignment: SLO 1, SLO 2, SLO 3.

Approximate Time In Hours

3.00

14. Lecture

Outline

Writing Subplots and Considering Character Duality
Students will develop subplots that reinforce and/or complicate the central narrative, deepen characterization, and carry thematic tensions. They will examine contrasting identities, conflicting values, and relationships between individual and collective goals, using examples from different genres and international cinematic traditions.
SLO alignment: SLO 1, SLO 2, SLO 3.

Approximate Time In Hours

3.00

15. Lecture

Outline

Screenplay Case Studies and Script Breakdowns

Students will analyze selected screenplays and film sequences to examine scene construction, plot progression, character arcs, dialogue, visual storytelling, and thematic development. Case studies will include Hollywood films, independent productions, and non-Western cinema, allowing students to compare narrative conventions and assess how form, culture, and artistic intention influence a work's effectiveness.
SLO alignment: SLO 2, SLO 3, SLO 4.

Approximate Time In Hours
3.00

16. Lecture

Outline
Writing Character Specificity and Addressing Rewrites
Students will refine character-specific dialogue, behavior, perspective, and characterization to create distinctive andbelievable characters. They will practice responding to feedback and revising scenes while considering how research, cultural sensitivity, stereotypes, and the representation of marginalized perspectives affect the integrity of a screenplay.
SLO alignment: SLO 1, SLO 2, SLO 4.

Approximate Time In Hours
3.00

17. Lecture

Outline
Writing Integrated Elements and Discovering Premise
Students will learn to integrate visual motifs into a coherent dramatic premise. They will explore how a story's central idea can emerge from its formal and thematic elements, including approaches to narrative that differ from conventional Hollywood premise-driven storytelling.
SLO alignment: SLO 1, SLO 2, SLO 3.

Approximate Time In Hours
3.00

18. Lecture

Outline
Writing Character Spine and Character Relationships

Students will develop a character's underlying motivation, action, and goal (per scene and overarching across the narrative). Students will also consider how family, relationships, social obligations, and cultural expectations shape character dynamics across different cinematic traditions.
SLO alignment: SLO 1, SLO 2, SLO 3, SLO 4.

Approximate Time In Hours
3.00

Course Objectives

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

1. Lecture

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

2. Lecture

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

3. Lecture

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

Student Learning Outcomes

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

1. Demonstrate technical proficiency in the writing of short screenplays

2. Create screenplays with originality and aesthetic depth

3. Analyze and critique screenplays

4. Apply ethical principles in the production and analysis of screenplays

Methods of Instruction

- Demonstration

- Discussion
- Group Activities
- Guest Speakers
- Internet Presentation/Resources
- Lecture
- Multimedia presentations

Methods of Evaluation

- Substantial writing assignments
- Skills demonstrations
- Exams/Quizzes

Assignment Examples

Reading Assignments:
Write multiple drafts of a short screenplay with no dialogue that includes a conflict between two characters and is a complete, self-contained story (2-3 pages).
Write multiple drafts of a short screenplay with dialogue that includes dialogue and is a complete, self-contained story (5-6 pages).
Write multiple drafts of a short screenplay that follows a character's full emotional arc through the film's plot and theme and is a complete, self-contained story (7-10 pages).

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

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

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

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

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

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

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

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

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

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

Course Materials

1. **Author:** Austin Bunn
   Title: Short Film Screenwriting: A Craft Guide and Anthology
   Publisher: Bloomsbury Academic
   Year: 2024
   Or Equivalent: No
2. **Author:** Richard Walter
   Title: Essentials of Screenwriting

Publisher: Penguin Publishing Group

Year: 2010

Rationale for older textbook:
Still a core text regarding the writing of screenplays.

Or Equivalent: No

3. **Author:** David Trottier

   Title: Screenwriter's Bible

   Publisher: Silman-James Pr

   Year: 2019

   Rationale for older textbook:
   Teaches screenplay formatting.

   Or Equivalent: No

4. **Author:** Blake Snyder

   Title: Save the Cat

   Publisher: Michael Wiese Productions

   Year: 2005

   Rationale for older textbook:
   Still a core text regarding the writing of screenplays.

   Or Equivalent: No

Minimum Qualification

1. Film and Media Studies
Condition

2. Media Production
Condition

Course Outline of Record

Course Information

Course Information

Course Discipline: PSYC

Course Division: Social Sciences

Course Number: 102

Full Course Title: Psychology for Effective Living

Short Title: Psyc Effective Living

TOP Code: 200100 - Psychology, 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: Spring 2024

Board of Trustees Approval Date:
2023-10-17

Course Description

This course is a study of personal development and adjustment in society as well as the psychosocial and cultural influences on childhood, adolescence, and adulthood. Emphasis on the application of psychological research and theories to the development of social skills and personal adjustments as well as practical approaches to problems of personal development and social relationships will be examined.

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

1. Lecture

   Outline
   Psychology and the Challenges of LifeA. Human Diversity and AdjustmentB. Psychological Research and AdjustmentC. Research Methods and Procedures for Clinical Assessment: Scientist-Practitioner ModelD. Ethics: Research Methodology and Participants

   Approximate Time In Hours
   3.00

2. Lecture

   Outline
   PersonalityA. Theories of PersonalityB. Assessing Personality

   Approximate Time In Hours
   3.00

3. Lecture

   Outline
   Stress and AdjustmentA. Sources of StressB. Psychological Moderators of Stress

   Approximate Time In Hours
   4.00

4. Lecture

   Outline
   Psychological Factors and HealthA. Physical, Emotional, and Cognitive Effects of StressB. Factors in Health and IllnessC. Self AssessmentD. Psychological Factors and Physical Health

   Approximate Time In Hours
   6.00

5. Lecture

   Outline
   Developing Healthy BehaviorsA. Nutrition and HealthB. Fitness and HealthC. Sleep and HealthD. Substance Abuse

   Approximate Time In Hours
   4.00

6. Lecture

   Outline
   Social InfluenceA. Conformity, Obedience, and Mob BehaviorB. Altruism and Helping BehaviorC. Cultural Factors

   Approximate Time In Hours
   4.00

7. Lecture

   Outline
   Abnormal Behavior and Mental IllnessA. Theories of Psychological DisordersB. Personality DisordersC. Mood DisordersD. Schizophrenias

   Approximate Time In Hours
   5.00

8. Lecture

   Outline
   Gender Roles and Gender DifferencesA. Masculinity, Femininity, and Gender StereotypesB. Gender DifferencesC. Gender-TypingD. Cultural Factors

   Approximate Time In Hours
   3.00

9. Lecture

   Outline
   Interpersonal AttractionA. AttractionB. FriendshipC. Love

   Approximate Time In Hours
   3.00

10. Lecture

    Outline
    Relationships and CommunicationA. Structure of RelationshipsB. MarriageC. Being Single

    Approximate Time In Hours
    3.00

11. Lecture

    Outline

Adolescence and Adult DevelopmentA. AdolescenceB. Young and Middle AdulthoodC. Late Adulthood

Approximate Time In Hours
6.00

12. Lecture

Outline
Personal, Social, and Cultural AssessmentA. Assessing Personality TraitsB. Assessing Social AdjustmentC. Assessing Culture and Personal AdjustmentD. Assessing Occupational AptitudesE. Assessing Therapies

Approximate Time In Hours
10.00

General Education/Transfer

Local GE/Graduation Requirements:
- 4 - Social and Behavioral Sciences

Cal-GETC:
- 4: Social and Behavioral Sciences

UC TCA:
- UC-B Social and Behavioral Sciences

Course Objectives

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

1. Lecture

   Describe research methods and ethics for participants and subjects during the peer review process.

2. Lecture

   Describe the major theories and models of psychological adjustment to modern life.

3. Lecture

   Differentiate between the major theories of personality.

4. Lecture

   Analyze the nature of stress and its effect on the health of individuals.

5. Lecture

   Evaluate how people understand and are influenced by the social world in which they live.

6. Lecture

   Discuss the research on friendships, intimate relationships, and family relationships, explain how they relate to psychological adjustment.

7. Lecture

   Evaluate and analyze research on gender stereotypes and gender comparisons.

8. Lecture

   Describe personality traits and temperament, and evaluate the influence of culture on each.

9. Lecture

   Discuss psychological disorders and their impact on individual adjustment.

10. Lecture

    Analyze the impact of cultural factors on adjustment in the modern world.

Student Learning Outcomes

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

1. Differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).

2. Incorporate the essential features of scientific skepticism (e.g., maintaining openmindedness).

3. Demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences.

Methods of Instruction

- Discussion

  Critical thinking discussion questions are incorporated in-class curriculum to stimulate

conversation, retain lecture/reading content, and ensure students are grasping material learned.

- Group Activities

  Group presentations are integrated into the class as a way for students to work collectively and to stimulate different perspectives on a topic.

- Lecture

  Lectures can present large amounts of information that can be utilized for reading assignments, small group activities, and discussion. Furthermore, lectures allow the instructor maximum control of the learning experience and encourage listening from students.

Methods of Evaluation

- Substantial writing assignments
- Exams/Quizzes

Assignment Examples

Reading Assignments:
Community college psychology reading assignments typically ask students to read textbook chapters, short articles, or peer-reviewed studies and complete a writing or reflection task.

Common Types of Reading Assignments:

1. Reading Reflection Logs (PROPS

2. Reading Guides and Pre-Class Quizzes

3. Journal Article Summaries

4. Application and Media Analysis

Writing Assignments:
Read the section in your textbook on culture and social influence. Using this information to guide you, interview someone from another culture on how social influence processes like conformity and obedience operate in their culture. In a two-to three-page essay, compare and contrast the operation of at least two social influence processes in your own culture to those of your interviewee's culture.

Outside-of-Class Assignments:
Community college psychology assignments outside of class typically include practical activities, journal entries, and small research tasks.

Common examples of Out-of-Class Assignments:

1. Behavior Modification Project

2. Psychology in the Media

3. Naturalistic Observation

4. Journal or Reflection Papers

5. Mini Research or Data Collection

Some assignments require critical thinking:
Complete a psychological instrument that measures your psychological needs. In a two-page essay that utilizes the results, analyze your personality profile.

Complete personality test and self assessment on aptitudes and personal well-being. In a two- to three-page essay that utilizes the results, determine which career is suggested by your analysis of these instruments.

Course Materials

1. **Author:** Jeffrey S. Nevid, Spencer A. Rathus
   Title: Psychology and the Challenges of Life: Adjustment and Growth
   Edition: 15th
   Publisher: Wiley

ISBN-13: 978-1-394-22181-3

Year: 2025

Or Equivalent: No

2. **Author:** Feldman

   Title: Psychology and Your Life with P.O.W.E.R Learning

   Edition: 2024 Edition

   Publisher: McGraw-Hill Higher Education

   ISBN-13: 9781260718881

   Year: 2024

   Or Equivalent: No

3. **Author:** Kirsh, Duffy and Atwater

   Title: Psychology for Living: Adjustment, Growth, and Behavior Today

   Edition: 11th

   Publisher: Pearson

   ISBN-13: 9780137617371

   Year: 2021

   Or Equivalent: No

Minimum Qualification

1. Psychology
Condition

Course Outline of Record

Course Information

Course Information

Course Discipline: FILM

Course Division: Fine Arts, Communication and Humanities

Course Number: 121

Full Course Title: Audio Production

Short Title: Audio Production

TOP Code: 061220 - Film Production

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: Fall 2019

Board of Trustees Approval Date:
2019-08-20

Course Description

This course is an introduction to production and postproduction sound for various mediums, including motion pictures, television, and new media. Basic techniques common to these mediums will be covered, including analog and digital recording, audio editing, sound design and mixing.

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:

Lab Units:
1.000
Min/Max Units:
3.000
Total Hours:
90.000
Grading Method:
Letter grade only

Course Content

1. Lecture

   Outline
   Introduction to Audio Production

   film
   television
   radio
   new media
   sound theory

   Approximate Time In Hours
   3.00

2. Lecture

   Outline
   Tools

   microphones
   amplifiers
   audio consoles and mixers
   computer-based hardware and software

   Approximate Time In Hours
   6.00

3. Lecture

   Outline
   Audio Media Past and Present

   magnetic tape
   audio cassettes
   compact discs
   digital audio tape
   digital drives and SD cards
   Internet based resources
   Audio Libraries

Approximate Time In Hours
3.00

4. Lecture

Outline
Production Sounds

principles and techniques
on location
in studio

Approximate Time In Hours
6.00

5. Lecture

Outline
Postproduction Sound

equalization
mixing
transfers/dubbing
sweetening
audio editing

Approximate Time In Hours
9.00

6. Lecture

Outline
Postproduction Sound

creating soundtracks
synchronization
sound effects
music
editing sound to picture

Approximate Time In Hours
9.00

7. Lab

   Outline
   Various Individual and Small Group Audio Projects

   Basic sound gathering techniques on location and in studio
   Location sound scouting
   Microphones and pick-up patterns: experimenting with omi, cardioid, shotgun mics
   Basic mixing techniques using exisiting audio tracks
   Converting analog sound sources to digital files
   Shooting double-system audio with single camera production techniques
   Shooting single-system audio with single camera techniques
   Recording dialog with boom and shotgun mic
   Recording dialog with wireless lavalier mics
   Rerecording and dubbing dialog (ADR)
   Foley sound effects to found footage
   Synchronizing dialog with picture track (syncing dailies)
   Mixing music underneath a cut dialog scene
   Recording sound for live events
   Mixing dialog, music, sound effects into a master track to cut picture
   Basic sound editing with ProTools, Logic, QBase, Final Cut Pro, et. al

   Approximate Time In Hours
   54.00

Course Objectives

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

1. Identify and select appropriate recording media, including cassettes, DAT, compact disc, and digital drives and cards.
2. Demonstrate the operation of a variety of analog and digital audio production equipment, including amplifiers, audio consoles, turntables, tape recorders, microphones, and mixers.
3. Demonstrate and practice basic principles of recording performers.

4. Perform basic audio techniques, such as recording, dubbing, editing, and mixing.
5. Demonstrate basic skills needed for single and double-system location sound recording for film and video.
6. Demonstrate audio postproduction procedures for film and television.
7. Utilize contemporary computer hardware and software appropriate for professional sound recording and sound editing.

Student Learning Outcomes

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

1. At the end of this course, students will be able to create, record, and edit a 3-4 minute audio project using a minimum of 3 audio tracks with fades, cross-fades, and other special audio effects.

Methods of Instruction

- Demonstration

  Demonstrate to use the various tools in media.

- Group Activities

  Various individual and small group audio projects such as:
  1. Basic sound gathering techniques on location and mixing sound with dialog, music, sound effects into a master track to cut picture.

- Internet Presentation/Resources

  Display audio postproduction procedures for film and television.

- Lecture

  Prompting questions and having students discuss the lecture.

- Multimedia presentations

  Using computer hardware and software appropriate for professional sound recording and sound editing.

Methods of Evaluation

- Substantial writing assignments
- Skills demonstrations

Assignment Examples

Reading Assignments:
Read materials on microphone technique, recording practices, sound design, acoustics, mixing, and the creative role of audio in media production. Readings might include technical articles, production case studies, interviews with audio professionals, and critical discussions of sound and listening.

Writing Assignments:
Recording session reflections, analyses of sound in film or other media, and short explanations of technical and creative production choices. Students might also develop recording plans, production notes, or post-production reflections that document their process and evaluate results.

Outside-of-Class Assignments:
Complete independent listening exercises, location-recording projects, equipment practice, and short audio-production projects outside of class. Students might also visit performances or recording environments, collect and organize original sound materials, and practice critical listening using professional audio examples.

Some assignments require critical thinking:
Analyze how microphone choice, recording environment, editing, mixing, and sound design influence meaning, emotion, and audience perception. Assignments might ask students to troubleshoot production problems, compare alternative approaches, and justify technical and creative decisions based on the goals of a project.

Course Materials

1. **Author:** Tim Dittmar
   Title: Audio Engineering 101: A Beginner's Guide to Music Production, 3rd ed.
   Publisher: Focal Press
   ISBN-13: 978-1-032-55329-0
   Year: 2025

Or Equivalent: No

2. **Author:** Samuel J. Sauls, Craig A. Stark, Lowery A. Woodall III
   Title: Audio Production Worktext: Concepts, Techniques, and Equipment, 11th ed.
   Publisher: Routledge
   ISBN-13: 978-1-032-61649-0
   Year: 2025
   Or Equivalent: No

Minimum Qualification

1. Film and Media Studies
Condition

2. Media Production
Condition

Course Outline of Record

Course Information

Course Information

Course Discipline: FILM

Course Division: Arts, Social Sciences & Career Technical Education

Course Number: 232

Full Course Title: Production II

Short Title: Production II

TOP Code: 061220 - Film Production

SAM Code: C - Clearly 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 provides the intermediate-level production student with practical, hands-on experience in film/video production, including planning, writing, shooting, and editing. Students will write and produce a variety of individual and group film/video projects.

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:

Lab Units:
1.000
Min/Max Units:
3.000
Total Hours:
90.000
Grading Method:
Letter grade only

Requisites

1. Prerequisite

   Subject FILM - Film/Video

   Requisite Course FILM 128 - Television Production (In Review)0.000 - 0.000

   Condition or

2. Prerequisite

   Subject FILM - Film/Video

   Requisite Course FILM 122 - Production I (Active)3.000 - 3.000

   Condition or

Course Content

1. Lecture

   Outline
   Overview of Basic Film/video Production Processes

   planning
   shooting
   continuity editing
   classical Hollywood style

   Approximate Time In Hours
   6.00

2. Lecture

   Outline
   Scriptwriting for Short Film/Videos

   public service announcements
   commercials
   audio spots
   short fiction projects
   music videos
   documentaries

Approximate Time In Hours
10.00

3. Lecture

Outline
Preproduction Strategies

casting
location scouting
storyboarding
budgeting
equipment proficiencies
rehearsals
obtaining permits

Approximate Time In Hours
10.00

4. Lab

Outline
Shooting of selected student films and videos

Approximate Time In Hours
30.00

5. Lab

Outline
Postproduction Strategies

logging footage
planning soundtracks

Approximate Time In Hours
4.00

6. Lab

Outline
Postproduction

editing picture
sound of student projects

Approximate Time In Hours
20.00

7. Lecture

   Outline
   Screening and critiques of student projects

   Approximate Time In Hours
   10.00

Course Objectives

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

1. Identify the various job functions associated with single-camera film/video productions.
2. Develop an idea for a film/video project from concept to final shooting script or storyboard.
3. Demonstrate basic skills needed to professionally operate various film, video, and digital production equipment.
4. Write and produce films and videos for various forms of distribution, including local broadcasting and the Internet.
5. Utilize emerging digital technologies as they apply to film/video production.

Student Learning Outcomes

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

1. Advance Visual and Audio Storytelling - At the end of this course, students will be able to communicate beliefs and ideas using visual and audio mediums.

2. Story Development - At the end of this course, students will be able to demonstrate how to effectively structure and write a short script for the screen.

3. Making Films - At the end of this course, students will be able to demonstrate how to to collaborate and explore the expressive principles of visual and audio communication.

Methods of Instruction

- Demonstration

  Instructors are expected to demonstrate directing and production techniques and ideas in class.

- Discussion

  In-class discussion are expected and necessary to foster community and work through story ideas and techniques as well as directing and production ideas and techniques.

- Group Activities

  Students are expected to, but not required, to work collaboratively for their final project; however, in-class exercises are collaborative.

- Guest Speakers

  Guest speakers versed in production are welcomed.

- Lecture

  The instructor is expected to lecture about theories, approaches, and techniques related to storytelling, directing, and production in an effort prepare students to create a short film.

- Multimedia presentations

  Students will screen each exercise and short film produced in class. The purpose of the screening is receive feedback and critiques from the instructor and classmates.

  The class will also have an end of the semester graded screening in which all of the

students will screen their final films for a grade. Each student is required to stand in front of the class and receive feedback via questions and comments by students and faculty in attendance.

Methods of Evaluation

- Substantial writing assignments
- Skills demonstrations

Assignment Examples

Reading Assignments:
Possible readings could introduce students to intermediate concepts in directing, cinematography, editing, sound, screenwriting, and visual storytelling. Assignments might include essays, interviews, production case studies, and critical readings that connect filmmaking techniques to creative choices and collaborative production practices.

Writing Assignments:
Writing assignments could include short film treatments, scene breakdowns, screenplays, director's statements, production plans, script revisions, and reflective essays about students' filmmaking choices. Students might also write critiques of their classmates' projects, focusing on cinematography, directing, sound, editing, and storytelling.

Outside-of-Class Assignments:
Shooting and editing a short scene (or complete film), completing cinematography or lighting exercises, recording and designing sound, directing a short performance, recreating a scene from an existing film, or producing a brief documentary or narrative project(s). Students could also keep a production journal documenting their creative decisions, challenges, and revisions.

Some assignments require critical thinking:
Create several short film (under four minutes) projects. The Final Project is included in the aforementioned short film projects. The Final Project should make a substantial portion of their grade.

Course Materials

1. **Author:** Bethany Rooney and Mary Lou Belli
   Title: Directors Tell the Story: Master the Craft of Television and Film Directing
   Publisher: Routledge
   ISBN-13: 9781032849751
   Year: 2025
   Or Equivalent: No
2. **Author:** David Landau and Bruce Finn
   Title: Multi-Camera Cinematography and Production: Camera, Lighting, and Other Production Aspects for Multiple Camera Image Capture
   Publisher: Bloomsbury Academic
   ISBN-13: 9781501374654
   Year: 2024
   Or Equivalent: No

1. **Other:**
   16 or 32 gb SD or Compact Flash card. An external storage device, preferably a 1TB hard drive, is strongly recommended.

Minimum Qualification

1. Film and Media Studies
Condition

2. Media Production
Condition

Course Outline of Record

Course Information

Course Information

Course Discipline: FILM

Course Division: Fine Arts, Communication and Humanities

Course Number: 114

Full Course Title: The Social Media Influencer

Short Title: The Social Media Influencer

TOP Code: 061400 - Digital Media

SAM Code: C - Clearly 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:
2022-06-27

Course Description

Students will study the history of the influencer in culture, crowd psychology, and the role that social influencers play with regards to media, consumerism, and activism. Students will be expected to create, design, and initiate social influencer campaigns of their own.

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 Content

1. Lecture

   Outline
   Introduction and goals. Students will be introduced to the goals for the course and requisite expectations.

   Approximate Time In Hours
   2.00

2. Lecture

   Outline
   Students will learn about and discuss the history of the influencer in culture.

   Approximate Time In Hours
   4.00

3. Lecture

   Outline
   Students will learn about and discuss research findings and field observations to discuss attributes and metrics of crowd psychology.

   Approximate Time In Hours
   4.00

4. Lecture

   Outline
   Students will learn about and discuss the causes/effects of media, consumerism, and activism.

   Approximate Time In Hours
   4.00

5. Lecture

   Outline
   Students will learn about and discuss case studies of estabished influencer campaigns as well as how to develop said campaigns for themselves and their own interests.

   Approximate Time In Hours
   6.00

6. Lecture

   Outline
   Students will learn about and discuss the multimedia tools available that have assisted in the implementation, production, and distribution of successful influencer and social media campaigns. Students will learn how to use these tools for their own campaigns.

   Approximate Time In Hours
   6.00

7. Lecture

   Outline
   Students will learn about and discuss the strategies available that have assisted in the planning and implementation of successful influencer and social media campaigns. Students will learn how to use these marketing strategies for their own campaigns.

   Approximate Time In Hours
   6.00

8. Lecture

   Outline
   Review of covered topics as well as an in-depth look into how influencer culture may change and adapt with new media and technologies.

   Approximate Time In Hours
   4.00

9. Lab

   Outline
   Social influencer case study. Students will research and examine specific social influencers who represent particular topics of interest (i.e., fashion, gaming, sports). Students will discuss and present their findings regarding (but not limited to) what makes certain influencers effective (or not), what makes them unique, and an analysis of techniques employed by the influencers to maintain and grow their audiences.

   Approximate Time In Hours
   10.00

10. Lab

    Outline
    Topic case study. Students will select a particular topic of interest (i.e., fashion, gaming, sports) and research how/if influencer culture addresses aforementioned topic. Students will discover if any aspects of the selected topic remains un- or under-addressed in the current influencer space.

    Approximate Time In Hours
    10.00

11. Lab

    Outline
    Influencer interview(s). Students will contact an influencer (or influencers) or interest and interview them to discover more about the influencer's methods, their voice, and strategies to maintain and grow their content offerings and audiences.

    Approximate Time In Hours
    10.00

12. Lab

    Outline
    Students will plan, strategize, implement, grow, and maintain their own social media influence campaigns about a chosen topic of interest. Students will employ their knowledge of social media, influencer/audience culture, and digital tools to create full campaigns.

    Approximate Time In Hours
    24.00

Course Objectives

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

1. Lecture

   Demonstrate knowledge of the history of influencers in history and culture.

2. Lecture

   Demonstrate knowledge of production and marketing techniques used by social media influencers.

3. Lab

   Demonstrate interview and case study skills to achieve a holistic analysis and understanding of influencer culture.

4. Lab

   Demonstrate knowledge of how to create a social media campaign for a personality, brand, or nonprofit.

Student Learning Outcomes

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

1. Design, develop, and implement social media campaigns for themselves, various brands, nonprofits, and activist causes.

2. Acquire an understanding of the influencer in historical and cultural contexts.

3. Acquire the technical skills to develop, schedule, publish, and analyze a social media marketing campaign using industry-standard platforms and tools.

Methods of Instruction

- Demonstration
- Discussion
- Group Activities
- Guest Speakers
- Internet Presentation/Resources
- Laboratory
- Lecture
- Multimedia presentations

Methods of Evaluation

- Skills demonstrations

- Exams/Quizzes

Assignment Examples

Reading Assignments:
Book chapters or articles on influencer culture, personal branding, audience engagement, content strategy, platform algorithms, and the business and ethics of sponsored content. Students might also read and analyze case studies of successful influencer campaigns and discussions of authenticity, privacy, disclosure, and the impact of social media on audiences.

Writing Assignments:

- Social Influencer Interview - Select a high-profile social influencer, contact them, and discuss their brand. How did they start? How did they grow? Where do they see themselves expanding? What advice do they have?

- Begin a Social Influence Campaign - Choose a topic that interests you (e.g., fashion, gaming, politics, media), design an influencer strategy, and initiate it. How will you attract an audience? How will you develop your unique voice? What follower growth strategies will you use?

Outside-of-Class Assignments:
Creating a personal brand and content strategy, producing a series of short-form social media posts, analyzing engagement metrics, and/or developing a mock sponsored-content campaign. Students could also audit an influencer's social media presence and write a brief report evaluating their content, audience, branding, and engagement strategies.

Some assignments require critical thinking:

- Social Influencer Case Study - Pick an influencer who has gained prominence over the past three years. Analyze what they promise their fans, what they deliver to their fans, what makes them popular.

- Social Influencer Topic Case Study - Choose a topic (e.g., fashion, gaming, politics, media) covered by at least a half dozen social influencers. How do they each cover the same topic? What similarities exist? What differences?

Course Materials

1. **Author:** Nils S. Borchers, Mariah L. Wellman, and Liselot Hudders

Title: The Routledge Companion to Social Media Influencers

Publisher: Routledge

ISBN-13: 978-1-032-83007-0

Year: 2026

Or Equivalent: No

Minimum Qualification

1. Media Production
Condition

2. Film and Media Studies
Condition

Course Outline of Record

Course Information

Course Information

Course Discipline: BTEC

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

Course Number: 95

Full Course Title: Work Experience Education

Short Title: Work Experience Education

TOP Code: 043000 - Biotechnology and Biomedical Technology

SAM Code: C - Clearly Occupational

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

Transfer Status B - Transferable to CSU only.

Course Description

Through a set of learning objectives established by the student, supervisor, and instructor, each student will work with and learn from professionals in the biotechnology and related life science fields. These experiences will enable students to improve job skills, analyze career opportunities and requirements, and compare them to personal abilities and career expectations.

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

Course Standards

Lecture Hours:
Activity Hours:
Lab Hours:
54.000 - 216.000
Outside-of-Class Hours:
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:
-
Activity Hours:
-
Lab Hours:
54.000 - 216.000
Outside-of-Class Hours:
-
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
-
Lecture Units:
-
Activity Units:
-
Lab Units:
1.000 - 4.000
Min/Max Units:
1.000 - 4.000
Total Hours:
54.000 - 216.000
Grading Method:
Letter grade only

Requisites

1. Other

   Non Course Requirements

Approved employment, internship, apprenticeship, research or laboratory placement, or volunteer work related to biotechnology or a related life science field. Completion of or concurrent enrollment in at least one biotechnology course.

Course Content

1. Lab

   Outline
   Credit for one unit of work experience is 54 hours.

   Approximate Time In Hours
   54.00

2. Lab

   Outline
   Credit for two units of work experience is 108 hours.

   Approximate Time In Hours
   108.00

3. Lab

   Outline
   Credit for three units of work experience is 162 hours.

   Approximate Time In Hours
   162.00

4. Lab

   Outline
   Credit for four units of work experience is 216 hours.

   Approximate Time In Hours
   216.00

Course Objectives

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

1. Lab

   Analyze career opportunities in biotechnology and related life science fields and compare them to personal skills, interests and career expectations.

2. Lab

   Explain how biotechnology coursework applies to practical problems encountered in the workplace.

3. Lab

   Complete work-based projects using biotechnology knowledge, technical skills, and problem-solving strategies while undertaking new or expanded workplace responsibilities.

4. Lab

   Develop new knowledge and job skills that contribute to occupational or educational goals in biotechnology.

Student Learning Outcomes

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

1. Demonstrate effective communication and collaboration within a biotechnology or life science workplace.

2. Evaluate workplace performance and skill development in relation to individualized learning objectives and professional expectations.

3. Analyze how workplace experiences and professional networking contribute toeducational and career goals in biotechnology.

Methods of Instruction

- Laboratory

Methods of Evaluation

- Problem solving demonstrations (computational or non-computational)

If you selected "Other", please provide details.
Students will be evaluated based on achievement of individualized workplace learning objectives, employer or worksite supervisor evaluations, and faculty assessment of student progress.

Assignment Examples

Reading Assignments:
Review workplace policies, procedures, job descriptions, and career-related materials relevant to the student's work experience.

Writing Assignments:
Document progress toward individualized learning objectives and reflect on workplace experiences, professional skills, and career opportunities.

Outside-of-Class Assignments:
No additional out-of-class assignments are required. Students complete individualized learning objectives through supervised paid or unpaid work experience.

Course Materials

1. Other:
   As appropriate to the student's work experience, materials may include workplace policies, standard operating procedures, safety guidelines, technical manuals, industry publications, and career development resources.
2. Other:
   Work Experience Education learning agreements, learning objectives, work-hour documentation, and evaluation forms.

Minimum Qualification

1. Biotechnology
Condition

Course Outline of Record

Course Information

Course Information

Course Discipline: BTEC

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

Course Number: 99

Full Course Title: Independent Study

Short Title: Independent Study

TOP Code: 043000 - Biotechnology and Biomedical Technology

SAM Code: C - Clearly Occupational

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

Course Description

This course provides opportunities for advanced study in biotechnology beyond topics covered in regularly scheduled courses. Students develop and complete independent study projects in consultation with an instructor (54 hours per unit).

Note: Transfer limitations apply.

Course Standards

Lecture Hours:
18.000 - 54.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
36.000 - 108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:
18.000 - 54.000
Activity Hours:
-
Lab Hours:
-
Outside-of-Class Hours:
36.000 - 108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
-
Lecture Units:
1.000 - 3.000
Activity Units:
-
Lab Units:
0.000 - 0.000
Min/Max Units:
1.000 - 3.000

Total Hours:
18.000 - 54.000

Grading Method:
Both - Letter with Pass/No Pass Option

Requisites

1. Prerequisite

Subject BTEC - Biotechnology

Requisite Course BTEC 101 - Introduction to Biotechnology (Active)4.000 - 4.000

Condition or

2. **Prerequisite**

   Subject BTEC - Biotechnology

   Requisite Course BTEC 150 - Techniques in Cell and Molecular Biology (Active)0.000 - 0.000

   Condition or

3. **Prerequisite**

   Subject BTEC - Biotechnology

   Requisite Course BTEC 200 - Quality and Regulatory Practices in Biomanufacturing (Active)3.000 - 3.000

   Condition or

4. **Prerequisite**

   Subject BTEC - Biotechnology

   Requisite Course BTEC 210 - Technical Communication for Regulated Environments (Active)0.000 - 0.000

   Condition or

5. **Prerequisite**

   Subject BTEC - Biotechnology

   Requisite Course BTEC 220 - Biomanufacturing (Active)4.000 - 4.000

   Condition or

Course Content

1. **Lecture**

   Outline
   The topic of study and the types of projects to be included are to be developed through consultation between the student and the instructor (1 unit of credit).

   Approximate Time In Hours
   18.00

2. Lecture

   Outline
   The topic of study and the types of projects to be included are to be developed through consultation between the student and the instructor (2 units of credit).

   Approximate Time In Hours
   36.00

3. Lecture

   Outline
   The topic of study and the types of projects to be included are to be developed through consultation between the student and the instructor (3 units of credit).

   Approximate Time In Hours
   54.00

Course Objectives

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

1. Lecture

   Develop research and critical thinking skills applicable to the field of biotechnology.

2. Lecture

   Demonstrate independent learning through the completion of an approved biotechnology project.

Student Learning Outcomes

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

1. Apply relevant biotechnology concepts and principles to an independent study project.

2. Analyze information or results and draw conclusions related to the independent study project.

Methods of Instruction

- Demonstration

- Laboratory
- Lecture

Methods of Evaluation

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)

Assignment Examples

Reading Assignments:
Review scientific journal articles, technical reports, industry publications, and/or biotechnology protocols relevant to the approved project.

Writing Assignments:
The assignments will be determined by the instructor and student based on the nature of the topics under study.

Outside-of-Class Assignments:
Outside-of-class assignments will be developed by the instructor dependent upon the nature of the independent study project.

Some assignments require critical thinking:
The college-level critical thinking assignments will be determined by the instructor and student, based on the nature of the topics under study.

Course Materials

1. Author: -
   Title: -
   Publisher: -
   Year: 0
   Rationale for older textbook:
   Required texts will be determined by the instructor and student.
   Or Equivalent: No

1. Other:
   Other materials will be determined by the instructor and student.

Minimum Qualification

1. Biotechnology
Condition

Proposed Policy: Course Deactivation

Purpose

This policy confirms that Compton College maintains a current, accurate, and academically sound curriculum in compliance with Compton College BP 4020 to "establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance."

This course deactivation process ensures that Compton College's catalog accurately represents courses that are viable, current, supported, and accessible to students. This policy applies to all credit and noncredit courses approved by the College Curriculum Committee and listed in the College catalog, schedule of classes, and Chancellor's Office Curriculum Inventory (COCI).

Policy Statement

Courses that meet one or more of the following conditions are subject to review for possible deactivation:

~~The following courses require a course review within the next established cycle.~~

- Courses that are out of compliance with the course review schedule (five years for standard courses, or two years for Career Technical Education courses).
- Courses that have not been offered or have been offered unsuccessfully (i.e., canceled prior to running) for four consecutive academic years.

- For each identified course, the Division must either complete the required course review, where applicable; recommend the course for deactivation; or request an exemption.
- A Division will be provided one academic year to address an identified course that is out of compliance. Discipline faculty and the Division Chair must provide an initial response by the end of the fall semester indicating whether the Division intends to deactivate the course or pursue an exemption. A complete exemption request must be submitted by the end of the spring semester.
- A course that remains out of compliance with the applicable criteria at the conclusion of this process will be considered for deactivation unless an exemption is approved by the Curriculum Committee and Academic Senate.

~~If a course review is not submitted during the next review cycle, the courses will be deactivated unless the division, by full-time faculty or the division chair if faculty is not~~

~~available, submits an exemption for them, and it is approved by the College Curriculum Committee and the Academic Senate.~~

Annual Course Review and Currency Evaluation

At the start of each fall semester~~, in collaboration with the Office of Institutional Effectiveness,~~ the Office of Academic Affairs, in collaboration with the Office of Institutional Effectiveness, will identify courses that meet one or more of the following conditions:

- Have not been offered or have been offered unsuccessfully for four consecutive academic years; and
- Have exceeded the locally established course review cycle ~~(e.g.~~, five years for standard courses, two years for Career Technical Education courses,~~)~~ without completing the required curriculum review.

Division Notification

The identified course list will be distributed to:

- Division Deans
- Department Chairs
- Division Curriculum Committee Faculty Representatives
- College Curriculum Committee Chair

The notification will specify whether each course~~s~~ has been ~~in~~identified identified ~~are being reviewed~~ due to a lack of successful scheduling or~~/~~ offering history, ~~a lack of~~ failure to complete~~d~~ the required course review, or both.

The Division will have the academic year in which notification is received to address the identified course in accordance with this policy.

Division Faculty Review

The Division Curriculum Committee Faculty Representative will consult with discipline faculty, the Division Chair, and the Division Dean, as appropriate, to determine the ~~appropriate~~ recommened action for each identified course.

Discipline faculty and the Division Chair must provide a response by the end of the fall semester indicating whether the Division intends to:

1. Recommend the course for deactivation; or
2. Pursue an exemption from deactivation.

When no full-time faculty member is assigned to the discipline, the Division Chair shall make a reasonable effort to consult with available part-time faculty in the discipline, when possible, before determining the Division's recommended action.

A Division pursuing an exemption must submit a complete Course Deactivation Request Form and all required supporting information to the Curriculum Committee by the end of the spring semester.

~~The Division must submit a Course Deactivation Request Form to the College Curriculum Committee by the end of the fall semester after receiving the list of courses to be deactivated.~~

Course Deactivation Request: Division Response Options

The Division must select one of the following options on the Course Deactivation Request Form:

a. Request for Deactivation

A Division may ~~recommened~~recommend deactivation when a course has not been successfully offered for four consecutive academic years and/or has not completed the required course review within the established review cycle.

Upon final approval of deactivation, the course will:

~~Courses approved for deactivation through the curriculum process will be administratively deactivated due to a lack of recent offering and/or failure to complete the required course review. Deactivated courses will:~~

- Be removed from active scheduling.
- Be administratively deactivated or updated, as appropriate, in Banner, the Chancellor's Office Curriculum Inventory (COCI), and CurrIQunet.
- Be removed from the next published college catalog.

Deactivated courses may be reactivated only ~~after~~ through completion~~g~~ of the ~~the~~ full curriculum review and approval process in accordance with current ACCJC, CCCCO, and local standards.

b. Request for Exemption

A Division that indicates its intent to pursue an exemption by the end of the fall semester must submit the complete exemption request by the end of the spring semester.

Requests for exemption must include a written justification submitted by the Division Chair, in consultation with appropriate faculty when available, that includes: ~~from the Division Chair (or designee) explaining:~~

- 1. An explanation of w~~W~~hy ~~was~~ the course was not offered, and/or why was the required course review not completed within the established ~~required~~ review cycle?
2. A detailed plan and timeline to successfully offer the course and/or complete the required course review within the next two academic years.
3. An explanation of the continued curriculuar need for the course, including its role within the Division's Programs, certificates, degrees, transfer pathways, or course offerings, as applicable.
4. ~~Identifation~~Identification of the faculty member, department, or Division representative responsible for completing the ~~proporsed~~proposed corrective actions.
- 5. The anticipated semester or academic year in which the course will be offered and/or the required curriculum review will be ~~compelted~~completed.

An ~~A~~approved exemption~~s enable~~ permits the course to remain active ~~in the college catalog for a specified period, subject to a follow-up review.~~until the next appropriate review. Courses that remain out of compliance will be returned to the Curriculum Committee for consideration of deactivation.

~~**Note:** If no response is received from the Division by the end of the fall semester, the course will be automatically placed on the first spring College Curriculum Committee's agenda for consideration of deactivation.~~

Failure to Respond or Complete the Required Process

If the Division does not provide the required initial response by the end of the fall semester indicating whether it intends to deactivate the course or pursue an exemption, the identified course will automatically be placed on the Curriculum Committee agenda during the spring semester as an action item for consideration of deactivation.

If the Division ~~indicates~~provides a response indicating its intent to pursue an exemption but does not submit a complete exemption request by the end of the spring semester, the identified course will be placed on the Curriculum Committee agenda as an action item for consideration of deactivation.

Commented [MM1]: suggestion to make note that the exemption is approved by the CCC in this section. The details are given in CCC section.

College Curriculum Committee Review

The College Curriculum Committee will review all submitted Course Deactivation Request Formss as Aaction iitems, including recommendations for deactivation and requests for exemptions.

As part of its deliberation, the Committee will consider:

- Justifications submitted for exemptions.
- Compliance with required course review timelines.
- The history of successful or unsuccessful course offerings.
- The continued curricular need for the course.
- The Division's plan and timeline for bringing course into compliance.
- The impact on certificates, degrees, and programs, transfer pathways, and student progression resulting from the continued unavailability or outdated status of the course.

The Ccurriculum Committee may approve an exemption or recommend a course for deactivation.

Final Action

Courses recommended for deactivation by the Curriculum Committee, including courses for which an exemption is not approved or for which the required Division response or exemption documentation was not submitted, will be forwarded to the Academic Senate for approval of deactivation.

Upon final approval of deactivation, the Curriculum Analyst will complete the required administrative actions in Banner, COCI, and CurrIQunet and ensure that the course is removed from the next published College catalog.

~~Courses not approved for retention or exemption will be forwarded to the Academic Senate for approval of deactivation. Upon final approval of deactivation, the Curriculum Analyst will deactivate courses in Banner, COCI, and CurrIQunet and remove them from the next published college catalog.~~

Course Deactivation Request Form (Sample Form)

Course: _____

Division: _____ **Discipline:** _____

Division Chair: _____ **Discipline Faculty:** _____

Division Response

Select one:

☐ Request for Deactivation

Reason for requested deactivation:

☐ Course has not been successfully offered for four consecutive academic years.

☐ Course has not completed the required course review within the established review cycle.

☐ Both conditions apply.

☐ Request for Exemption

If requesting an exemption, provide the following justification:

1. **Reason for Noncompliance**
   Why has the course not been successfully offered and/or why has the required course review not been completed within the established review cycle?

2. **Corrective Action Plan**
   How will the Division successfully offer the course and/or complete the required course review during the exemption period?

3. **Continued Curricular Need**
   Explain the continued need for the course and how it supports the Division's programs, certificates, degrees, transfer pathways, or other course offerings.

4. **Responsible Faculty or Division Representative**
   Identify the faculty member, department, or Division representative responsible for completing the proposed corrective actions.

5. **Anticipated Timeline**
   Identify the anticipated semester or academic year in which the course will be successfully offered and/or the required curriculum review will be completed.

Required Timeline

The Division must indicate by the end of the fall semester whether it intends to request deactivation or pursue an exemption.

A complete Request for Exemption, including the justification and corrective action plan above, must be submitted by the end of the spring semester.

Faculty Consultation

When full-time faculty are assigned to the discipline, appropriate discipline faculty shall be consulted regarding the proposed action.

When no full-time faculty member is assigned to the discipline, the Division Chair shall make a reasonable effort to consult with available part-time faculty in the discipline, when possible.

~~Course Deactivation Request Form (Sample Form)~~

~~(Required Elements)~~

☐ **~~Request for Deactivation~~** ~~(due to lack of offering or failure to complete the required course review)~~

☐ **~~Request for Exemption~~**

~~If requesting an exemption, provide the following justification:~~

- ~~Why has the course not been offered, or why has the course review not been completed?~~
- ~~How will the Division offer the course and/or complete course review and utilize this course within the next three academic years?~~

Current Program Review Curriculum Related Questions (Do not edit these)

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
2. Explain any course additions to current course offerings.
3. Explain any course deletions and inactivations from current course offerings.
4. Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
5. Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.
6. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.
7. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.
8. List any related recommendations

Proposed Program Review Language (Edit these)

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years. Identify any courses that have not been recently reviewed or updated in CurriQunet.
2. Explain any course additions to current course offerings.
3. Explain any course deletions and inactivations from current course offerings.
4. If courses have been added, revised, deleted, or inactivated, have the corresponding degrees and certificates been updated to reflect those changes? Explain any needed program updates.
5. Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
6. Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.
7. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.
8. Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.
9. List any related recommendations.

Current Rubric (Do not edit these)

Section 3 – Curriculum

	☐ Yes	☐ No
Does the program review include an updated timeline for reviewing all courses on a 6-year cycle?		
Does the review describe any curriculum revisions related to course offerings (e.g., new courses, course deletions and/or inactivations)?	☐ Yes	☐ No
Does the review address courses offered via distance education?	☐ Yes	☐ No
Does the review describe and set goals for any degrees and/or certificates offered by the program?	☐ Yes	☐ No
Does the review describe any applicable licensure/certification exams, graduate pass rates, and any action plans for maintaining/improving performance relative to standard benchmarks?	☐ Yes	☐ No

Updated Rubric (yes or no) [edit these]

1. Does the program review include an updated timeline for reviewing all courses on a 6-year cycle and identify any courses that have not been recently reviewed or updated in CurriQunet?
2. Does the review describe any curriculum revisions related to course offerings (e.g., new courses, course deletions and/or inactivations)?
3. Does the review identify whether changes to course offerings have been appropriately reflected in the program's degrees and certificates?
4. Does the review address courses offered via distance education?
5. Does the review describe and set goals for any degrees and/or certificates offered by the program?
6. Does the review describe any applicable licensure/certification exams, graduate pass rates, and any action plans for maintaining/improving performance relative to standard benchmarks?

As discussed in our last meeting, the new Agenda template requires that each committee list their Committee's purpose and Committee goals. This document will begin to explore potential language to include in the template.

Purpose

The Compton College Curriculum Committee provides faculty leadership in the development, review, and approval of high-quality, current, and compliant curriculum that supports equitable access, student success, and academic program integrity through effective procedures, faculty collaboration, and continuous improvement.

Goals

1. Maintain an accurate, academically rigorous, and current curriculum that meets local, state, accreditation, and transfer requirements.
2. Ensure all degrees and certificates accurately reflect approved courses, current academic requirements, and meaningful educational pathways.
3. Establish clear, consistent, and accessible curriculum procedures that support faculty while ensuring timely and effective approvals.
4. Develop a faculty-centered support system that provides the training, resources, and assistance necessary to create and maintain high-quality curriculum
5. Proactively respond to changes in the California Community College curriculum requirements while maintaining faculty oversight of academic content.
6. Ensure that curriculum development and review support equitable access, academic success, affordability, and student completion.
7. Establish an effective, informed, and collaborative Curriculum Committee that actively participates in institutional planning and continuous improvement.