SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, May 31, 2023, 3:00 p.m.
Zoom Meeting:
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96386192571

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

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

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

Members:

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

Interested Parties:

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

Ex-Officio Members:
Jamar London

(Information items are listed numerically; action items are listed alphabetically)

VI. Information Items

1. 2023-2024 Curriculum Meeting Schedule
   - Fall 2023
     - Wednesday, September 6, 2023, 3:00pm-5:00pm
     - Wednesday, September 20, 2023, 3:00pm-5:00pm
     - Wednesday, October 4, 2023, 3:00pm-5:00pm
     - Wednesday, October 18, 2023, 3:00pm-5:00pm
     - Wednesday, November 1, 2023, 3:00pm-5:00pm
     - Wednesday, November 15, 2023, 3:00pm-5:00pm
     - Wednesday, November 29, 2023, 3:00pm-5:00pm *(tentative)*

   - Spring 2024
     - Wednesday, February 21, 2024, 3:00pm-5:00pm
     - Wednesday, March 6, 2024, 3:00pm-5:00pm
     - Wednesday, March 20, 2024, 3:00pm-5:00pm
     - Wednesday, April 3, 2024, 3:00pm-5:00pm
     - Wednesday, April 17, 2024, 3:00pm-5:00pm
     - Wednesday, May 1, 2024, 3:00pm-5:00pm
     - Wednesday, May 15, 2024, 3:00pm-5:00pm
     - Wednesday, May 29, 2024, 3:00pm-5:00pm *(tentative)*

2. IGETC/CSUGE Decisions
   - IGETC
     - ETH ST 1: Approved Area 4
     - ETH ST 6: Approved Area 4
     - ETH ST 7: Approved Area 4
     - ENGL 63: Approved Area 3B
     - GEOG 12/GEOL 12: Approved Area 5A/5C
     - GEOL 6: Denied 5A/5C
     - HIST 51: Approved Area 4; Denied Area 3B
     - KOREAN 3: Denied 6A; Phase out Area 3B effective Fall 2025
     - PSYCH 33: Denied: Area 4
     - SPAN 1B: Approved Area 6A

   - CSUGE
     - COM ST 38/ETH ST 38: Approved Area D; Denied Area F
     - ENGL 63: Approved Area C2
     - ETH ST 6: Approved Area D; Deny Area F
     - ETH ST 7: Approved Area D; Deny Area F
     - GEOL 6: Denied B1/B3
     - HIST 51: Approved Area D; Denied Area C2
     - MEDIA 10/ETH ST 10: Approved Area D; Denied Area F
     - PSYCH 33: Approved Area E; Denied Area D
     - SPAN 1A/1B: Denied Area C2
     - VAR PE 11D: Approved Area E

3. Santa Monica College General Education Update – AB 1705
   - Changing Area IV. Language and Rationality Group B – combining Option 1 and 2 courses (due to placement/proficiency tests no longer applicable under AB 705/AB 1705)..............................9

(Non-Substantial Changes)
4. ENGL 1 Reading and Composition 1
5. ENGL 59 Lesbian and Gay Literature
6. RUSS 8 Conversational Russian

(SLO Alignment/Reconciliation for META/WebISIS)
7. ECON 15 Economic History of the U.S. *(same as HIST 15)*

VII. Action Items

- Changed program type from Department Certificate to Certificate of Achievement
- Updated course description – no change to courses or units
iii.   Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business
- DEI in Curriculum

X.   Adjournment

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

This is the last Curriculum Committee meeting for 2022-2023. The 2023-2024 Curriculum Committee meeting schedule will be available on the Curriculum Committee meeting page.

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes
Wednesday, May 17, 2023, 3:00 p.m.
Zoom Meeting

Members Present:

Sal Veas, *Chair*	Susan Caggiano	Aileen Huang	Matthew Musselman
Patricia Ramos, *Vice Chair*	Javier Cambron	Alex Ibaraki	Estela Narrie
Bren Antrim	Dione Carter	Sharlene Joachim	Redelia Shaw
Mary Bober	Rachel Demski	Jing Liu	Scott Silverman
Walter Butler	Christina Gabler	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Walker Griffy		

Members Absent:

Alyssa Arreola (A.S.)	Jason Beardsley	Briana Simmons	Lydia Strong

Others Present:

Ashanti Blaize-Hopkins	Dana Nasser	Steven Sedky	Vanessa Van Wormer
Ruth Casillas	Katya Rodriguez		

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda
The meeting was called to order at 3:02 pm. Motion to approve the agenda with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Estela Narrie
The motion passed unanimously.

II. Public Comments
None

III. Announcements
We just received the decisions on the courses submitted for IGETC and CSUGE – Estela will share the details with the department chairs and share the full list of results at the next Curriculum meeting on May 31. Most courses were approved, however, every Ethnic Studies course was denied Area F.

IV. Approval of Minutes
Motion to approve the minutes of May 3, 2023, with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

V. Chair's Report
Reminder to curriculum representatives to reminder your departments that if there are proposals that need to be on the last Curriculum Committee agenda, send an email to Sal and Rachel as soon as possible. Tech Review for the last agenda will be next Monday, May 22, 2023.

VI. Information Items

(Non-Substantial Changes)
1. COUNS 20 Student Success Seminar

2. FILM 20 Beginning Scriptwriting

VII. Action Items

(Consent Agenda: Emergency DE to Fully Online and/or Hybrid)
a. ENGR 1 Introduction to Engineering
b. ENGR 21 Circuit Analysis
   Motion to approve Consent Agenda: Emergency DE to Fully Online and/or Hybrid.
   Motion made by: Estela Narrie; **Seconded by:** Alex Ibaraki
   The motion passed unanimously.

(Courses: New)
c. BUS 36 Salesforce for your Business
   Motion to approve BUS 36 with no revisions.
   Motion made by: Scott Silverman; **Seconded by:** Fariba Bolandhemat
   The motion passed unanimously.

d. GAME 3 Fundamentals of Unreal Engine
   Motion to approve GAME 3 with no revisions.
   Motion made by: Scott Silverman; **Seconded by:** Dione Carter
   The motion passed unanimously.

(Courses: Substantial Changes)
e. AQUA 3 Microbiology and Genetics for Aquaculture (Added: prerequisites: AQUA 1 and AQUA 2)
f. AQUA 4 Husbandry and Life Support in Aquaculture and Aquarium Science (Added: prerequisites: AQUA 1 and AQUA 2)
g. AQUA 5 Advanced Topics in Aquaculture (Added: prerequisites: AQUA 1 and AQUA 2)
   Motion to approve AQUA 3 (VII. e.), AQUA 4 (VII. f.), and AQUA 5 (VII. g.) prerequisites of AQUA 1 and AQUA 2 as a block with no revisions.
   Motion made by: Patrica Ramos; **Seconded by:** Susan Caggiano
   The motion passed unanimously.

h. AQUA 10A SCUBA *(same as KIN PE 49D)* (Added: prerequisite: students are required to complete a physical examination and attain a medical release from a qualified M.D.; and pre/corequisite: swim 400 yards in under 12minutes Tread water for 10 minutes Free dive to 15 ft. Swim underwater for 25 yards)
   Motion to approve AQUA 10A prerequisite of "Students are required to complete a physical examination and attain a medical release from a qualified M.D and pre/corequisite: Swim 400 yards in under 12 minutes Tread water for 10 minutes Free dive to 15 ft. Swim underwater for 25 yards" as a block with no revisions.
   Motion made by: Patricia Ramos; **Seconded by:** Scott Silverman
   The motion passed unanimously.

i. CS 42 Digital Logic (Changed: advisory from MATH 20 to MATH 4)
   Motion to approve change of advisory for CS 42 from MATH 20 to MATH 4 with no additional revisions.
   Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
   The motion passed unanimously.

j. DANCE 22A Beginning Mexican Dance (Changed: course # (was 22), name (added "Beginning"), course description/note, SLOs, course objectives/content, methods of presentation/evaluation, texts)
   Motion to approve changes to DANCE 22A with no additional revisions.
   Motion made by: Estela Narrie; **Seconded by:** Scott Silverman
   The motion passed unanimously.

k. DANCE 22B Intermediate Mexican Dance (Changed: course # (was 23), course description, catalog note, SLOs, course objectives/content, methods of presentation/evaluation, texts)
   Motion to approve changes to DANCE 22B with no additional revisions.

Motion made by: Scott Silverman; **Seconded by:** Patricia Ramos
The motion passed unanimously.

l. DANCE 31A Ballet 1A (Changed: course # (was 31), name (was "Ballet 1"), course description/note, SLOs, course objectives/content, lab content, methods of presentation/evaluation, texts)
Motion to approve changes to DANCE 31A with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

m. DANCE 32A Ballet 2A (Changed: course # (was 32), name (was "Ballet 2"), course description/note, SLOs, course objectives/content, lab content, methods of presentation/ evaluation, texts)
Motion to approve changes to DANCE 32A with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dione Carter
The motion passed unanimously.

n. ENGL 53 Latino Literature in the United States (Changed: course description, SLOs, course objectives/ content, methods of presentation/evaluation, texts, and assignments)
Motion to approve changes to ENGL 53 with no additional revisions.
Motion made by: Patricia Ramos; **Seconded by:** Scott Silverman
The motion passed unanimously.

o. OFTECH 23 Medical Billing (Medisoft) (Changed: hours/units (5 hours/3 units to 3 lecture hours/3 units), texts)
Motion to approve changes to OFTECH 23 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Estela Narrie
The motion passed unanimously.

(Courses: Distance Education)
p. BUS 36 Salesforce for your Business
Motion to approve distance education for BUS 36 with no revisions.
Motion made by: Patricia Ramos; **Seconded by:** Aileen Huang
The motion passed unanimously.

q. ENGL 53 Latino Literature in the United States
Motion to approve distance education for ENGL 53 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

r. GAME 3 Fundamentals of Unreal Engine
Motion to approve distance education for GAME 3 with no revisions.
Motion made by: Patricia Ramos; **Seconded by:** Scott Silverman
The motion passed unanimously.

(Programs: Revisions)
s. Communication Studies 2.0 AA-T
• Updated degree with the "2.0" version transfer model curriculum
Motion to approve changes to the Communication Studies 2.0 AA-T with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Alex Ibaraki
The motion passed unanimously.

t. Computer Programming AS/Certificate of Achievement
• Change MATH 20 for MATH 4 and added MATH 3 and PHILOS 9 to "or one of the following" electives in "Required Core" – no change in units
Motion to approve changes to the Computer Programming AS/Certificate of Achievement with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Fariba Bolandhemat

The motion passed unanimously.

u. Insurance Specialist Certificate of Achievement
   - Replace BUS 15 with BUS 15B for required courses, increasing major units by 1 (from 11 to 12)
   Motion to approve changes to the Insurance Specialist Certificate of Achievement with no additional revisions.
   Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano
   The motion passed unanimously.

v. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
   Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.
   - Add GAME 3 to the restricted electives for Esports Management, Production and Performance AS/Certificate of Achievement
   Motion made by: Walker Griffy; **Seconded by:** Dione Carter

VIII. New Business
   None

IX. Old Business
   - DEI in Curriculum
   No updates/discussion.

X. Adjournment
   Motion to adjourn the meeting at 4:08 pm.
   Motion made by: Patricia Ramos; **Seconded by:** Susan Caggiano
   The motion passed unanimously.

Current:

IV: LANGUAGE AND RATIONALITY: 6 semester units, 3 units selected from each group; English and Math requirement must be completed with a "C" or higher.

A minimum grade of "C" or better or "P" when a Pass is equivalent to a "C" or better grade;

or

GROUP A: Upper-division courses in English may be used to satisfy competency requirements for the degree or Possession of an Associate degree, Bachelor's degree or higher from a regionally accredited College or University.

GROUP B: Upper-division courses in Math may be used to satisfy competency requirements for the degree or Possession of an Associate degree, Bachelor's degree or higher from a regionally accredited College or University

GROUP A: Select one of the following courses
- ENGL 1 *or* 1D *or* BUS 31

GROUP B: Choose one option from the following;

OPTION 1: Complete 1 of the following courses
- ACCTG 45 *(same as BUS 45) (satisfies area if completed Spring 2018 or later)*
- BUS 45 *(same as ACCTG 45) (satisfies area if completed Spring 2018 or later)*
- CS (10) *(formerly same as Math 10)*, 77A, 77B
- MATH 1, 1B *or* 1C *(if Math 18, 20, or 50 level satisfied)*
- MATH 2, 3, 4, 7, 8, 10 *(formerly same as CS 10)*, 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, 54

OPTION 2: Complete the SMC math placement process or pass the math proficiency test** and complete 1 of the following courses:
- ACCTG 1, 2
- COM ST 21, 31
- CS 5, 6, 7, 15, 17, 18, 19, 20A, 20B, 30, 32, 33, 34A, 36, 37, 50, 51, 52, 53A, 53B, 54, 55, 56, 77B, 80, 81, 82, 83, 83R, 84, 85, 86, 87A, 87B
- HIST 47
- PHILOS 7, 9
- PSYCH 7
- SOCIOL 4

**Students may complete this exam any time within one year of their anticipated graduation date. Note that students may retest after a two-week waiting period.

New:

IV: LANGUAGE AND RATIONALITY: 6 semester units, 3 units selected from each group; English and Math requirement must be completed with a "C" or higher.

A minimum grade of "C" or better or "P" when a Pass is equivalent to a "C" or better grade;

or

GROUP A: Upper-division courses in English may be used to satisfy competency requirements for the degree or Possession of an Associate degree, Bachelor's degree or higher from a regionally accredited College or University.

GROUP B: Upper-division courses in Math may be used to satisfy competency requirements for the degree or Possession of an Associate degree, Bachelor's degree or higher from a regionally accredited College or University

GROUP A: Select 1 course from the following:
- ENGL 1 *or* 1D *or* BUS 31

GROUP B: Select 1 course from the following;
- ACCTG 1, 2, 45 *(same as BUS 45) (satisfies area if completed Spring 2018 or later)*
- BUS 45 *(same as ACCTG 45) (satisfies area if completed Spring 2018 or later)*
- COM ST 21, 31
- CS 77B
- HIST 47
- PHILOS 7, 9
- PSYCH 7
- SOCIOL 4
- MATH 1, 1B *or* 1C *(if Math 18, 20, or 50 level satisfied)*, 2, 3, 4, 7, 8, 10 *(formerly same as CS 10)*, 11, 13, 15, 18, 20, 21, 26, 28, 29, 32, 41, 49, 50, 54

**Students may complete this exam any time within one year of their anticipated graduation date. Note that students may retest after a two-week waiting period.

	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
ENGLISH AA-T							**CSU GE**				
SEMESTER 1	ENGL 1		GE	A2	YES	3	9				
	COUNS 20		EL			3	9			YES	
	MATH		GE	B4		4	12				MATH 54 or 21
	GE		GE	D		3	9			YES	
	EL		EL			1	3				Recommend LIBR 1
	TOTAL Semester 1					**14**	**42**				
SEMESTER 2	ENGL 2	1	GE / PR	A3	YES	3	9		ENGL 1 (P)		
	GE		GE	D		3	9			YES	Recommended POL SC 1 for CSU grad req'mt
	GE		GE	B1 or B2		4	12				
	GE		GE	C1		3	9			YES	
	COM ST		GE	A1		3	9				COM ST 11, 12, 16 or 21
	TOTAL Semester 2					**16**	**48**				
SEMESTER 3	RE	2	RE / GE	C2		3	12		ENGL 1 (P)	YES	LIST A: ENGL 3, 4, 5, 6, 7, or 8
	GE		GE	B1 or B2		3	9				
	EL		EL			3	9			YES	
	GE		GE	F		3	9				
	PR	1	PR / GE	C2		3	9		ENGL 1 (P)		Choose one: ENGL 10, 18, 34, 41,53, 54, or 59
	TOTAL Semester 3					**15**	**48**				
SEMESTER 4	EL		EL			3	9				
	RE	1	RE			3	9		ENGL 1 (P)		LIST B (or LIST A not used)
	RE	2	RE			3	9		ENGL 1 (P)	YES	LIST C (or LIST A or B not used)
	EL		EL			3	9			YES	Recommended US HIST for CSU grad req'mt
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS: Different CSU campuses require specific literature courses. Recommended to visit www.assist.org for sufficient preparation.

New Course: BIOLOGY 31, Fundamentals of Biotechnology 2: From Genes to Proteins

Units:	5.00
Total Instructional Hours (usually 18 per unit):	162.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	6.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	May 2021
Transferability:	Transfers to CSU, UC (pending review)
IGETC Area:	5B: Biological Science (pending review) 5C: Physical or Biological Science LABORATORY (pending review)
CSU GE Area:	B2 - Life Science (pending review) B3 - Laboratory Sciences (pending review)
SMC GE Area:	Area I: Natural Science (pending review)
Degree Applicability:	Credit - Degree Applicable
Pre/Corequisite(s):	CHEM 10
Prerequisite(s):	BIOL 3 or BIOL 21 or BIOL 30
Proposed Start:	Fall 2023
TOP/SAM Code:	043000 - Biotechnology and Biomedical Technology / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Biological Sciences, Biotechnology
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate: Stackable Biotechnology Certificate #1: Biotechnology/Life Sciences Laboratory Assistant

Rationale

This course is part of the new proposed Biotechnology Program leading to stacked certificates and an associate degree. The program will train students to work as technicians in higher wage jobs in the rapidly growing biotechnology industry around Santa Monica and the Greater Los Angeles area.

I. Catalog Description

This course will introduce students to fundamental molecular and protein chemistry techniques that are essential to the biotechnology field and workforce. This course is designed to prepare students to enter the growing biotechnology workforce or to transfer. Students that complete this course will be prepared for the biotechnology internship course and to take the Los Angeles Regional Bioscience/Biotechnology Industry-Valued Credential or equivalent exams. Topics explored in this course include maintaining an industry standard notebook, following and writing SOPs, and utilizing a digital quality management software; lab safety regulations, aseptic technique, and quality control protocols; preparing and sterilizing solutions, reagents, and experimental materials; usage and maintenance of state-of-the-art laboratory equipment; bioinformatics; and amplifying, extracting, purifying, and analyzing polynucleotides and proteins. These concepts are explored by means of class discussions and projects, reading assignments, and lab activities. The course is intended as preparation for the advanced biotechnology skills and methods courses as well as internships. By the end of the course, students should be able to demonstrate competency in following and editing SOPs, explain fundamental molecular and protein chemistry methods, and apply their training to use and maintain laboratory equipment.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Biotechnology: A Laboratory Skills Course, 2nd, Brown, J.K., Bio-Rad Laboratories, Inc © 2018
2. Basic Laboratory Calculations for Biotechnology, 2, Lisa Seidman, CRC Press © 2021
3. Basic Laboratory Methods for Biotechnology, 3, Lisa Seidman, CRC Press © 2022
4. Carson, S., et al. Molecular Biology Techniques: A Classroom Laboratory Manual, Academic Press

III. Course Objectives

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

1. Demonstrate the process of following and editing a standard operating procedure; keeping an industry standard notebook; making and sterilizing solutions; and applying the scientific method to design a small-scale experiment
2. Use and maintain state-of-the-art biotechnology laboratory equipment that is meant to amplify, isolate, and analyze nucleic acids and proteins
3. Communicate and interview with industry professionals that are experts in their fields; describe how biotechnology companies are structured and how they function; and articulate methods and strategies to make laboratory spaces more inclusive for scientists living with disabilities.
4. Think critically about scientific data, quality control procedures, and ethical practices in biotechnology as well as utilize metacognitive processes and executive function strategies to improve the retention of foundational concepts and improve efficiency in the laboratory.

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Field Trips, Projects, Visiting Lecturers
Other Methods: The primary means of instruction are lecture presentation, technical hands-on instruction, and laboratory experience. Digital media are used in moderation to present materials, which may be more adequately treated by these methods. Slides, computer presentations, and other web-based instructional technologies may be used to illustrate the lectures and to clarify laboratory exercises. Demonstrations and microorganisms are used when available and appropriate. Students are provided with a variety of extracurricular activities, which may be assigned, optional, or extra credit. These include industry tours, web/internet searches, and exercises in quality control and regulation. Hands-on activities are stressed in the laboratories. Many exercises are designed to provide experience with scientific methodology and soft-skills development, in addition to teaching the biotechnology concepts involved. Discussions and a cooperative learning environment are required in the laboratory.

V. **Course Content**

% of Course	Topic
5.000%	Overview of Biotechnology Applications, Project Management, & the Modern-Day Workforce

5.000%	Laboratory Safety, Standard Operating Procedures (SOPs), & Regulatory Practices
	 • General practices
	 • SOPs
	   ○ Interpreting and identifying errors in SOPs
	   ○ Digital quality management software
	 • Regulatory practices
	   ○ Local, State, Federal
	   ○ OSHA
	   ○ ISO

4.000%	Review of Cellular Structures & Biomolecules • Prokaryotic & eukaryotic cellular structures • Biomolecules & their properties

5.000%	Advanced DNA Structure & Function (Eukaryotic Vs. Prokaryotic)
	 • DNA replication, mutation, & repair
	 • Gene expression
	   ○ Transcription
	   ○ Translation
	 • Epigenetics & types of protein modifications

5.000%	Introduction to Microbiology • Classifying microbial organisms • Structural and functional features of viruses and bacteria • Replication of genetic material & reproduction in viruses and bacteria • Biotechnology applications of bacteria and viruses
3.000%	Bioinformatics • Selecting appropriate databases • Using alignment tools to compare nucleic acid and protein sequences • Search for related sequences • Interpret alignment results

3.000%	Experimental Design • Scientific method overview • Review of independent and dependent variables • Identifying controlled variables • Selecting and designing experimental controls
25.000%	DNA Technology for Gene Cloning & Recombinant Plasmid Construction • Polymerase Chain Reaction o Designing Primers and making the master mix o Thermocycler principles and operation o PCR product analysis o Troubleshooting and instrument care • Restriction enzymes o Types of restriction enzymes and cutting patterns o Targeted DNA digests o Methods to select and design a restriction digest experiment o Interpreting results and troubleshooting • Agarose Gel Electrophoresis o Apparatus assembly and buffer selection o Preparation and running the gel o Troubleshooting and instrument care • Recombinant Plasmid Construction o Plasmid vector selection o DNA ligation process o Troubleshooting
5.000%	Bacterial Cell Culture Techniques • Aseptic technique • Bacterial transformation o Streaking and isolating transformed cells o Growth and plasmid purification from transformed cells o Troubleshooting
25.000%	Protein Expression & Purification • Large scale protein expression • Protein extraction methods o Chemical lysis o Sonication o Homogenization o French press o Troubleshooting • Protein separation techniques o Centrifugation methods o Troubleshooting and instrument care • Protein purification methods o Column chromatography methods o Buffer selection o Column and instrument care o Troubleshooting • Protein concentration methods o Dialysis and cellulose concentrators o Filtration and ultracentrifugation • Protein quantification and analysis o Bradford, Lowry, and BCA assays o SDS-PAGE and gel staining o Troubleshooting
10.000%	Job Search & Interview Preparation • Navigating employment databases • Preparing a resume and LinkedIn profile • Mock interviews

	Organizing and Presenting Scientific Data
5.000%	• Review of graphs and data tables • Preparing an oral presentation
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
3%	Class Participation
36%	Exams/Tests: Midterm exams (4 total)
10%	Quizzes: Lab quizzes (weekly – written or technique demonstration)
7%	Written assignments: 1 total
5%	Other: Lab Notebook Evaluation
9%	Homework
13%	Lab Reports: Lab Summary Assignments
7%	Oral Presentation
10%	Simulation: Lab practicum
100%	Total

VII. **Sample Assignments:**

Discussion Board Entry: Throughout the semester we have discussed the importance of ethical conduct in research and most recently we applied this discussion to the usage of gene editing tools. Through this discussion, you have learned how CRISPR and adeno- and lentivirus vectors function and how they have revolutionized the way in which modern medicine can treat or manage genetic diseases; however, despite the good that can be performed by using these cutting-edge methods, there are still ethical and social concerns regarding their widespread usage. For this discussion board entry, you will read the article "An Indigenous bioethicist on CRISPR and decolonizing DNA (Links to an external site.)" and then answer the following questions in your own words. This assignment is worth 10 points. 1. Summarize the mechanism of action of the CRISPR-Cas9 gene editing system and explain why this tool might raise concerns about ethics? 2. Based on what you read, what does geneticist-bioethicist, Krystal Tsosie, mean by "Decolonizing DNA" and what example does she provide to explain this concept? 3. How does cultural consistency fit in with the conversation about ethical genomics and why would this be an important concept for a biotechnology company to consider?

Preparing Bacterial Cells for Protein Purification: Now that you have successfully transformed your chemically competent E. coli with the GFP recombinant plasmid and cultured the bacteria in conditions that will induced protein production, you are now ready to lyse your E. coli cells (Part I) and purify the protein (Part II). Before beginning this lab, review your safety SOP for working with bacteria. Part I: Lysing Bacteria for Protein Purification 1. Take a long wave UV light and look at the EC tube, record your observations. 2. Weigh your EC tube. Look for another tube with a similar weight; +/- 0.1g or create a balance tube for the microcentrifuge. 3. Spin the EC tube for 5 minutes at 13,000 rpm (or as high speed as possible) in a microcentrifuge. Make sure to balance the tubes correctly. 4. Very carefully take out the EC tube from the microcentrifuge. Avoid disturbing the cell pellet at the bottom of the tube. 5. Take the P-200 micropipette, set it to 200.0 µL and get a tip. Press to the first stop before going into the supernatant (liquid layer) and gently pull out the old liquid growth media. Do not disturb the cell pellet when doing so. 6. Discard the liquid into the liquid waste container, and the tip in sharps container. 7. Bring your cell pellet (the EC tube) to your instructor to dispense 1 ml of the same culture into your tube. 8. Repeat steps 2-6, so spin down the cells for 5 min again and remove the supernatant. Record the color of the supernatant and pellet at this step. 9. Take the P-200 micropipette and a new tip and carefully try to fully remove all the liquid from the pellet without taking up the cells. Discard the tip in sharps. 10. Set the P-200 to 150.0 µL and get a new tip. Add 150 µL of elution buffer (EB) to the EC tube. Discard the tip. 11. Firmly close the EC tube and resuspend the cell pellet with a vortexer. If one is unavailable, drag the tube quickly across an empty microfuge tube rack. This should cause the cell pellet to dislodge from the bottom of the tube and the buffer should become turbid. Repeat this movement until the entire pellet is gone. 12. Take the P-200 and get a new tip. Add 150 µL of lysis buffer (LyB) to the EC tube. Mix the tube contents with a vortexer or the microfuge tube rack method like previously. 13. The EC tube will incubate in the lysis buffer overnight at room temperature. Label your tube with class period and group number and give to your instructor to do this step. 14. Clean your work area and discard all contaminated tubes

and tips into the appropriate biohazardous waste. Ref: Sourced from ASCCC Open Educational Resources Initiative

VIII. **Student Learning Outcomes:**
1. Recall and apply methods to purify and analyze recombinant proteins; perform calculations to make solutions and media; and design a controlled experiment.
2. Explain the major events of DNA replication and gene expression in eukaryotic and prokaryotic systems as well as summarize the overall steps of recombinant plasmid construction, bacterial transformation, and protein purification.
3. Demonstrate the ability to troubleshoot problems and perform CAPA (corrective and preventative action) procedures; utilize digital quality management software; execute laboratory protocols and safety instructions; and be knowledgeable of regulatory and ethical practices.
4. Organize scientific data into industry standard documents and laboratory notebooks; generate figures and data tables; communicate scientific results through oral and written modes of communication; and apply metacognitive and executive function strategies in the laboratory to improve data acquisition, acquire new knowledge, and troubleshoot workflow and interpersonal challenges.
5. Discuss methods and techniques to operationalize inclusivity and make laboratory spaces more inclusive of individuals living with disabilities.

Prerequisite / Corequisite Checklist and Worksheet: BIOL 31
Pre/corequisite: CHEM 10; Other prerequisites: BIOL 3 or BIOL 21 or BIOL 30

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **BIOL 31**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Recall and define vocabulary words used to explain foundational biological processes and the scientific method
B)	Describe key differences between inorganic and organic biological molecules
C)	Understand the major difference between prokaryotic and eukaryotic cells and recall the foundational principles of metabolic events
D)	Describe the connection between DNA structure and function, heredity, and the broader principles of evolution
E)	Awareness of biotechnology laboratory equipment and examples of biotechnology applications
F)	Knowledge of the scientific method
G)	Execute laboratory protocols and safety instructions
H)	Select, create, and interpret appropriate data tables and figures to represent scientific data and communicate and critique scientific information

EXIT SKILLS (objectives) FOR **CHEM 10**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify and understand the key characteristics of the scientific method which includes, experiments, observations, hypotheses, theories and laws
2.	Use equipment found in a laboratory setting
3.	Recognize that all matter is composed of atoms and describe the respective properties and charges of electrons, neutrons and protons as related to the periodic table.
4.	Follow written procedures accurately and safely, demonstrate competence with lab equipment and measuring devices, and record data clearly and precisely.
5.	Identify and properly use common laboratory equipment and glassware.
6.	Use chemical theories to explain and predict observable phenomena
7.	Convert between moles, number of atoms, grams, number of molecules and constituents in the substance as well as determine the mass percent composition, empirical, and molecular formulas.
8.	Make reliable observations and record these observations systematically.

		ENTRANCE SKILLS FOR (BIOL 31)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR CHEM 10	1	X					X		
	2					X			
	3		X						
	4							X	
	5					X			
	6		X						
	7								
	8								X

Prerequisite Checklist and Worksheet: BIOL 31
Prerequisite: BIOL 3; **Other prerequisites:** BIOL 21, BIOL 30; **Other pre/corequisite:** CHEM 10

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **BIOL 31**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Recall and define vocabulary words used to explain foundational biological processes and the scientific method
B)	Describe key differences between inorganic and organic biological molecules
C)	Understand the major difference between prokaryotic and eukaryotic cells and recall the foundational principles of metabolic events
D)	Describe the connection between DNA structure and function, heredity, and the broader principles of evolution
E)	Awareness of biotechnology laboratory equipment and examples of biotechnology applications
F)	Knowledge of the scientific method
G)	Execute laboratory protocols and safety instructions
H)	Select, create, and interpret appropriate data tables and figures to represent scientific data and communicate and critique scientific information

EXIT SKILLS (objectives) FOR **BIOL 3**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe the scientific method and its capabilities and limitations
2.	Use equipment found in a biotechnology/life science laboratory
3.	Demonstrate knowledge of basic biological concepts: including basic molecular and cellular biology, genetics, the anatomy and physiology of plants and animals, the diversity of life, evolution, & ecology.
4.	Use the methods of the scientific process: experimentation & logical reasoning
5.	Discuss the role of human life in the larger framework of global ecology and the evolutionary history of life on Earth
6.	Think and write critically about scientific information
7.	Acquire proficient scientific literacy for making informed decisions
8.	Select appropriate resources to research biological topics and evaluate scientific information

EXIT SKILLS FOR BIOL 3	ENTRANCE SKILLS FOR (BIOL 31)							
		A	B	C	D	E	F	G	H
1		X					X		
2						X			
3		X	X	X	X	X			
4							X	X	
5					X				
6									X
7									X
8									X

Prerequisite Checklist and Worksheet: BIOL 31
Prerequisite: BIOL 21; **Other prerequisites:** BIOL 3, BIOL 30; **Other pre/corequisite:** CHEM 10

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **(the course in question)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Recall and define vocabulary words used to explain foundational biological processes and the scientific method
B)	Describe key differences between inorganic and organic biological molecules
C)	Understand the major difference between prokaryotic and eukaryotic cells and recall the foundational principles of metabolic events
D)	Describe the connection between DNA structure and function, heredity, and the broader principles of evolution
E)	Awareness of biotechnology laboratory equipment and examples of biotechnology applications
F)	Knowledge of the scientific method
G)	Execute laboratory protocols and safety instructions
H)	Select, create, and interpret appropriate data tables and figures to represent scientific data and communicate and critique scientific information

EXIT SKILLS (objectives) FOR **(the prerequisite course)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe and apply the scientific method to design small-scale experiments
2.	Use equipment found in a biotechnology/life science laboratory
3.	Apply foundational chemistry knowledge to discuss cellular processes and connect this understanding to mechanisms of evolution
4.	Interpret experiment and safety instructions
5.	Demonstrate significant independent learning skills
6.	Think and write critically about scientific data
7.	Use computer applications to manage and graph data
8.	Use databases to locate and evaluate scientific information

		A	B	C	D	E	F	G	H
EXIT SKILLS FOR BIOL 21	1	X					X		
	2					X			
	3	X	X	X	X				
	4							X	
	5	X							
	6								X
	7								X
	8								X

ENTRANCE SKILLS FOR (BIOL 31)

Prerequisite Checklist and Worksheet: BIOL 31
Prerequisite: BIOL 30; **Other prerequisites:** BIOL 3, BIOL 21; **Other pre/corequisite:** CHEM 10

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **BIOL 31**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Recall and define vocabulary words used to explain foundational biological processes and the scientific method
B)	Describe key differences between inorganic and organic biological molecules
C)	Understand the major difference between prokaryotic and eukaryotic cells and recall the foundational principles of metabolic events
D)	Describe the connection between DNA structure and function, heredity, and the broader principles of evolution
E)	Awareness of biotechnology laboratory equipment and examples of biotechnology applications
F)	Knowledge of the scientific method
G)	Execute laboratory protocols and safety instructions
H)	Select, create, and interpret appropriate data tables and figures to represent scientific data and communicate and critique scientific information

EXIT SKILLS (objectives) FOR **BIOL 30**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe the scientific method
2.	Use equipment found in a biotechnology laboratory
3.	Discuss foundation concepts in cellular and molecular biology
4.	Interpret experiment and safety instructions
5.	Explain how small-scale scientific experiments are designed
6.	Think critically about scientific data
7.	Apply metacognitive and executive function strategies to acquire knowledge
8.	Document scientific data based on industry standards

EXIT SKILLS FOR BIOL 30	ENTRANCE SKILLS FOR (BIOL 31)							
		A	B	C	D	E	F	G	H
	1	X					X		
	2					X			
	3	X	X	X	X				
	4							X	
	5						X		
	6								X
	7	X	X	X	X	X			
	8								X

New Course: BIOLOGY 32, Cell Culture Methods & Techniques

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	March 2022
Transferability:	Transfers to CSU, UC (pending review)
IGETC Area:	5B: Biological Science (pending review) 5C: Physical or Biological Science LABORATORY (pending review)
CSU GE Area:	B2 - Life Science (pending review) B3 - Laboratory Sciences (pending review)
SMC GE Area:	Area I: Natural Science (pending review)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	BIOL 31
Proposed Start:	Fall 2024
TOP/SAM Code:	043000 - Biotechnology and Biomedical Technology / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Biological Sciences: Experience with mammalian cell culture
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • Stackable Biotechnology Certificate #2: Biotechnology & Cell Science Laboratory Technician Biotechnology Associate Degree

Rationale

This course is a necessary component for completing the stackable biotechnology certificate and associate degree program that will train students for entry-level cell and immunoassay technician positions. This course is targeted toward students who have completed the prerequisite courses that comprise the certificate pathway.

I. **Catalog Description**

This course will build upon students' knowledge of cell and molecular biology by introducing students to techniques and methods that are critical for culturing, studying, and genetically manipulating eukaryotic cells. This course is designed to prepare students to enter the growing biotechnology workforce or to transfer. Students that complete this course will be eligible to take the Los Angeles Regional Bioscience/Biotechnology Industry-Valued Credential exam. Topics explored in this course include eukaryotic gene expression patterns and signal transduction pathways; biomanufacturing principles for eukaryotic cells; proper culturing and handling of eukaryotic cells; application of cell biology tools to manipulate and edit genes in eukaryotic cells; quality assurance & regulation; business, ethics, and biotechnology company structure. These concepts are explored by means of class discussions and projects, reading assignments, and lab activities. The course is intended as preparation for internships or transfer into biomanufacturing bachelor programs. By the end of the course, students should be able to describe & demonstrate aseptic technique; culture, maintain, and prepare eukaryotic cells for long-term storage; describe and perform cell specific assays; explain the layout and use required equipment to culture cells; and demonstrate knowledge of biotechnology applications and ethical practices.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. <u>Culture of Animal Cells </u>, 8, Amanda Capes-Davis, Wiley-Blackwell © 2021
2. European Collection of Authenticated Cell Cultures. Fundamental Techniques in Cell Culture Laboratory Handbook, Sigma-Aldrich
3. Gibco. Gibco Cell Culture Basics Handbook, Thermo-Fisher
4. Primary and secondary journal articles

III. **Course Objectives**

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

1. Demonstrate aseptic technique & maintain a sterile environment; explain advanced imaging methods used to assess cell structures; maintain and cryopreserve eukaryotic cells; describe and execute biotechnology applications & methods to assess cell viability and transfection efficiency; and understand regulatory and ethical practices involved in cell/tissue culture
2. Read and interpret safety data sheets (SDS) and material safety data sheets (MSDS); recall potential biosafety hazards when working with human and non-human cells; and troubleshoot eukaryotic and prokaryotic contamination issues related to small- and large-scale culturing and automation
3. Describe the advantages and limitations of cell culture assays and techniques
4. Think critically about scientific data and ethical practices in biotechnology.

IV. **Methods of Presentation:**
Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Experiments, Group Work, Online instructor-provided resources, Visiting Lecturers, Other Methods: The primary means of instruction are lecture presentation and laboratory experience. Digital media are used in moderation to present materials, which may be more adequately treated by these methods. Slides, computer presentations, and other web-based instructional technologies may be used to illustrate the lectures and to clarify laboratory exercises. Demonstrations, models, and microorganisms and eukaryotic cells are used when available and appropriate. Students are provided with a variety of extracurricular activities, which may be assigned, optional, or extra credit. These include industry tours, web/internet searches, and exercises in quality control and regulation. Hands-on activities are stressed in the laboratories. Many exercises are designed to provide experience with scientific methodology and soft-skills development, in addition to teaching the biotechnology concepts involved. Discussions and a cooperative learning environment are required in the laboratory.

V. **Course Content**

% of Course	Topic
7.000%	Historical Overview and Ethical/Regulatory Practices of Studying, Collecting, and Using Eukaryotic Cells
10.000%	Studying Cell Structures: Brightfield, Phase Contrast, & Fluorescent Microscopy • Overview of Organelles • Principles of Light Microscopes • Refractive Index Principles • Refractive Index of Organelles • Cellular Markers used for Imaging Organelles & Membranes • Brightfield, Darkfield, & Phase Contrast • Fluorescent & Confocal Microscopes
5.000%	Advantages & Limitations of Cell Culture • Modern Day/Industry Applications of Cell/Tissue Culture • Cell Culture Environment • 2D vs 3D culturing techniques
10.000%	Features and Properties of Cultured Cells & Assays to Monitor • Adhesion • Metabolism • Cell Division • Cell Death
7.000%	Origin and Purpose of Cultured Cells in Research • Primary Cells • Cultured Cell Lines • Stem Cells
12.500%	Safety & Aseptic Technique • Hazards when working with cells • Biosafety • Deconstructing MSDS and SDS Sheets • Purpose and Objectives of Aseptic Technique • Identifying and Maintaining an Aseptic Environment • Proper Aseptic Technique

	• Controlling Contamination

5.000%	Microbial Contamination
	• Common Microbes
	    ○ Mycoplasma (bacteria)
	    ○ Fungi
	    ○ Viral
	• Sources of Contamination
	• Identifying Microbial Contamination
	• Managing, Containing, & Eliminating Contamination

7.000%	Cell/Tissue Culture Lab Layout & Equipment
5.000%	Cell Culture Vessels, Media, & Supplements • Requirements for Attachment & Growth • Selecting the Appropriate Culture Vessel • Media Properties that Sustain Cell Physiology • Serum & Supplements • Storage of Media & Supplements
5.000%	Methods for Sterilizing Equipment, Media, & Supplements
5.000%	Maintaining Cell Lines • Adherent vs Suspension Cells • Replacing Media (Feeding) • Subculturing (Passaging)
7.000%	Cryopreserving & Reviving Cells • Equipment • Reagents • Cryopreserving Process • Thawing & Reviving Cells
10.000%	Troubleshooting Common Cell Culture Problems • Contamination ○ Chemical & Microbial • Slow Growth • Cell Misidentification & Cross-Contamination • Abnormal Cell Appearance • Subculture Challenges • Issues with Cryopreservation & Reviving
4.500%	Scaling Up and Automation of Cell Culture
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
3%	Class Participation
27%	Exams/Tests: Exams/Tests - Midterm exams (3 total)
10%	Quizzes: Lab quizzes (weekly)
9%	Other: Lab Practicum (1)
5%	Written assignments: Writing assignment (1)
5%	Other: Lab Notebook Evaluation
9%	Homework
10%	Other: Lab Summary Assignments
5%	Other: Mock Interview
5%	Oral Presentation: Oral Presentation of Data

12%	Final exam: Final Exam (Written + Lab Practicum)
100%	Total

VII. **Sample Assignments:**

MTT Assay: Objective: The measurement of cell viability and growth is a valuable tool utilized in a wide variety of research areas. In this experiment, students will use the tetrazolium dye-based MTT metabolic assay to quantify the cytotoxic effect of two pharmaceutical drugs, on cell viability. Students will learn: ▪ the quantification of cell viability based on dose-dependent cytotoxicity of two anti-cancer drugs ▪ the mechanistic function of tetrazolium dyes and its relation to the MTT assay ▪ the differences in cell viability between drug-resistant and drug-sensitive cell lines Seeding: Cells will be plated at 10,000 cells per well in 100 µL of media 24 h prior to drug dosing experiment in a 96-well plate. Drug addition: 1. Prepare 7 concentrations of the cytotoxic drugs in growth medium using a serial dilution of 1:2 starting with the highest concentration of 100 µM for cisplatin and 30 µM for ZHE. Prepare the drug-containing media in the microcentrifuge tubes. Each concentration will be done in triplicates. See the diagram in Fig. 3.4 for clarification. 2. Remove the old medium from the cells. 3. Add the new media containing the drugs with the appropriate concentration using the micropipette. 4. Incubate the cells for 24 hours. MTT Assay: 1. Prepare a solution of 1 mg/mL MTT in 10% (v/v) 1X DPBS and 90% (v/v) growth media. 2. Remove the medium from all wells using the micropipettor. 3. Use the micropipettor to add 100 µL of 1 mg/mL MTT reagent to each of the wells. 4. Incubate the plate for one hour at 37oC. 5. Replace the MTT-containing medium with 200 µL of DMSO and pipette up and down to dissolve the formazan crystal formed by live cells. Be careful not to make bubbles. 6. Incubate the plate for five minutes. Spectrophotometry: 1. During incubation, turn on the spectrophotometer and warm the instrument for 5 minutes. 2. On the computer, open the plate reader software 3. Click setup. 4. Make sure the wavelength reads 570 nm. 5. Remove the plate from the incubator and place on the plate reader. 6. Remove the plate cover and click read. Data analysis: 1. Use the control wells (DMSO) for each drug as a reference. Create a column in Excel where you have percent cell viability. 2. Calculate the percentage of viable cells for each of the drug concentrations by dividing the average absorbance from each well by the respective control value (DMSO well). 3. Find the average percent viability for each drug concentration and the standard deviation. 4. Plot a graph of the percent cell viability (y-axis) against the concentration of cisplatin (x-axis) and repeat the same procedure for the ZHE samples (x-axis). Create a total of 2 plots (one for each drug). Include your error bars

Transient Transfection Assay & Analysis: Objective: In this experiment, a non-viral gene delivery vector containing a gene that will code for a eGFP tagged protein, will be used to study gene delivery to mammalian cells. The efficiency of the transfection will be evaluated using flow cytometry. Students will learn: • Non-viral gene delivery system • Quantification of eGFP expression via flow cytometry Non-Viral transfection: 1. Change the media in the 24-well plate to 300 µL serum-free media. Take care to pipette to the side of the wells when adding serum-free media so that you do not dislodge any of the adherent cells. 2. Add 100 µL of polymer / DNA polyplex directly into the media of each well of cells for transfection. Shake gently to uniformly distribute polyplex in culture plate. 3. Transfect for 4 hours. Then change the solution to serum-containing media and incubate until the next day. Data acquisition using flow cytometry: 1. Observe cells under fluorescence microscope to visualize eGFP transfection. 2. Use the flow cytometer to evaluate eGFP expression in cells transfected by PEI and PEG. 3. To prepare samples for flow cytometry analysis, collect cells after trypsinization. Resuspend cells in PBS prior to data acquisition.

VIII. **Student Learning Outcomes:**
   1. Demonstrate knowledge of equipment and techniques used to maintain an aseptic and sterile environment; revive cryopreserved cells, subculture/plate cells for experiments, and prepare cells for cryopreservation; and troubleshoot common cell culture problems.
   2. Describe key differences between brightfield, darkfield, phase contrast, and fluorescent microscopes; explain the major differences between primary cells, cell lines, and stem cells; describe key differences in metabolic activity and cell division events for cells grown in culture; describe the importance of media and supplements for proper cell growth and maintenance.
   3. Demonstrate knowledge of experimental methods used to authenticate cell type and analyze cell viability; distinguish between ethical and non-ethical practices; and execute laboratory protocols and safety instructions.
   4. Organize scientific data into industry standard documents and laboratory notebooks; select, create, and interpret data tables and appropriate figure(s) to represent scientific data; communicate and critique scientific information; follow and generate a standard operating procedure.

Prerequisite Checklist and Worksheet: BIOL 32
Prerequisite: BIOL 31

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **BIOL 32**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Communicate with scientists that are actively engaged in research and innovation
B)	Think critically about scientific data and ethical practices
C)	Summarize research findings using written and oral forms of communication
D)	Follow safety instructions and evaluate SOPs
E)	Display knowledge of the scientific method and its usage in designing experiments
F)	Apply critical thinking skills to troubleshoot experimental challenges
G)	Select, create, and interpret data tables and appropriate figure(s) to represent scientific data
H)	Demonstrate knowledge of gene expression and advanced molecular biology laboratory techniques

EXIT SKILLS (objectives) FOR **BIOL 31**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Organize scientific data into industry standard documents and laboratory notebooks
2.	Communicate scientific data through oral and written modes of communication
3.	Demonstrate the ability to troubleshoot problems and perform CAPA (corrective and preventative action) procedures
4.	Execute laboratory protocols and safety instructions and be knowledgeable of regulatory and ethical practices.
5.	Explain the major events of DNA replication and gene expression
6.	Think critically about scientific method, data, and the process of experimental design
7.	Use and maintain state-of-the-art biotechnology laboratory equipment that is meant to amplify, isolate, and analyze nucleic acids and proteins.
8.	Communicate and critique scientific information through written and oral methods

EXIT SKILLS FOR (BIOL 31)	ENTRANCE SKILLS FOR (BIOL 32)							
	A	B	C	D	E	F	G	H
1							X	
2	X	X	X				X	
3						X		
4		X		X				
5	X							X
6		X			X		X	
7								X
8	X		X				X	

New Course: BIOLOGY 33, Immunoassay Methods

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
IGETC Area:	5B: Biological Science (pending review) 5C: Physical or Biological Science LABORATORY (pending review)
CSU GE Area:	B2 - Life Science (pending review) B3 - Laboratory Sciences (pending review) B4 - Mathematics/Quantitative Thinking (pending review)
SMC GE Area:	Area I: Natural Science (pending review)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	BIOL 31
Proposed Start:	Spring 2022
TOP/SAM Code:	043000 - Biotechnology and Biomedical Technology / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	Yes
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Biotechnology: Master's degree in Biology, Biotechnology, Biochemistry, Molecular Biology, Chemistry, or Microbiology, OR the equivalent
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate: Stackable Biotechnology Certificate #2: Biotechnology & Cell Science Laboratory Technician Biotechnology Associate Degree

Rationale

This immunoassay methods course is one of four other courses planned for the new Biotechnology Program to train technicians in the emerging and growing fields of cell therapy, antigen-antibody testing industry. Major economic forecasts including the UCLA Economic Forecast have projected a 10 to 15% annual increase in the demand of technicians in biotechnology in general and testing laboratories specifically. Our Biotechnology Program will create a three-tiered, stackable credential program consisting of two certificates and an associate degree. We will leverage the Hispanic Service Institution status of Santa Monica College to recruit, nurture, and retain under-represented minorities and re-skill non-traditional students for good paying jobs in biotech industry in Santa Monica and the Greater Los Angeles area.

I. Catalog Description

This techniques-focused course will provide knowledge and skills in the use of antibody-related reagents and antibody-based assays as a tool in biotechnology, biomedical research, or clinical laboratories. It focuses on the specific properties of antibody reagents for the identification and quantification of various biological or environmental molecules. Students learn basic immunology, the theoretical basis of antigen-antibody reactions, micropipetting techniques, and how to design, perform, analyze, and troubleshoot modern immunoassay-related techniques. The course will prepare students for work-ready skills in a bioscience research and biotechnology industry career.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Introduction to Biotechnology, Current, Orange County Biotechnology Education Collaborative, LibreTexts © 2021
2. Immunoassay Methods. Assay Guidance Manual, Karen L. Cox, BS, Viswanath Devanarayan, Aidas Kriauciunas, Joseph Manetta, Chahrzad Montrose, and Sitta Sittampalam, NCBI Bookshelf. Eli Lilly & Company and the National Center for Advancing Translational Sciences © 2019
3. The Immunoassay Handbook , 4th, David Wild, Elsevier © 2013
4. Immunoassay: Principle and Methods, Gaurab Karki, Online Biology Notes © 2020

5. Educational Resources and Biotechnology. Introductory Biotechnology with Laboratory (C-ID BIOT 101 X) and Applied Biotechnology with Laboratory (C-ID BIOT 150 X) , Open Educational Resources and Biotechnology | ASCCC Open Educational Resources Initiative (asccc-oeri.org)

III. **Course Objectives**

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

1. understand the basic knowledge of the immune system and mechanism of antigen-antibody interaction
2. apply the antigen-antibody reaction in research and clinical laboratory settings
3. apply immunoassay and immunocytochemical techniques in the effective and safe use of equipment or tools to generate accurate and reproducible results
4. attain proficiency in standardized assessment of the Regional Bioscience/Biotechnology Industry-Valued Credential or similar certifications

IV. **Methods of Presentation:**

Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Experiments, Field Trips, Visiting Lecturers, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
5.000%	General safety protocol and good Laboratory Practice
10.000%	Micropipetting techniques and automatic liquid handling system
10.000%	Basic Immunology
10.000%	Principle of immunoassay: concept of chemical reaction rate, kinetics, equilibrium, and assay conditions
20.000%	Application: Types of immunoassays, advantages, and disadvantages of different types of immunoassay. Competitive and non-competitive (sandwich): Enzyme-linked immunosorbent assay (ELISA), radioimmunoassay, antibody microarray, fluorescent-labeled immunoassay, & other variations
20.000%	Application: Types of immunocytochemical technologies, advantages, and disadvantages. Setup procedures and variations, Detection methods, Specificity, Quantification methods
15.000%	Assay optimization, validation, instrumentation, high throughput and automation, and quality control. Sample handling, interference and artifacts, antibody care, manipulation, storage, & disposal
10.000%	Data reduction: Scatchard plot, curve-fitting model, and analysis
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Exams/Tests: Two mid-term exams
10%	Quizzes: Weekly lab quizzes
20%	Group Projects: Lab assignments and oral presentation
10%	Homework: Self-paced adaptive learning exercises
30%	Lab Reports: Includes lab notebooks and field trip report
15%	Final exam: Comprehensive
100%	Total

VII. **Sample Assignments:**

Assay Optimization and Validation: This experiment serves to investigate the kinetics of antigen-antibody interaction by comparing the influence of different incubation times (for example 1h, 3h, 9h and overnight) in a time-course experiment. Included in the incubations is a fixed concentration of antibodies and its specific antigen (e.g.,

anti-actin antibody and actin). A negative control consisting of a heat-inactivated actin that represents the background signal could be included for all conditions. Likewise, similar experiments could be conducted with varying temperatures (e.g., from 0 to 65 C), antigen concentrations and antibody concentrations in a dose-response experiment. Students will work in groups and design experiments in close consultation of the instructor. Each team will collectively analyze data, draw conclusions, and present their results to the class. This exercise will meet Student Learning Outcomes #1, #2, #3, and #4.

Antibody Specificity Determination: Evaluating the Specificity of the Antibody using similar antigen analogs. Fix concentrations of antibody will be incubated at prescribed conditions in the absence or presence of various structural analogs at different concentration in a competitive binding assay. Antibodies will also be used in cell/tissue staining to ascertain the specificity of the antibody and staining conditions. Students will work in groups and design experiments in close consultation of the instructor. Each team will perform data analysis using appropriate statistical tests and models, identify experimental variations, conduct curve-fitting interpolations. The team will then present their results to the class. This exercise will meet Student Learning Outcomes #1, #3, and #4.

VIII. **Student Learning Outcomes:**
1. Demonstrate a high level of understanding of key concepts of antibody-based quantitative and qualitative methods in various research and clinical laboratories
2. Apply the scientific method, good laboratory practice, and quality assurance protocols in Designing and executing immunologic testing methods to address specific biological and clinical questions
3. Contrast and differentiate advantages and limitations of different immunoassay and immunohistochemical techniques and their application, to generate accurate and precise outcome, and skills for the effective and safe use of state-of-the-art equipment or tools
4. 4. Demonstrate competency in standardized assessments for Regional Bioscience/Biotechnology Industry-Valued Credential or similar certifications

Prerequisite Checklist and Worksheet: BIOL 33
Prerequisite: BIOL 31

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **BIOL 33**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Communicate with scientists that are actively engaged in research and innovation
B)	Think critically about scientific data and ethical practices
C)	Summarize research findings using written and oral forms of communication
D)	Follow safety instructions and evaluate SOPs
E)	Display knowledge of the scientific method and its usage in designing experiments
F)	Apply critical thinking skills to troubleshoot experimental challenges
G)	Select, create, and interpret data tables and appropriate figure(s) to represent scientific data
H)	Demonstrate knowledge of gene expression and advanced molecular biology laboratory techniques

EXIT SKILLS (objectives) FOR **BIOL 31**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Organize scientific data into industry standard documents and laboratory notebooks
2.	Communicate scientific data through oral and written modes of communication
3.	Demonstrate the ability to troubleshoot problems and perform CAPA (corrective and preventative action) procedures
4.	Execute laboratory protocols and safety instructions and be knowledgeable of regulatory and ethical practices.
5.	Explain the major events of DNA replication and gene expression
6.	Think critically about scientific method, data, and the process of experimental design
7.	Use and maintain state-of-the-art biotechnology laboratory equipment that is meant to amplify, isolate, and analyze nucleic acids and proteins.
8.	Communicate and critique scientific information through written and oral methods

EXIT SKILLS FOR (BIOL 31)	ENTRANCE SKILLS FOR (BIOL 33)							
		A	B	C	D	E	F	G	H
1								X	
2		X	X	X				X	
3							X		
4			X		X				
5		X							X
6			X			X		X	
7									X
8		X		X				X	

New Course: BIOLOGY 34A, Science Communication for Regulated Environments

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	January 2023
Transferability:	Transfers to CSU, UC (pending review)
IGETC Area:	5B: Biological Science (pending review)
CSU GE Area:	B2 - Life Science (pending review)
SMC GE Area:	Area I: Natural Science (pending review)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	BIOL 31
Proposed Start:	Summer 2024
TOP/SAM Code:	043000 - Biotechnology and Biomedical Technology / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Biological Sciences, Biotechnology, English
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate: Stackable Biotechnology Certificate and Degree

Rationale

This course is a necessary component for completing the stackable biotechnology degree and certificate program that will train students for entry-level cell and immunoassay technician positions. This course is targeted toward students who have completed the prerequisite courses that comprise the certificate pathway.

I. Catalog Description

This course will provide students with an opportunity to build upon the technical communication and experimental design skills ascertained in prerequisite courses as well as provide students with interview preparation techniques. This course is designed to prepare students to enter the growing biotechnology/bioscience workforce or to transfer. Topics explored in this course include technical writing and record keeping for regulatory environments; the structure and formatting of scientific papers, oral presentations, and poster presentations; and advanced tools used in word processing, presentation, and spreadsheet programs. These essential workforce skills will be taught with a strong emphasis on the ways in which scientists in regulated environments discuss their investigations of the world around us and the ways in which they communicate their discoveries, questions, and understandings of this world with their colleagues and the rest of society. Students will analyze and understand the techniques scientists routinely deploy to inform and persuade their audience, the scientific community as well as the society at large. Through careful practice of some of these forms of scientific communication, students will improve their skills in engaging with their audience and develop a deep appreciation of the ethical and social obligations of being a citizen scientist.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Writing High-Quality Standard Operating Procedures: A Practical Guide to Clear, Concise, and Correct SOPs. , 1, Atul Mathur, CreateSpace Publishing © 2017
2. Scientific Writing and Communication: Papers, Proposals, & Presentations, 5, Angelika H. Hofmann, Oxford University Press © 2022
3. Representative journal articles to be determined by faculty members or affiliated industry partners

III. Course Objectives

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

1. Identify elements of the scientific method through the deconstruction and synthesis of written and oral forms of communication

2. Explain and analyze the salient features of the common forms of scientific communication for regulated environments
3. Analyze the audience of scientific communication and the rhetorical strategies deployed by scientists to communicate with technical and lay audiences
4. Write standard operating procedures; display competency in document and record keeping for regulated environments; and identify and critique errors and pitfalls in technical writing
5. Describe the ethical and social obligations of science communication
6. Communicate with a variety of audiences in oral and written presentations in a variety of genres recognized by the scientific community, including journal articles and poster presentations, and follow the best practices of a citizen scientist.

IV. **Methods of Presentation:**
Lecture and Discussion, Discussion, Projects, Group Work, Online instructor-provided resources, Other
Other Methods: Digital media are used in moderation to present materials, which may be more adequately treated by these methods. Slides, computer presentations, and other web-based instructional technologies may be used to illustrate the lectures and facilitate mentorship-mentee interactions. Assignments are designed to provide experience with scientific methodology, communication, and soft-skills development.

V. **Course Content**

% of Course	Topic
7.500%	Overview of the basic concepts of rhetoric and study of the principles of rhetorical analysis.
7.500%	Study of the deployment of rhetorical strategies in specific examples of science communication
10.000%	Laboratory Notebooks and Journals • Structure • Ethical significance • Peer review & Evaluation

45.000%	Methods to Deconstruct and Compose Specific Types of Science Communications
	• Documents for technical audiences
	   ◦ Standard Operating Procedures (SOP)
	   ◦ Lab Reports
	   ◦ Research Papers & Journal Articles
	   ◦ Conference Abstracts
	• Documents for lay audiences and the public
	   ◦ Infographics
	   ◦ Lay scientific summaries

30.000%	Capstone Project Preparation: • Synthesize oral and poster presentations • Compose research report based on an industry or laboratory course project • Present at an end-of-semester symposium, which includes members of biotech firms, the SMC community, and the public at large.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Oral Presentation: Poster Presentation and Symposium Participation
20%	Final Project: Capstone project preparation, including Poster draft; notes for oral presentation, such as slides, video recordings, text
5%	Class Work: Rhetorical analysis of scientific texts with a focus on purpose, persona of the author, rhetorical techniques or devices, and the audience
40%	Written assignments: Science writing assignments, such as reports, standard operating procedures (SOPs), scientific papers, lay summaries, and poster presentations
15%	Other: Discussion Board Entries (5) and peer editing of drafts

5%	Homework: Literature review
100%	Total

VII. **Sample Assignments:**
Analysis of the rhetorical structure of a scientific text and its audience:
The introduction section of a report provides the reader with relevant information that will help them place your study into the appropriate context. This section should highlight what is already known in a particular field of study and provide a framework for how the independent and dependent variables in a particular study relate to each other based on published information. The introduction section should follow a funnel structure, beginning with a broad opening paragraph that provides general background about the field being studied and followed by central (body) paragraphs that describes what is already known about how the independent variable relates to the dependent variable. Finally, this section concludes with a strong paragraph that drives home the point of the study along with the major features of the study. Use the template below to outline your introduction section. General Background Information (Opening Paragraph): This section provides information that is broad and relates to the overall field of interest (ex. Colon cancer is a leading cause of death.) 1. List the key facts that help to describe the broad field of interest that your experimental study belongs to. 2. Identify a major problem that is impacting this broad scientific field that the knowledge from your current study can help to resolve (ex. Problem: A large percentage of African Americans die from colon cancer compared to their white counterparts). Specific Background Information (Body Paragraphs) This section provides information that relates specifically to the independent and dependent variables explored in the scientific study. (ex. The impact of cancer on mRNA expression and DNA damage repair). Each body paragraph should provide context for what is already known about how the independent variable impacts the dependent variable 1. List each set of independent and dependent variables used in the study (ex. 1. Cancer type and mRNA expression patterns, 2. ATR mRNA levels and DNA damage). 2. Under each set of variables, write a topic sentence that will be used to begin the paragraph (each set forms one paragraph). 3. Below the topic sentence, list the scientific evidence from published articles that you will use to write your paragraph. Closing Paragraph: Use appropriate signal phrases when crafting these sentences. Problem/Gap in Knowledge (0.5-1 sentence): Question/Purpose of the Study (0.5-1.5 sentence): Experimental Approach (1 – 2 sentences): Major Finding/Conclusion (1 – 3 sentences): Significance Statement (0.5 – 1 sentence):
Conference Poster:
Create a 3'x4' poster to communicate your scientific project. Your poster should include the following sections: Title + Authors, Abstract, Introduction, Materials & Methods, Results, Conclusion, References, Acknowledgements. Remember to follow the 20-40-40 rule (20% text, 40% graphics, 40% blank space). Key stylistic elements to keep in mind include using bullet points or paragraph formatting for the introduction, while the materials & methods section should be a summary and conveyed through a visual format (flow chart or schematic). The results section should include figures with accompanying figure legends and titles above the graph. All conclusions/major findings should be presented as a bullet point list. Prior to printing, remember to check your poster for errors!

VIII. **Student Learning Outcomes:**
1. Describe and demonstrate how the scientific method is applied when synthesizing scientific communications.
2. Describe and analyze the audience of scientific communication and the rhetorical strategies of scientists in scientific communications.
3. Distinguish between ethical and unethical behavior in experimental design, data collection, and presentation of scientific results.
4. Create examples of effective scientific communications for both the scientific community and a general audience.
5. Demonstrate technical knowledge of the different types of documents and records used in a regulatory environment; apply data analysis and graphing skills to generate quality figures; report novel scientific findings through written and oral communication.
6. Participate effectively in professional activities in the science community.

BIOL 34A Distance Education Application

☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructors will be in regular contact with students: There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructors will check daily and our goal is to respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in

the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructors will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructors' contact information will be located both on the syllabus and in the introduction discussion. The instructors will provide support as needed for course navigation. The instructors will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review regarding online courses. During the class, the instructors will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructors will also contact students with important reminders and key points. The instructors will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions. Additionally, individual feedback will occur via assignment comments, writing assessments, LMS messaging, conferencing, and office hour visits. The instructors will also host weekly, online office hours when students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons. Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:
Communication among students will be highly encouraged to communicate with their peers online via the LMS (e.g., Canvas Discussion Board, Chatroom, SMC Zoom, Inbox, Pronto), and other public messenger platforms. My Story Page: Students will start the semester by submitting a short ice-breaker bio about their career aspirations, hobbies, cultural background etc. Students are required to participate in the asynchronous Discussion Board by posting and responding to at least one opinion-based, focused discussion thread each week on the learning module of the week. Additional general student discussion boards encourage students to interact with one another outside the framework of the course material. In the student discussion area, participants can share course materials, create study groups, support each other, and exchange contact information. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students will be asked to collaborate on assignments as well as participate in peer discussions, peer review, and group critiques of each other's work and the assigned readings.

1c. Student - Content Interaction:
Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned materials, including pages in the LMS; watch instructor's lectures and multimedia video lectures; and view web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method. Students will submit assignments and activities for feedback, revision, and peer review of essays and other writing assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Instructors' close-captioned recordings of PowerPoint lectures with audio and transcripts. Alternative versions of the material will be provided (e.g., slides with notes page).	25.00%
Threaded Discussions	Students will engage regularly with the texts and each other via weekly discussions. Typically, students willrespond to readings, prompts, critical questions, or other discussion starters provided by the instructor, andthen, in turn, comment on and explore each other's responses.	25.00%
Videos	Links to a variety of videos/animations will be embedded within the audio-narrated PowerPoint lectures or posted separately in 3M Media or Studio to enhance knowledge and comprenhension of scientific concepts. A video will be provided in the introductory module to welcome the students to the class. All videos will be closed-captioned.	5.00%
Written assignments	Students will engage with the coursework through multiple types of writing assignments, including lay summaries on assigned scientific topics, standard operating proceedures (SOPs), lab report summaries, literature reviews, and scientific reports formated in the style of a primary journal article. This also includes the necessary preparatory work during the various stages of the composing process leading up to the final version of the document), and a portfolio of short responses to the resonance of science being discussed in popular culture and in current events.	40.00%

Other (describe)	Miscellaneous low-risk, short assignments/projects (written or oral) to enhance student interest and encourage sharing of new texts and ideas.	5.00%

2. Organization of Content:

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course- specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Oral Presentation	Poster Presentation: The student will be evaluated based on their execution of the instructions related to poster formatting and discussion of scientific content. Scientific accuracy will also be taken into account. The presentation must be given to an audience consisting of their peers, scientists/industry professionals, and the general Santa Monica community.
20.00%	Final Project	Capstone Project Preparation: Students will synthesize drafts of their final poster, powerpoint presentation, and research report that will be written in the style and formatting of a primar journal article. They will recieve feedback via instructor and peer feedback in response to their drafts and practice presentations.
5.00%	Class Work	Students will work in groups to deconstruct various sections of primary journal articles, SOPs, lay summaries, and other forms of communication used in science.
40.00%	Written Assignments	Students will synthesize written forms of science communication in the form of SOPs, reports, scientific papers, lay summaries, and poster presentations. Students will be assessed by their instructors using a rubric that takes into account grammer, formatting, style, and scientific accuracy of written and visual information.
15.00%	Other	Discussion Boards and Peer Editing: Instructors will evaluate the student based on peer-peer engagement, which includes accuracy of the commentary (e.g., science, style, and formatting) and depth of feedback provided.
5.00%	Homework	Literature Review: Instructors will evaluate the summative nature, scientific accuracy, formating, and relvance of the assigned research topic. Students should utilize multiple primary and secondary journal articles as well as textbooks to complete the assignment.

4. Instructor's Technical Qualifications:

Instructors will need proficiency in the learning management system, video conferencing software, and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, the distance education department, the teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

5. Student Support Services:

For optimal learning, students should be able to access: Center for Wellness and Well-being Counselors Financial Aid Bookstore Library Santa Monica College Student Support and Online Services: https://www.smc.edu/student-support/ssc/index.php. Instructors will provide additional specific links/contact information based on individual student needs. In the Orientation Module: The orientation module will have a separate page devoted to tutoring, including how to access the tutoring services, how to set up an account, and how to make appointments. On other pages there will be directions and links to the Student Services Center. Links to special programs, including the Black Collegians Program, the

Center for Students with Disabilities, EOPS (Extended Opportunity Programs and Services), ESL, the Center for Wellness and Wellbeing Psychological Services, Suicide Prevention and Postvention, and the Learning Disabilities Program. Links to LMS (ex: Canvas) help resources, counseling, financial aid, and the bookstore.

6. Accessibility Requirements:

Online lectures, labs, and assignments will be in compliance with Section 508 of the Rehabilitation act and Universal Design Learning of CAST in consultation with district online course design experts. These include but are not limited to features such as closed-captioning, audio and accurate transcriptions, alternative text, appropriate formatting/color contrast, headings for data tables, skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructors. Additionally, the course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

7. Representative Online Lesson or Activity:

COURSE OBJECTIVE: Identify and interpret the elements of a primary journal article.

Course Content: Threaded Discussion Activity

Title: Discussion of the salient features of a discussion section in a primary journal article.

Directions: Review the lecture material and chapter focusing on the discussion section for scientific reports and primary journal articles in the Angelika Hofmann text, Scientific Writing and Communication: Papers, Proposals, & Presentations. Recall that the discussion section of a report gives the authors the opportunity to interpret their results and place their findings into the larger context of the field. A summary of the major findings along with select data points to corroborate any claims of significance are often included in this section to strengthen the interpretation and highlight how the authors' new scientific discoveries fit into the field and contribute new knowledge to solve scientific problems. The authors will also explain their newfound insights about the problems that they solved as well as indicate the new questions that were revealed, which will serve as catalysts for future studies.
1. Read the discussion section of the assigned primary journal article.

2. Identify the structural elements within the article by using the questions below as a guide.
a. List the required structural elements for the opening and closing paragraphs.
b. Using the example Discussion section provided, label the required elements in the margin as you breakdown each paragraph.
c. Using your list in Question A, indicate if any structural element or component is missing or partially addressed by writing "missing" or "partially addressed" next to the required element.

3. Next, identify any features related to the style, relevance, and formatting by using the questions below as a guide
a. Is the section written in passive or active voice?
b. What verb tense is being used? (Past tense or present tense or both!)
c. Is the future direction and application of the findings clear?

4. Post this initial response in the discussion forum by Monday 11pm PT. By Wednesday 11pm PT, select two responses of your peers that you especially agree or disagree with and post your own comments. As always, provide specific evidence from the article and clear reasons to support your assertions. We will discuss the other sections of the novel as the discussion progresses. Everyone should participate actively. Do not wait until the last minute to post your responses.

Prerequisite Checklist and Worksheet: BIOL 34A
Prerequisite: BIOL 31

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:
✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **(the course in question)**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Have knowledge of the scientific method and how it is used to design experiments
B)	Demonstrate knowledge of common biotechnology laboratory methods
C)	Exhibit ability to read an SOP and have knowledge of their importance in laboratory settings
D)	Convey awareness of the importance of ethical practices and regulations in data acquisition and experimental design
E)	Demonstrate the ability to use spreadsheet programs to generate graphs and tables from scientific data
F)	Display the ability to communicate scientific results orally and to think critically about scientific information
G)	Use databases to locate scientific knowledge and information
H)	Write summaries about the results and challenges from scientific experiments.

EXIT SKILLS (objectives) FOR **(the prerequisite course)**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Convey knowledge of how the scientific method and regulatory practices are involved in the processes to design controlled experiments
2.	Explain major events of DNA replication and gene expression in eukaryotic and prokaryotic systems
3.	Describe experimental methods used in the expression, purification, and analysis of proteins
4.	Describe and explain methods used to amplify and clone DNA molecules
5.	Recall applications of microbiology in biotechnology
6.	Ability to communicate scientific data orally, select appropriate resources to research biological topics, and think critically of scientific information
7.	Knowledge of how to read SOPs to collect data, generate figures and data tables from data collected, and record data into an industry standard notebook
8.	Write summaries about the results and challenges from scientific experiments.

EXIT SKILLS FOR (BIOL 31)	ENTRANCE SKILLS FOR (BIOL 34A)							
	A	B	C	D	E	F	G	H
1	X			X				
2		X						
3		X						
4		X						
5		X						

	6						X	X	
	7			X		X			
	8						X		X

New Course: BIOLOGY 35, Nanobiotechnology

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	April 2022
Transferability:	Transfers to CSU, UC (pending review)
IGETC Area:	5B: Biological Science (pending review)
CSU GE Area:	B2 - Life Science (pending review)
SMC GE Area:	Area I: Natural Science (pending review)
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	BIOL 32 or BIOL 33
Proposed Start:	Spring 2024
TOP/SAM Code:	043000 - Biotechnology and Biomedical Technology / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	List of suggested materials has been given to Librarian
Minimum Qualification:	Biological Sciences; Biotechnology; Chemistry
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate • Stackable Biotechnology Certificate #2: Biotechnology & Cell Science Laboratory Technician Biotechnology Associate Degree

Rationale
This course is a necessary component for completing the stackable biotechnology certificate and associate degree program that will train students for entry-level cell and immunoassay technician positions. This course is targeted toward students who have completed the prerequisite courses that comprise the second certificate and associate degree pathway.

I. Catalog Description
This survey course will introduce students to the broad field of nanobiotechnology by highlighting principles of nanoscience and nanotechnology and their applications in biomolecular, biomedical, medical, and environmental nanoscience. These concepts will be reinforced through research presentations from industry professionals that utilize the techniques and methodologies discussed during lectures. This course is designed to prepare students to enter the growing biotechnology workforce or to transfer. Topics explored in this course include the history of nanoscience and its impact on society; synthesis and characterization of nanomaterials; chemical properties and potential interactions in biological systems; and the industry and workforce applications of nanomaterials. The course is intended to supplement the advanced biotechnology skills and methods courses and to assist students in networking with industry professionals. By the end of the course, students should be able to demonstrate competency in the methods for fabricating and characterizing nanomaterials used in biological contexts; describe the impact that nanobiotechnology has on society; apply their knowledge of biotechnology and nanoscience to design a novel experiment; engage and communicate with industry professionals.

II. Examples of Appropriate Text or Other Required Reading:
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Biomedical Nanotechnology, 1st, Neelina H. Malsch, CRC Press © 2019, ISBN: 9780367392994
2. Introduction to Nanoscience and Nanotechnology, 1st, Gabor L Hornyak et al, CRC Press © 2009, ISBN: 9781420047790
3. Primary and secondary journal articles will be the main sources used in this course.

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Describe the impact and application of nanotechnology in the context of biological systems; cellular imaging and detection; drug delivery and gene therapy; and nanoparticle/material design, construction, and analysis.

2. Read and comprehend information presented in primary and secondary journal articles; describe methods used in nanobiotechnology research; and summarize research findings from scientific presentations delivered by industry professionals.
3. Network and communicate with scientists that are actively engaged in nanobiotechnology research and innovation.
4. Think critically about scientific data, quality control procedures, and ethical practices.

IV. **Methods of Presentation:**
Lecture and Discussion, Group Work, Discussion, Field Trips, Online instructor-provided resources, Projects, Other Methods: The primary means of instruction are lecture presentation. Digital media are used in moderation to present materials. Slides, computer presentations, and other web-based instructional technologies may be used to illustrate the lectures. Students are provided with a variety of extracurricular activities, which may be assigned, optional, or extra credit. These include industry tours, web/internet searches, and exercises in quality control and regulation. Many exercises are designed to provide experience with scientific methodology and soft-skills development, in addition to teaching the biotechnology concepts involved

V. **Course Content**

% of Course	Topic
5.000%	Overview of Nanobiotechnology and the Application in the Modern-Day Workforce
10.000%	Introduction to Nanoscience and Nanotechnology • Sizes & Dimensions • Historical Context • Nano & Nature: Genetics, Cellular, & Molecular Biology • Challenges & Future Directions
10.000%	Nanotechnology & Society • Implications for Society & Biomedical Applications • Ethics, Regulations, & Legal Implications • Environmental Impact • Public Perceptions & Awareness
5.000%	Imaging & Characterization Techniques Used to Study Nanomaterials • Microscopy: e.g., SEM, TEM, AFM • Spectroscopy: e.g., X-Ray, Optical, Infrared and Raman
10.000%	Nanomaterials & Their Fabrication Methods • Carbon-Based Materials • Polymers • Quantum-Dots • Gold- and Silver-Nanoparticles
10.000%	Chemical Interactions of Nano Materials and the Implication on Biological Applications • Inter- and Intramolecular Bonding • Hydrogen Bonding • Electrostatic Interactions • Van der Waal's • Hydrophobic Effect

50.000%	Biomolecular, Biomedical, Medical, & Environmental Nanoscience
	• Materials
	   • Viruses
	   • Antibodies
	   • Liposomes
	   • Biological & Organic Materials
	• Applications & Industry Spotlight (industry professional research presentation from at least one of the below topics)
	• Gene Therapy
	• Biosensors

- Drug Delivery
- Tumors
- Insulin
- Blood Brain Barrier
  - Cell-specific Targeting
  - Neural Stimulation, Growth & Repair
  - Cellular Imaging
  - Cantilever Sensors
  - Biochip: Lab- and Organ-on-Chip
  - Microfluidics
- Challenges
  - Immune System
  - Blood Brain Barrier

100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
5%	Class Participation: Includes online and in-class participation
25%	Quizzes: 4- 6 total
10%	Written assignments: Two total
25%	Oral Presentation: 6-8 total
25%	Final Project: Experimental design pitch for industry
10%	Homework
100%	Total

VII. Sample Assignments:

Writing Assignment: Background & Content Expectations The production of nano materials and their application in biomolecular, biomedical, and environmental sciences is essential for the detection of specific molecular markers or the treatment of a life-threatening disease. For this assignment, you will select a nano material discussed in this course (e.g., carbon-based, polymer, quantum-dots, gold- and silver-nanoparticles) and provide a brief background of (1) how this material was discovered, (2) how the material is fabricated, and (3) how this material is utilized in biomolecular, biomedical, and environmental science applications. Reference Expectations You will need to use a minimum of four references. Acceptable references include textbooks, primary research articles, and secondary research articles (review articles). A reference section must be included at the end of the report using the most current APA citation guidelines. Formatting Expectations The document should be formatted as follows: • 1-inch margins • Times Roman font • 12-point font • Double space

Industry Pitch Assignment: Background and Content Expectations During this course, you have learned about the different categories of nano materials, how these nano materials are fabricated, and examples of their applications to solve real-world problems. Armed with this knowledge, address the following components for this assignment: 1. Identify a problem that is affecting your community or society in general. 2. Using your knowledge of nano materials and their applications, design an intervention that makes use of nanobiotechnology advances to solve this problem. 3. Utilize the scientific method as your framework to design the intervention. 4. Communicate your ideas via written and oral presentation methods. Written Communication Expectations The following aspects should be included in the written communication component: 1. An overview of the current problem and what impact it has on your community or society in general. 2. Background on what approaches or interventions are currently being used. 3. Details about the nano materials you plan to use in your intervention and how they are currently being utilized. 4. Explanation of how the nano material will be customized to solve the problem. 5. Discussion of the experimental controls, controlled variables, and independent and dependent variables. 6. An overview of how the intervention will be carried out and a prediction of the experimental outcomes. Written Communication Formatting Expectations The document should be formatted as follows: • 1-inch margins • Times Roman font • 12-point font • Double space Oral Communication Expectations The following aspects should be included in the oral communication component: 1. Title Slide 2. Presentation Overview Slide 3. Introduction & Background Slides a. These slides should address general and specific background. 4. Main Body Slides a. The content of the main body slides should be group by topic. Each topic should address: What was being studied, how it was being studied, and what the results are or expected to be? 5. Conclusion Slide 6.

Acknowledgement Slide 7. Graphical Overview Slide Oral Communication Formatting Expectations 1. Sans serif fonts 2. Headings: 32-40 pt. 3. Body Text: 24-28 pt. 4. Sub-bullets: 18-24 5. References, figure titles: 14 pt. 6. Color compatibility 7. Time limit: 15 minutes Reference Expectations You will need to use a minimum of four references. Acceptable references include textbooks, primary research articles, and secondary research articles (review articles). A reference section must be included at the end of the report using the most current APA citation guidelines.

VIII. **Student Learning Outcomes:**
1. Recall and apply methods involved in the fabrication and characterization of nanomaterials and recognize the societal and ethical impact of nanoscience.
2. Articulate the major advancements and challenges impacting nanobiotechnology; describe nanoscience applications in molecular, medical, and environmental contexts; and apply foundational knowledge of chemistry to understand nanomaterial interactions.
3. Demonstrate the ability to read primary and secondary journal articles.
4. Design a novel experiment and develop a proposal to pitch the idea to industry

Prerequisite Checklist and Worksheet: BIOL 35
Prerequisite: BIOL 32; **Other prerequisites:** BIOL 33

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:
✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **BIOL 35**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Communicate with scientists that are actively engaged in research and innovation
B)	Think critically about scientific data and ethical practices
C)	Summarize research findings
D)	Understand methods used in cellular or molecular imaging and detection
E)	Display knowledge of the scientific method and its usage in designing experiments
F)	Indicate awareness of quantitative and qualitative methods used in various research and clinical laboratories
G)	Demonstrate familiarity with enzyme or fluorescence-based assays and their limitations
H)	Describe how cells and proteins can be modified or manipulated using biotechnology methods

EXIT SKILLS (objectives) FOR **BIOL 32**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate aseptic technique & maintain sterile environments for culturing eukaryotic cells
2.	Describe regulatory and ethical practices involved when using human cells
3.	Explain advanced imaging methods used to assess cellular/molecular structures
4.	Recall potential biosafety hazards and how to properly dispose of biohazardous materials
5.	Understand the limitations and advantages of cell culture assays and techniques
6.	Think critically about scientific data and the process of experimental design
7.	Understand methods to evaluate cell viability
8.	Communicate and critique scientific information through written and oral methods

EXIT SKILLS FOR (BIOL 32)	ENTRANCE SKILLS FOR (BIOL 35)							
		A	B	C	D	E	F	G	H
	1								X
	2		X						X
	3				X				
	4		X						
	5							X	
	6		X						
	7				X				
	8	X							

Prerequisite Checklist and Worksheet: BIOL 35
Prerequisite: BIOL 33; **Other prerequisites:** BIOL 32

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	✓	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	✓	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	✓	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	✓	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	✓	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	✓	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	✓	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	✓	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files	✓	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:
✓ Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)

ENTRANCE SKILLS FOR **BIOL 35**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Communicate with scientists that are actively engaged in research and innovation
B)	Think critically about scientific data and ethical practices
C)	Summarize research findings
D)	Understand methods used in cellular or molecular imaging and detection
E)	Display knowledge of the scientific method and its usage in designing experiments
F)	Indicate awareness of quantitative and qualitative methods used in various research and clinical laboratories
G)	Demonstrate familiarity with enzyme or fluorescence-based assays and their limitations
H)	Describe how cells and proteins can be modified or manipulated using biotechnology methods

EXIT SKILLS (objectives) FOR **BIOL 33**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Design and execute immunologic testing methods to address specific biological and clinical questions
2.	Describe regulatory and ethical practices
3.	Contrast and differentiate advantages and limitations of different immunoassay and immunohistochemical techniques
4.	Demonstrate good laboratory practice (GLP) and quality assurance protocols
5.	Understand the importance of generating accurate and reproducible results
6.	Think critically about scientific data
7.	Understand methods to evaluate the detection of target molecules
8.	Communicate and critique scientific information through written and oral methods

EXIT SKILLS FOR (BIOL 33)		ENTRANCE SKILLS FOR (BIOL 35)							
		A	B	C	D	E	F	G	H
	1					X			X
	2		X						
	3				X			X	
	4		X						
	5						X		
	6		X				X		
	7				X				
	8	X		X					

New Course: DANCE 31B, Ballet 1B

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Date Submitted:	April 2023
Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	DANCE 31A
Proposed Start:	Fall 2023
TOP/SAM Code:	100800 - Dance / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Dance

Rationale

Our rationale for developing the B section is twofold. Many of our students come to us with no prior ballet training. Currently the Dance department offers two experiences in beginning level ballet, 31 and 32. Many students express desire to continue enrolling in ballet after completing both sections, however for the absolute beginner two semesters is not adequate to prepare them to move on to our subsequent family of major level ballet sections 33 and 34, alongside dancers who have years of previous training. As a result, we often see students either enroll, struggle, and have an unsuccessful experience, or they inform us that they are leaving the SMC dance department to enroll in a studio or another college. The additional B section will offer continued training at a foundational level, contribute to retention, and allow the beginning dancer to have a more fulfilled college dance experience. Our second reason for offering the B section is to provide a remedial training option for dance majors who enter our program but need more time in foundational ballet training. Many dance majors enter the program strong in one form, but needing more support in ballet. Often this is due to access issues prior to coming to SMC. Part of our effort to provide equity in our curriculum includes offering opportunities for incoming students to have access to training at the level they enter. Due to repeatability restrictions, our dance majors cannot retake a class at the level they need additional time in, adversely affecting their progress towards degree completion. The addition of a B section would ensure that these students could receive the training needed for success in the dance major.

I. Catalog Description

This course develops beginning level concepts and principles of classical ballet technique with an emphasis on body alignment/placement. The class focuses on building consistency in the fundamental concepts of ballet technique and musicality, progressing from barre to center work at the beginning level. Movement vocabulary and phrases further develop strength, coordination, and flexibility. This course is a continuation of Dance 31A, preparing for Dance 32B.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Foundations of Classical Ballet: New, complete and unabridged translation of the 3rd edition Paperback, Agrippina Vaganova, Prof Bruce Michelson (editor), Aleksandr Wilansky (Translator), Gremese International © 2021
2. Inside Ballet Technique: Separating Anatomical Fact from Fiction in the Ballet Class Paperback, Valerie Grieg , Princeton Book Company © 1994
3. Ballet: The Essential Guide to Technique and Creative Practice, Jennifer Jackson , The Crowood Press © 2021

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe dance as a performing art at a beginning level
2. Discuss basic historical values and aesthetic of classical ballet technique
3. Demonstrate the relationship of dance and music at a beginning level

4. Embody concepts of alignment and structural placement at a beginning level
5. Identify and apply classical ballet terminology at a beginning level
6. Recognize and demonstrate positions of body, feet, and arms both at the barre and centre
7. Demonstrate barre combinations with port de bras at a beginning level
8. Demonstrate centre work with port de bras, and classical body positions and directions at a beginning level
9. Demonstrate beginning level ballet phrases of adage, petit and grand allegro at centre
10. Memorize and perform movement combinations with appropriate musicality at a beginning level
11. Develop professionalism and self discipline as applies to classical ballet training and etiquette

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Critique, Individualized Instruction, Group Work

V. Course Content

% of Course	Topic
5.000%	Discussion on historical values and aesthetics in classical ballet
10.000%	Beginning musicality and its relationship to classical ballet movements
5.000%	Injury prevention and anatomical knowledge
25.000%	Introducing and solidifying the beginning level of movement combinations at barre and centre
20.000%	Ballet vocabulary and terminology in relation to barre and centre work
10.000%	Development of flexibility, coordination and conditioning
10.000%	Positions of arm, feet, head and body direction both at barre and centre
15.000%	Application of the concept of body alignments and placement
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Class Participation: Class Participation and overall improvement
20%	Exams/Tests: Exams/Tests - Midterm exam: Practical/dance and Written/vocabulary
20%	Final exam: Final exam - Final exam: Practical dance and Written paper
20%	Papers: Papers - Written assignments; Dance journals and reflection papers
10%	Written assignments: Written assignments - Dance concert attendance and written critiques/reports
100%	Total

VII. Sample Assignments:

Response Paper : Discuss basic historical values and aesthetic of classical ballet technique in reference to the concepts and terminology taught in class.

Dance Critique : Students will attend SMC live dance concerts Synapse Contemporary Dance Theater and Global Motion World Dance Company, and write a dance concert response. Students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert.

VIII. Student Learning Outcomes:

1. Embody beginning level technique of classical ballet at barre and centre, as well concepts of placement and anatomical structure.
2. Recognize and perform musicality and phrasing with the relationship to beginning level movement steps.
3. Articulate knowledge regarding classical ballet values, aesthetic, and beginning level terminology.

DANCE 31B Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
There will be weekly announcements, quizzes, discussions, and live video conferencing meetings, and students will get feedback and comments on each of their assignments via the LMS. During the online video conferencing/LMS lesson, instructor and students will actively exchange/share their ideas. Individualized feedback will be offered during breakout sessions and movement homework. Virtual office hours also will be available for students who are unable to participate in the live video conferencing class.

1b. Student - Student Interaction:
Every week, students will actively interact with each other through threaded discussions and video conferencing meetings. Students will openly discuss about movement homework and historical materials, while sharing their ideas and suggestions. Plus, after each video conferencing class meeting, breakout sessions will be offered for a group discussion and assignment.

1c. Student - Content Interaction:
In addition to the weekly video conferencing/LMS meeting, students will receive PDF lecture notes, lists of ballet vocabulary, reading materials including articles and books, and visual teaching resources, classical ballet films/links via the LMS Modules. Additional class materials will be provided both via email and the LMS to ensure students' full access of the class materials, while providing a student-centered e-learning environment. Movement sequences will be also recorded for weekly review, memorization and presentation.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Movement based content (live and recorded video conferencing classes)	30.00%
Exams	Testing (knowledge & skill-based)	30.00%
Peer Feedback	Peer feedback/Sharing work/Discussion	10.00%
Written assignments	Written assignments (Journals, self-quizzes, concert reviews)	30.00%

2. Organization of Content:
Each week, there will be a live video conferencing dance class at a regularly scheduled time. The classes will be recorded so that if students cannot participate synchronously, they can still take the classes at a time convenient to their schedule. In addition, there will be a weekly main home page with an announcement and modular unit seen on the LMS that includes assignments, quizzes/exams, and documents. Instructor will also send out weekly emails including all of the assignments of the week to ensure the successful deliverance of the weekly course materials.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Technical and artistic skills	Viewing student execution of movement vocabulary either synchronously during video conferencing class meetings or asynchronously via video submissions.
30.00%	Exams/Tests: Midterm & Final exams	Practical/dance and Written/vocabulary. All students will submit videos executing specified movement vocabulary and be given a written exam via the LMS platform.
10.00%	Threaded discussions/posting & sharing work	Critical analysis and reflection papers. Students will submit a weekly journal assignment and self-check quiz. Students will view virtual performances of SMC's Synapse Contemporary Dance Theater and Global Motion World Dance Company and write critical analysis concert reviews.
30.00%	Written Assignments, Dance concert reviews	Critical analysis and reflection papers. Students will submit a weekly journal assignment and self-check quiz. Students will view virtual performances of SMC's Synapse Contemporary Dance Theater and Global Motion World Dance Company and write critical analysis concert reviews.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, the LMS, email, video conferencing, and YouTube posting.

5. Student Support Services:
Through the syllabus, announcement and email, instructor will provide the links to library, bookstore, financial aid, disabled students center and counseling resources.

6. Accessibility Requirements:
The course management system, must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

7. Representative Online Lesson or Activity:
Students will create a beginning level of short movement phrase of centre (tendu, adagio, or petit allegro) including port de bras, body positions and directions. Students will submit their assignments via the LMS, and instructor will be giving feedback. During the class video conferencing/LMS meeting, these videos will be further shared and discussed with peers as well.

Advisory Checklist and Worksheet: DANCE 31B
Proposed Advisory: DANCE 31A

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **DANCE 31B**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Demonstrate the fundamental relationship of dance and music
B)	Embody concepts of alignment and structural placement at an introductory level
C)	Demonstrate barre combinations with the port de bras at an introductory level
D)	Demonstrate centre work with port de bras, and classical body positions and directions at an introductory level
E)	Demonstrate foundational level ballet phrases of adage, petit and grand allegro at centre
F)	Memorize and perform movement combinations with appropriate musicality at an introductory level

EXIT SKILLS (objectives) FROM: **DANCE 31A**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate the relationship of dance and music at a beginning level
2.	Embody concepts of alignment and structural placement at a beginning level
3.	Demonstrate barre combinations with the port de bras at a beginning level
4.	Demonstrate barre work with basic port de bras at a beginning level
5.	Demonstrate centre work with port de bras, and classical body positions and directions at a beginning level
6.	Demonstrate beginning level ballet phrases of adage, petit and grand allegro at centre
7.	Memorize and perform movement combinations with appropriate musicality at a beginning level

		ENTRANCE SKILLS FOR: **DANCE 31B**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: **DANCE 31A**	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								

New Course: DANCE 32B, Ballet 2B

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Date Submitted:	April 2023
Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit – Degree Applicable
Advisory(s):	DANCE 32A or equivalent experience
Proposed Start:	Fall 2023
TOP/SAM Code:	100800 - Dance / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Dance

Rationale

Our rationale for developing the B section is twofold. Many of our students come to us with no prior ballet training. Currently the Dance department offers two experiences in beginning level ballet, 31 and 32. Many students express desire to continue enrolling in ballet after completing both sections, however for the absolute beginner two semesters is not adequate to prepare them to move on to our subsequent family of major level ballet sections 33 and 34, alongside dancers who have years of previous training. As a result, we often see students either enroll, struggle, and have an unsuccessful experience, or they inform us that they are leaving the SMC dance department to enroll in a studio or another college. The additional B section will offer continued training at a foundational level, contribute to retention, and allow the beginning dancer to have a more fulfilled college dance experience. Our second reason for offering the B section is to provide a remedial training option for dance majors who enter our program but need more time in foundational ballet training. Many dance majors enter the program strong in one form, but needing more support in ballet. Often this is due to access issues prior to coming to SMC. Part of our effort to provide equity in our curriculum includes offering opportunities for incoming students to have access to training at the level they enter. Due to repeatability restrictions, our dance majors cannot retake a class at the level they need additional time in, adversely affecting their progress towards degree completion. The addition of a B section would ensure that these students could receive the training needed for success in the dance major.

I. Catalog Description

This course offers a low-intermediate level of classical ballet technique with an emphasis on refining aesthetic concepts and principles of classical ballet form. The class focuses on maintaining alignment/placement through barre and center combinations, with the goal of performing more intricate steps and movement vocabulary. Course progresses through low-intermediate level ballet steps and phrases designed to enhance strength, flexibility, endurance, and musicality. This course is a continuation of 32A.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Foundations of Classical Ballet: New, complete and unabridged translation of the 3rd edition Paperback, , Agrippina Vaganova (Author), Prof Bruce Michelson (Editor), Aleksandr Wilansky (Translator), Gremese International; © 2021
2. Creative Ballet Teaching: Technique and Artistry for the 21st Century Ballet Dancer , Cadence Whittier , Routledge © 2017
3. Dancer Wellness , Mary Virginia Wilmerding (Editor), Donna Krasnow (Editor), IADMS (Editor) , Human Kinetics; © 2016

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe and critique dance as a performing art at a low-intermediate level
2. Identify and demonstrate low-intermediate level positions and steps

3. Demonstrate the relationship of dance and music at a low-intermediate level, and recognize various approaches to musicality
4. Embody and apply concepts of body alignment, structural placement and proper coordination at a low-intermediate level
5. Identify and explain ballet terminology at a low-intermediate level
6. Describe concepts of injury prevention and anatomy, learning names of bones and muscles at a low-intermediate level
7. Perform a sense of movement flow and expression at a low-intermediate level
8. Recognize and demonstrate classical ballet positions performed in more complex phrases, with greater strength, stretch, and coordination at a low-intermediate level
9. Develop professionalism and self discipline as applies to classical ballet training and etiquette

IV. Methods of Presentation:
Lecture and Discussion, Observation and Demonstration, Projects, Discussion, Critique, Individualized Instruction, Group Work

V. Course Content

% of Course	Topic
20.000%	Introducing more complex terminology and elongated movement sequences
5.000%	Application of body alignment and placement
5.000%	Continuation of developing flexibility, coordination and body conditioning
25.000%	Continuing work at barre with an introduction to new vocabulary, connecting steps, and phrases
25.000%	Continuing work at centre with an introduction to new/longer centre phrases (Adagio, Petit Allegro & Grand Allegro)
10.000%	The use of various relationships of musicality to movement in classical ballet technique
5.000%	Discussion of injury prevention and anatomical knowledge
5.000%	Discussion of historical values and different aesthetic in classical ballet
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Class Participation: Improvement of skills
20%	Exams/Tests: Midterm exam: Practical/dance = 25% Vocabulary/written = 15%
20%	Final exam: Midterm exam: Practical/dance = 25% Vocabulary/written = 15%
20%	Papers: Papers -Dance journals and reflection papers
10%	Written assignments: Written assignments - Dance concert attendance and written critiques/reports
100%	Total

VII. Sample Assignments:
Response Paper: Students will respond to a reading on anatomical concepts in ballet technique, developing a personal conditioning and injury prevention and related to personal goals and concepts in the text.

Dance Critique : Students will attend SMC live dance concerts Synapse Contemporary Dance Theater and Global Motion World Dance Company, and write a dance concert response. Students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert. Application to ballet coursework will complete the assignment.

VIII. Student Learning Outcomes:

1. Embody low-intermediate level technique of classical ballet at barre and centre, maintaining placement and anatomical structure during locomotor phrases.
2. Perform musicality with diverse musical meters and phrasings, with the relationship to low-intermediate level movement steps.
3. Articulate and document knowledge regarding classical ballet genres, values, aesthetic, and a low-intermediate level terminology.

DANCE 32B Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
There will be weekly announcements, quizzes, discussions, and live video conferencing meetings, and students will get feedback and comments on each of their assignments via the LMS. During the online video conferencing/LMS lesson, instructor and students will actively exchange/share their ideas. Individualized feedback will be offered during breakout sessions and movement homework. Virtual office hours also will be available for students who are unable to participate in the live video conferencing class.

1b. Student - Student Interaction:
Every week, students will actively interact with each other through threaded discussions and video conferencing meetings. Students will openly discuss about movement homework and historical materials, while sharing their ideas and suggestions. Plus, after each video conferencing class meeting, breakout sessions will be offered for a group discussion and assignment.

1c. Student - Content Interaction:
In addition to the weekly video conferencing/LMS meeting, students will receive PDF lecture notes, lists of ballet vocabulary, reading materials including articles and books, and visual teaching resources, classical ballet films/links via LMS Modules. Additional class materials will be provided both via email and LMS to ensure students' full access of the class materials, while providing a student-centered e-learning environment. Movement sequences will be also recorded for weekly review, memorization and presentation.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Movement based content (live and recorded video conferencing classes)	30.00%
Exams	Testing (knowledge & skill-based)	30.00%
Peer Feedback	Peer feedback/Sharing work/Discussion	10.00%
Written assignments	Written assignments (Journals, self-quizzes, concert reviews)	30.00%

2. Organization of Content:
Each week, there will be a live video conferencing dance class at a regularly scheduled time. The classes will be recorded so that if students cannot participate synchronously, they can still take the classes at a time convenient to their schedule. In addition, there will be a weekly main home page with an announcement and modular unit seen on the LMS that includes assignments, quizzes/exams, and documents. Instructor will also send out weekly emails including all of the assignments of the week to ensure the successful deliverance of the weekly course materials.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Technical and artistic skills	Viewing student execution of movement vocabulary either synchronously during video conferencing class meetings or asynchronously via video submissions.
30.00%	Exams/Tests: Midterm & Final exams	Practical/dance and Written/vocabulary. All students will submit videos executing specified movement vocabulary and be given a written exam via the LMS platform.
10.00%	Threaded discussions/posting & sharing work	LMS postings/discussion groups
30.00%	Written Assignments, Dance concert reviews	Critical analysis and reflection papers. Students will submit a weekly journal assignment and self-check quiz. Students will view virtual performances of SMC's

		Synapse Contemporary Dance Theater and Global Motion World Dance Company and write critical analysis concert reviews.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, the LMS, email, videoconferencing software, and YouTube posting.

5. Student Support Services:
Through the syllabus, announcement and email, instructor will provide the links to library, bookstore, financial aid, disabled students center and counseling resources.

6. Accessibility Requirements:
The course management system, must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

7. Representative Online Lesson or Activity:
Students will create a short low-intermediate phrase (16-32 counts) of barre and centre (tendu, adagio, or petit allegro) including port de bras, body positions and directions. Students will submit their assignments via the LMS, and instructor will be giving feedback. During the class video conferencing/LMS meeting, these videos will be further shared and discussed with peers as well.

ADVISORY Checklist and Worksheet: Dance 32B
Proposed Advisory: Dance 32A

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: Dance 32B
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Describe and critique dance as a performing art at a beginning/low-intermediate level
B)	Identify and demonstrate beginning/low-intermediate level positions and steps
C)	Demonstrate the relationship of dance and music in movements at a beginning/low-intermediate level
D)	Identify and explain ballet terminology at a beginning/low-intermediate level
E)	Perform a sense of movement flow and expression at a beginning/low-intermediate level
F)	Demonstrate classical ballet technique both at barre and centre at a beginning/low-intermediate level

EXIT SKILLS (objectives) FROM: Dance 32A
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Describe and critique dance as a performing art at a low-intermediate level
2.	Identify and demonstrate low-intermediate level positions and steps
3.	Demonstrate the relationship of dance and music at a low-intermediate level, and recognize various approaches to musicality
4.	Identify and explain ballet terminology at a low-intermediate level
5.	Perform a sense of movement flow and expression at a low-intermediate level
6.	Recognize and demonstrate classical ballet positions performed in more complex phrases, with greater strength, stretch, and coordination at a low-intermediate level

EXIT SKILLS From: DANCE 32A	ENTRANCE SKILLS FOR: DANCE 32B							
		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7								
	8								

New Course: EMERITUS – ART E99, Special Studies in Art

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	May 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	100200 - Art / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

Occasionally instructors have wanted to teach a course with a fundamentally different focus, pedagogy or medium. The special studies course provides an opportunity for this to happen, and then, as the semester unfolds, popular classes could be proposed as their own separate course number

I. **Catalog Description**

This course provides Emeritus students with an opportunity to learn art techniques and styles that may not be covered in other courses. Students will accelerate their knowledge of the Masters and/or explore less well-known artists.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
   1. n/a, n/a, n/a © 2023

III. **Course Objectives**

Upon completion of this course, the student will be able to:
   1. Explain the influences of the artists and techniques covered in the class.
   2. Critique each others art work constructively, and receive that feedback intentionally.

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion, Critique

V. **Course Content**

% of Course	Topic
20.000%	Charcoals and Pastels
20.000%	Sculpting with Different Materials
20.000%	Watercolors
20.000%	Acrylic and Oil Paints
10.000%	Overview of the Color Palette
10.000%	Mixing and blending Colors
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: There are no assignments or grades for Emeritus courses

100%	Total

VII. **Sample Assignments:**
Name the three artists...Discussion: Name the 3 artists whose work is most influenced by the work of Georgia O'Keefe. What is it about her work that influenced these artists?
Which artist influences your work?: Aside from Emeritus faculty, which artist(s) influence your work the most? What would they say about your latest piece?

VIII. **Student Learning Outcomes:**
1. Student will be able to produce art using the techniques demonstrated.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E ART E99 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course materials. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student-to-student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student-to-student interactions outside this class are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for older adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Lecture and demonstration of the artists/techniques for that week's lesson	60.00%
Other (describe)	Students will produce work while getting real-time feedback, as well as asking questions, and offering their own feedback of other students' works.	40.00%

2. Organization of Content:

Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	NO Grades for Emeritus courses	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:

There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:

"Warm and Cool Color Mixing on the Color Palette/Still-Life Painting Flowers in a Vase"

Description: This online lesson/activity aims to engage students in how to use different hues of acrylic paint to cultivate warm and cool colors for the still-life painting project of today's class.

Introduction (Multimedia Presentation):
Begin the lesson with an image of today's still-life item (a vase full of flowers) to illustrate the different hues and shades we are aiming for and inviting students to identify which colors are warm and cool. Include photo of the still life for students to have open on their computer and/or print in advance. Illustrate how printer and Monitor display settings on the computer may impact what they see, and let them know any vase with flowers at their own home could be used for today's class.

Using a document camera on the color palette, illustrate first the mixing of Blue acrylic paint in two separate wells, with appropriate additive colors to reach the desired colors/hues for today's project. Illustrate the differences in mixing paint in the wells versus blending paint on the canvas, and when to use each technique.

Include visuals showing approximate basic ratios of frequently used color combinations.

Encourage students to reflect on how different colors and types of flowers make them feel, and correlate this to the warm/cool colors of the color palette.

Once the lecture has finished, invite the students to begin their painting. When students need help, ask them to turn their camera to their canvas, and, when appropriate, share this with the rest of the class by Pinning on Zoom. Offer individualized critiques, and provide a space for group feedback as appropriate.

New Course: EMERITUS – ENGL E99, Special Studies in English

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	May 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	150100 - English / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

New course to meet the need for Emeritus students to have a course where the topic can change nimbly from term to term. This is no different from how BILING E03 at some point spawned the creation of the French and Spanish iteration, after running for a few terms as a special studies course.

I. **Catalog Description**

This course enables Emeritus students to study various special subjects in English literature and language arts that may vary broadly from term to term, as specified in the section notes.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
  1. n/a, n/a, n/a © 2023

III. **Course Objectives**

Upon completion of this course, the student will be able to:
  1. Thoughtfully analyze texts and infer meaning.
  2. Engage meaningfully with the works and authors studied during the term.
  3. Engage meaningfully with the authors and works studied in the term

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion

V. **Course Content**

% of Course	Topic
20.000%	MLA Style vs AP/APA/Chicago
20.000%	Works of Fiction & Science Fiction
20.000%	Works of Nonfiction
20.000%	Intro to Biography
20.000%	Intro to Autobiography
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: There are no assignments or grades in Noncredit programs, such as Emeritus.
100%	Total

VII. **Sample Assignments:**
Read the selected readings: Read pages 1-40 of your reader and prepare questions to bring to class.
Prepare to Discuss: Prepare to discuss the meaning behind the sonnets written by others during the time of Shakespeare

VIII. **Student Learning Outcomes:**
1. Student will analyze the contributions and meaning behind the works discussed during the term.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

E ENGL E99 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course materials. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student-to-student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student-to-student interactions outside this class are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for older adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery - Through Lecture mostly, or guest speakers.	75.00%
Discussion	Students will discuss their readings and interpretations.	25.00%

2. Organization of Content:
Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	Other	There are no assignments or grades for Noncredit or Emeritus classes

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:

There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:

"Science Fiction to Science Fact"

Description: This online lesson/activity aims to engage students in elements of technology that evolved directly from published work of science fiction, from Isaac Asimov's "I, Robot" to comic books - literary science fiction, as well as that in tv and film, have resulted directly or indirectly in technological innovations.

Introduction (Multimedia Presentation):
Begin the lesson with film clips from "I, Robot", "Star Trek: The Original Series", and others that show devices that seem to be imaginative prototypes of everyday devices used today. Invite the class to name all of the things they see in those clips that relate to something in modern use. Turn to the textual reading of the first 3 stories of Asimov's "I, Robot".

Through screen sharing, show the sections that outline things that did not exist in 1950, but exist now. Using the Poll feature in Zoom, invite students to vote on when each of the devices named were invented - use the poll responses and actual answers to further drive the discussion.

Encourage students to share examples of other books or short stories they are reading that might become the inspiration for future technolody. Discuss how much technology has changed in their lifetimes, and highlighting how technological improvements may changing at an exponentially faster rate.

Once the lecture has finished, questions to ask and discuss:
1) Is it the creative writing process that is generating the new idea, or the preexisting need for that innovation that the writer is able to coalesce and present in an inspiring way?
2) What is it about the creative writing process in science fiction that may be inspiring for product design?
3) What role does fandom play in the engineer, scientist or entrepreneur's cultivation of a product or design based on what they've read in this work?

New Course: EMERITUS – HME EC E60, American History Through Cooking

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	May 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	089900 - Other Education / D - Possibly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Home Economics: Noncredit

Rationale

Food is intricately tied to personal and cultural identity. A course on American history through food enables students to explore how food choices, cooking techniques, and culinary traditions have shaped regional identities within the United States. It fosters a sense of pride and appreciation for the rich culinary heritage of different communities and promotes the understanding of different cultural identities.

I. **Catalog Description**

This course explores American history through different cultural lenses using food and cooking. We will examine the cultural and culinary contributions of different ethnic groups to American cuisine and how they have influenced and shaped American History and the food we eat today. Recipes that relate to different historical periods will be put in context for a deeper understanding of the human experience though food.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Identify the historical significance of several culinary dishes.
2. Cook several dishes of historical significance.

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion, Projects, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
8.330%	Introduction to American Culinary History
8.330%	Native American Food Traditions
8.330%	Colonial Foodways
8.330%	Revolutionary Era and Early American Cuisine
8.330%	Westward Expansion and Regional Cuisine
8.330%	Industrialization and the Rise of Convenience Foods
8.330%	Immigrant Contributions to American Cuisine
8.330%	World Wars and Rationing
8.330%	Civil Rights Movement and Soul Food

%	Topic
8.330%	Contemporary Food Movements and Fusion Cuisine
8.330%	Culinary Heritage and Cultural Identity
8.330%	Culinary Showcase and Reflection
99.960%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: There are no assignments or grades for Noncredit or Emeritus classes
100%	Total

VII. **Sample Assignments:**

Sample Online Lesson/Activity: "Culinary Journey: Exploring Immigrant Food Traditions": Sample Online Lesson/Activity: "Culinary Journey: Exploring Immigrant Food Traditions" Description: This online lesson/activity aims to engage students in exploring the diverse culinary contributions of immigrant communities to American cuisine. Students will participate in a virtual culinary journey, investigating the food traditions brought by different immigrant groups and their impact on American culinary heritage. Introduction (Multimedia Presentation): Begin the lesson with a multimedia presentation (e.g., Articulate, PowerPoint) that provides an overview of the objective and highlights the significance of immigrant influences on American food culture. Include visuals, historical photographs, and anecdotes to captivate student interest and create an immersive learning experience. Discussion Board: Immigrant Food Stories (Threaded Discussion): Create a threaded discussion on the online platform where students can share and discuss their personal stories or family recipes related to immigrant food traditions. Encourage students to reflect on the importance of these food traditions and their connection to their cultural heritage. Facilitate discussions by posing thought-provoking questions, encouraging students to respond to each other's posts, and providing feedback to foster meaningful interactions. Virtual Recipe Exchange (Dropbox or File Sharing): Assign students to research and select a traditional recipe from an immigrant community of their choice. Instruct students to write a brief historical background about the recipe's origin, the cultural significance, and any adaptations made in the American context. Students will compile their recipes and historical information into a document and submit it to a designated shared folder (e.g., Dropbox) for others to access and learn from. Encourage students to try out the recipes at home if they wish, and share their cooking experiences and photographs in the discussion board or as part of their submissions. Multimedia Presentation: Immigrant Food Documentary (Multimedia Presentation): Assign students to create short multimedia presentations (e.g., using PowerPoint, Jing, or other similar tools) on the influence of a specific immigrant group on American cuisine. Students should include key historical information, culinary traditions, notable dishes, and examples of how these influences are still prevalent in American food today. Students can incorporate images, audio clips, and videos to enhance their presentations and make them engaging and informative. Provide guidelines and templates to ensure consistency and clarity in the presentations. Reflection and Peer Feedback (Discussion Board): Conclude the lesson with a reflection activity on the discussion board. Prompt students to reflect on the most interesting discoveries they made during the lesson, how their understanding of American culinary history has deepened, and any personal connections they have formed with immigrant food traditions. Encourage students to provide constructive feedback on their peers' multimedia presentations, promoting a supportive and collaborative learning environment. By utilizing online teaching tools such as threaded discussions, dropbox/file sharing, and multimedia presentations, this lesson/activity provides an interactive and immersive online experience that allows students to explore and appreciate the impact of immigrant communities on American cuisine.

Sample Assignment: "Tasting History: A Culinary Journey through American Revolution": Description: This assignment immerses students in the culinary aspects of the American Revolution, allowing them to explore historical events and figures through food. Students will research, prepare, and analyze a dish that reflects the revolutionary period, emphasizing the connection between food and the socio-political climate of the time. Instructions: Research: Instruct students to research the culinary landscape during the American Revolution, focusing on the food shortages, rationing, and influences of the war on American cuisine. Encourage students to explore primary sources, historical cookbooks, and scholarly articles to gain a comprehensive understanding of the period. Dish Selection: Each student will select a specific dish or recipe that was popular or significant during the American Revolution. The chosen dish should reflect the socio-political climate, cultural influences, or scarcity of ingredients experienced during that time. Recipe Analysis: Students will analyze the chosen recipe, considering its historical context, ingredients, cooking techniques, and cultural significance. In a written document, students should discuss the origins of the dish, any adaptations made during the Revolutionary period, and its impact on American culinary traditions. Cooking and Presentation: Instruct students to prepare the selected dish using

historical cooking methods or adaptations that reflect the Revolutionary era. Encourage them to document the cooking process through photographs or videos

VIII. **Student Learning Outcomes:**
1. Students will analyze American historical events through a culinary lens.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E HME EC E60 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student-to-student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student-to-student interactions outside this class are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content delivery	60.00%
Discussion	Discussion	35.00%
Other (describe)	Questions and Answers	5.00%

2. Organization of Content:
Course content for emergency DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	N/A	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors may complete training offered by the Campus DE team or Emeritus directly on how to use Zoom or Canvas. Emeritus has provides support to instructors as they set up their Zoom classrooms and walks them through the process

of sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
Sample Online Lesson/Activity: "Culinary Journey: Exploring Immigrant Food Traditions"
Description: This online lesson/activity aims to engage students in exploring the diverse culinary contributions of immigrant communities to American cuisine. Students will participate in a virtual culinary journey, investigating the food traditions brought by different immigrant groups and their impact on American culinary heritage.

Introduction (Multimedia Presentation):
Begin the lesson with a multimedia presentation (e.g., Articulate, PowerPoint) that provides an overview of the objective and highlights the significance of immigrant influences on American food culture.
Include visuals, historical photographs, and anecdotes to captivate student interest and create an immersive learning experience.

Discussion Board: Immigrant Food Stories (Threaded Discussion):
Create a threaded discussion on the online platform where students can share and discuss their personal stories or family recipes related to immigrant food traditions.
Encourage students to reflect on the importance of these food traditions and their connection to their cultural heritage.
Facilitate discussions by posing thought-provoking questions, encouraging students to respond to each other's posts, and providing feedback to foster meaningful interactions.
Virtual Recipe Exchange (Dropbox or File Sharing):

Assign students to research and select a traditional recipe from an immigrant community of their choice.
Instruct students to write a brief historical background about the recipe's origin, the cultural significance, and any adaptations made in the American context.
Students will compile their recipes and historical information into a document and submit it to a designated shared folder (e.g., Dropbox) for others to access and learn from.
Encourage students to try out the recipes at home if they wish, and share their cooking experiences and photographs in the discussion board or as part of their submissions.
Multimedia Presentation: Immigrant Food Documentary (Multimedia Presentation):

Assign students to create short multimedia presentations (e.g., using PowerPoint, Jing, or other similar tools) on the influence of a specific immigrant group on American cuisine.
Students should include key historical information, culinary traditions, notable dishes, and examples of how these influences are still prevalent in American food today.
Students can incorporate images, audio clips, and videos to enhance their presentations and make them engaging and informative.
Provide guidelines and templates to ensure consistency and clarity in the presentations.
Reflection and Peer Feedback (Discussion Board):

Conclude the lesson with a reflection activity on the discussion board.
Prompt students to reflect on the most interesting discoveries they made during the lesson, how their understanding of American culinary history has deepened, and any personal connections they have formed with immigrant food traditions.
Encourage students to provide constructive feedback on their peers' multimedia presentations, promoting a supportive and collaborative learning environment.
By utilizing online teaching tools such as threaded discussions, dropbox/file sharing, and multimedia presentations, this lesson/activity provides an interactive and immersive online experience that allows students to explore and appreciate the impact of immigrant communities on American cuisine.

New Course: EMERITUS – HUMDEV E00, Introduction to the Emeritus Program of Santa Monica College

Units:	0.00
Total Instructional Hours (usually 18 per unit):	3.01
Hours per week (full semester equivalent) in Lecture:	0.17
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	6.01
Date Submitted:	May 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	159900 - Other Humanities / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
This course has been discussed by Emeritus faculty for years and will help onboard and welcome new students to the program

I. **Catalog Description**
This course serves as an orientation to the Emeritus Program of Santa Monica College for students to take in their first term of enrollment in Emeritus. This class will teach students the policies and procedures of Emeritus and introduce students to new peers.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
   1. n/a, n/a, n/a © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Explain the benefits of lifelong learning, and taking classes across multiple disciplines.
   2. Explain why this program is free, and identify at least 3 ways to support Santa Monica College

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion

V. **Course Content**

% of Course	Topic
25.000%	Overview of policies, procedures and curriculum at Emeritus
25.000%	Evidence of the benefits of lifelong learning for health and longevity outcomes of the student.
25.000%	Discussion to encourage students to take courses across the curriculum and not just focus in one or two disciplines.
25.000%	Instructor engages students with meet and greet activities to form strong and meaningful bonds with fellow classmates through icebreaker activities and discussions.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic

100%	Other There are no grades or assignments in Noncredit or Emeritus
100%	Total

VII. **Sample Assignments:**
Pair and share:
In your groups, please introduce yourself to each other and share the courses you are enrolled in now, or excited to be enrolled in in the next term.
Group introductions:
Introduce yourself or your peer to the class. Be sure to include their pre-retirement career(s), and any other relevant facts, interests or hobbies.

VIII. **Student Learning Outcomes:**
1. Students will learn the benefits of ongoing Emeritus enrollment across many subjects.
2. Students will learn the history of Emeritus, the reasons why it exists and how this fits into the broader programs of SMC as an Age Friendly University.

E HUMDEV E00 Distance Education Application
☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course materials. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student-to-student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student-to-student interactions outside this class are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for older adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion	Group discussions to share personal history and interests.	50.00%
Online Lecture	Instructor explains procedures with the program and the evidence-based reasons why students will want to take courses across various disciplines to keep their minds sharp and bodies active.	50.00%

2. Organization of Content:
Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	NO Grades for Emeritus	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
"Intro to SMC Emeritus"

Description: This online lesson/activity aims to teach student about the procedures and benefits of the Emeritus program, the courses offered and how they should go about selecting classes to enroll in in future terms.

Introduction (Multimedia Presentation):
Begin the lesson with a multimedia presentation (e.g., Articulate, PowerPoint) that provides an overview of the Emeritus program, from procedures to the curriculum offered. Discuss the benefits of lifelong learning, and taking classes across multiple subjects each year.
Include visuals such as photographs and videos of Emeritus events, and anecdotes to captivate student interest and create an immersive learning experience.

Once the lecture has finished, engage students in Icebreaker activities, such as a round of introductions inviting students to share what their career, hobbies, interests, etc. to help students meet each other and initiate their first Emeritus connections.

New Course: EMERITUS – OCC E03, Optimizing Your Smartphone & Tablet

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	March 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	089900 - Other Education / D - Possibly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

This course is to help older adults better use their mobile technology - beyond phone calls and texting. It is appropriate for beginners and those who have a very basic understanding of their mobile device(s).

I. **Catalog Description**

In this class, older adults learn to use their tablet or smartphone to increase social connections, access vital resources, and best accommodate individual needs. Topics include, but are not limited to: common functions, features, and components of your mobile device; managing your device account; using pre-installed and third-party apps for communication, organization, health, entertainment, ride sharing, etc.; downloading new apps; navigating various screens on your device; common safety practices; and more. Smartphones and tablets are not provided.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
 1. n/a, n/a, n/a © 2023

III. **Course Objectives**

Upon completion of this course, the student will be able to:
 1. Demonstrate a comprehensive understanding of the common functions, features, and components of their mobile devices, including both tablets and smartphones.
 2. Effectively manage their device accounts, including setting up accounts, managing passwords, and adjusting privacy settings.

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion, Online instructor-provided resources, Observation and Demonstration

V. **Course Content**

% of Course	Topic
10.000%	Smartphones vs Tablets - How to know what you need
20.000%	Basic device operation.
20.000%	Device security and identity protection.
10.000%	Calendar apps
10.000%	Email apps
10.000%	Documents and Files
10.000%	Smart Device Apps

10.000%	Games
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
100%	Other
100%	Total

VII. **Sample Assignments:**
Applications:
Students will download and install an application of their choice and learn to navigate the app on their smart device.
Outlook:
Students will download the outlook app and install al their emails into outlook. Students will practice creating and sending emails through the Outlook app.

VIII. **Student Learning Outcomes:**
1. Students will successfully apply the computer skills taught in this class.
2. Students will learn to access vital resources through their devices, such as healthcare information, online banking, transportation services, and other relevant services.

E OCC E03 Distance Education Application
☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student to student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Other (describe)	Students will practice the computer skills presented by the instructor through the completion of specified tasks.	20.00%
Online Lecture	Content Delivery - Through Lecture mostly, or guest speakers/performances.	60.00%
Discussion	Class Discussion and Q/A	20.00%

2. Organization of Content:
Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	NO GRADES in Non-Credit	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alterntive text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
"Calendars, Events and Activities"

Description: This online lesson aims to engage students in the use of the Calendar app on their smart phone or tablet. The most common settings will be discussed, including sending and responding to meeting invitations, Calendar sharing, and setting Birthday and Anniversary reminders.

Introduction (Multimedia Presentation):
Through a combination of a slidedeck and in screensharing from a smart phone or tablet, the steps of setting and sending or receiving Calendar events will be taught. Students will be taught how to accomplish each of the tasks outlined above, then supported while they achieve each tasks at least once. Instructor will also illustrate the connection between the Contacts "Birthdate" field and the Calendar, and show how reminder notifications can be set up.

Due to the likely limitation of the instructor not being able to see what the student is doing on their own device, the slidedeck and instructional aids will be made available for class during and after class.

Once the lecture has finished, questions to ask and discuss:
1) How do you plan on using the skills you learned today?
2) Who will be your first meeting recipient?
3) How comfortable do they feel in receiving and sending calendar invitations or using the Calendar to manage their own day?

New Course: EMERITUS – OCC E14, Computer Based Presentations

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	March 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	089900 - Other Education / D - Possibly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
This is a new course to teach students the benefits and how-to's of using powerpoint and similar programs

I. Catalog Description
This course will teach older adults the skill of creating computer based presentations (e.g., PowerPoint, Canva, Prezi, and many others). Older adults will learn to create, save, and retrieve computer based presentations. During the learning process, the students will gain personal and business management skills. In addition, the creation of computer based presentations will promote self-expression.

II. Examples of Appropriate Text or Other Required Reading:
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Upon completion of this course, students will be able to create and deliver a multimedia computer based presentation that will convey the key points of their chosen message through the use of text, graphics, and animations.
2. Create, edit, and save a computer-based presentation that will include text, graphics, video, and sound.

IV. Methods of Presentation:
Distance Education, Lecture and Discussion

V. Course Content

% of Course	Topic
15.000%	Powerpoint vs. Google Slides vs. Canva and other tools.
15.000%	Slidedeck themes and designs
15.000%	Slide Animations/transitions
15.000%	Text boxes and formatting
15.000%	Photos and Videos
15.000%	Presentation mode and delivery
10.000%	Automatic timing of slides
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
100%	Other: There are no assignments or grades in Noncredit
100%	Total

VII. **Sample Assignments:**
Add your own slide to the class Google Slides document: Add your own slide to the Class Google Slides document. You should add a photo, and at least 3 bullet point items about yourself. Then view the other slides and add comments.
Powerpoint: Create a 10 slide presentation. With at least 2 different types of animations.

VIII. **Student Learning Outcomes:**
1. Students will successfully apply the computer skills taught in this class.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E OCC E14 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student to student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:
Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery - Through Lecture mostly, or guest speakers/performances.	35.00%
Other (describe)	Students will practice the computer skills presented by the instructor through the completion of specified tasks.	60.00%
Discussion	Class discussion and Q&A	5.00%

2. Organization of Content:

Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	NO Grades in Noncredit	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alterntive text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
"Slidedeck Design and Themes"

Description: This online lesson/activity aims to engage students in the importance of slidedeck design and themes, as a lot of formatting work to one theme can frequently be required again if one changes the slidedeck theme later. While students cannot be expected to pick the best slidedeck theme without practice, the merits of creating 1-2 slides on the selected theme, then weighing whether or not to change themes before completing the rest of the slides will be discussed, as will techniques to make this both more efficient and less stressful.

Introduction (Multimedia Presentation):
Through a walk-through of Powerpoint (and then Canva), a steps slidedeck theme is gone through step-by-step. Students will be taught how to select or change a theme, how to insert new slides of different designs within that theme, how to adjust text boxes and format pictures to best fit within the slide designs, and what the impacts are of changing the theme, or slide design later on. Students will then open Powerpoint and create a new slidedeck, select a theme and create several slides. Students can upload their slidedeck to the LMS for others to review - though, the best practice would be for the students to, in turn, screenshare and display the slides they have made.

Due to the likely limitation of the instructor not being able to see what the student is doing on their own device - though participant screensharing will be encouraged, the slidedeck and instructional aids will be made available for class during and after class. Students can likewise use the LMS to upload their slidedeck.

Once the lecture has finished, questions to ask and discuss:
1) How was the slidedeck theme you chose related to the content you intended to present?
2) What were some of the limitations of the theme you chose?
3) How comfortable do they feel in creating a slidedeck using a theme that helps elevate their message in a future presentation?

New Course: EMERITUS – OCC E21, The Perils of Social Media

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	March 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	089900 - Other Education / D - Possibly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

The purpose of this course is to reduce the digital generation gap between younger and older adults when it comes to social media usage. By offering this course specifically designed for older adults, we aim to bridge this gap and help them embrace the digital world. By understanding the power and influence of social media, older adults can engage in meaningful discussions, connect with family and friends, stay informed about current events, and have a voice in the digital space.

I. **Catalog Description**

This course will teach older adults the power and influence of social media such as Instagram, Facebook, Twitter, YouTube, TikTok, and many others. Politicians, pundits, celebrities, and influencers all use some form of social media, in order to get their message across to their audience. But with great power comes great responsibility. This class will teach students the critical thinking skills needed to discern the advantages of the use of social media, and the perils that come along with it.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Foster digital literacy and critical thinking skills: Equip older adults with the necessary skills to navigate social media platforms securely and responsibly. Teach them how to evaluate information, identify reliable sources, and critically assess the credibility of content shared on social media.
2. Develop a foundational understanding of social media platforms: Provide older adults with a comprehensive overview of popular social media platforms such as Instagram, Facebook, Twitter, YouTube, TikTok, and others. This includes understanding their features, functionalities, and purpose.

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
20.000%	Information literacy and misinformation
20.000%	Critically evaluating online content
20.000%	Fact checking and evaluating sources
10.000%	Influencers
10.000%	Tik Tok and similar platforms

% of Course	Topic
10.000%	Facebook and similar platforms
10.000%	Impacts of Social Media on Youth
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.
100%	Total

VII. **Sample Assignments:**
Tik Tok: Look at various Tik Tok posts on the topic of the social security (or another timely and relevant current event) and conduct your own research to separate fact from fiction.
Facebook: Please join a Facebook community and actively participate in the chat. Identify content others post that you think is questionable (not that you disagree with, but something you think may not be factual. You will learn skills to vet what members of the community are posting appropriate content and will learn how to report those that do not.

VIII. **Student Learning Outcomes:**
1. At the end of this course, students will be able to: 1. Understand what social media is, the various channels through which it operates, and its role in information dissemination.
2. At the end of this course, students will be able to: 2. Discern the pros and the cons of using social media as it pertains to accessing information.
3. At the end of this course, students will be able to: 3. Differentiate fact from fiction, opinion from gospel truth, with the use of critical thinking skills.

E OCC E21 Distance Education Application
☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student to student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery - Through Lecture mostly, or guest speakers/performances	35.00%
Other (describe)	Students will practice the computer skills presented by the instructor through the completion of specified tasks.	60.00%
	Class Discussion and Q/A	5.00%

2. Organization of Content:
Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:
% of grade	Activity	Assessment Method
100.00%	NO Grades in Emeritus	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alterntive text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
"The Good, Bad and Ugly of Tik Tok"

Description: This online lesson aims to engage students in the use and misuse of Tik Tok by individuals and corporations. Students will be taught what Tik Tok is, the ways people use it to promote themselves or their brands, insights into the algorithms that drive traffic to various feeds, and phenomena such as the Tik Tok challenges.

Introduction (Multimedia Presentation):
Through a combination of a slidedeck and in screensharing from a smart phone, tablet or browser, students will:
1. watch various Tik Tok dance videos or other challenges - both good (like the Ice Bucket challenge) and bad (some of the harmful and risky challenges promoted by users).
2. Collectively, in the class, create a Tik Tok post
3. View several influencer/brand/product advertising posts, and visit the suggested links of the affiliate marketers - discuss the pros and cons of affiliate marketing and influencer marketing
4. Discuss algorithms that control the feed - the narrative of what people see when they're on the platform.

Due to the likely limitation of the instructor not being able to see what the student is doing on their own device, the slidedeck and instructional aids will be made available for class during and after class.

Once the lecture has finished, questions to ask and discuss:
1) What would you define as the benefits of Tik Tok and similar platforms?
2) In what ways do influencers leverage Tik Tok to generate revenue?
3) Would you feel comfortable clicking the link to a product you see on Tik Tok?

New Course: EMERITUS – PHOTO E30, Photoshop / Computer Software Photo Editing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	March 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	051400 - Office Technology/Office Computer Applications / D - Possibly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
Separating out photoshop and photo editing from the preexisting Photo E10 Digital Photography II which focuses on making photo albums.

I. Catalog Description
This course teaches older adults the skill of using Adobe Photoshop Elements. Students will learn how to create, repair, and modify their personal images/photographs. In addition, students will be taught how to create composite images such as illustrations, logos, and advertisements that are commonly found in magazines, journals, and the internet. As a result, older adults will gain an understanding of using Photoshop as a means of self-expression.

II. Examples of Appropriate Text or Other Required Reading:
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Understand the basic principles of graphic design using Photoshop including typography, color, and composition.
2. Understand how to use effects, gradients, scaling, cloning, levels, and layer masks in Photoshop.
3. Create composite images that demonstrate advanced knowledge of selection techniques, layer styles, blending modes, and filters.

IV. Methods of Presentation:
Distance Education, Lecture and Discussion, Projects

V. Course Content

% of Course	Topic
20.000%	Adobe Photoshop Elements features and settings
20.000%	Photo Editing/retouching
20.000%	Composite Image Design (illustrations)
20.000%	Advertising and Logos
20.000%	Self-Expression through Creative Projects
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic

100%	Other: There are no assignments or grades in Noncredit classes
100%	Total

VII. **Sample Assignments:**
Retouching Photos: Using one of your previously scanned or taken photos, indicate 3 elements you intend to touch up Once completed, share with a classmate the before and after.
Photo restoration: Using an older photo, implement any of the resorative techniques taught to preserve your photo digitally.

VIII. **Student Learning Outcomes:**
1. Students will successfully apply the computer skills taught in this class.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E PHOTO E30 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student to student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery - Through Lecture mostly, or guest speakers/performances.	35.00%
Other (describe)	Students will practice the computer skills presented by the instructor through the completion of specified tasks.	60.00%
Discussion	Class discussion and Q&A	5.00%

2. Organization of Content:

Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	NO Grades in Noncredit	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alterntive text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
"Photoshopping Family Photos"

Description: This online lesson aims to engage students in the use Photoshop to digitize, restore and preserve archived family photos, with touching up the redye, blemishes and aging wear-and-tear on the photos.

Introduction (Multimedia Presentation):
Through a combination of a slidedeck and screensharing, students will learn how to use Photoshop to restore and preserve family photos, with practical demonstration and direct application. Students will need to have already scanned several photos. Students will be taught how to accomplish each of the tasks outlined above, then supported while they achieve each task at least once.

Once the lecture has finished, questions to ask and discuss:
1) What will restoring and preserving these photos mean to you and your family?
2) What sorts of digital products or physical items would you like to produce with some of these photos on it?
3) How comfortable do they feel in engaging in more photo restoration thru Photoshop on their own?

New Course: EMERITUS – POL SC E50, Technopolitics: Exploring the Intersection of Technology and Governance

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	May 2023

Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	220700 - Political Science / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

Bridging the Digital Divide: Older adults may have limited exposure to or familiarity with rapidly evolving technologies. A Technopolitics course can help bridge the digital divide by providing older adults with knowledge and skills to navigate the digital world, understand the impact of technology on governance, and actively engage in the political landscape. Enhancing Civic Participation: Technology plays a crucial role in modern political participation and activism. By equipping older adults with an understanding of how technology influences governance, policy-making, and public engagement, they can become more informed and active citizens, contributing to a more inclusive and representative democratic society. Empowering Advocacy and Influence: As experienced individuals with valuable perspectives, older adults can utilize technology to advocate for their interests and influence policy decisions. A Technopolitics course can empower older adults to leverage technology platforms, social media, and digital tools to voice their concerns, engage with policymakers, and contribute to policy discussions. Promoting Lifelong Learning: Lifelong learning is essential for personal growth and intellectual stimulation. A Technopolitics course tailored to older adults provides an opportunity for continuous learning, keeping them updated on the latest advancements in technology, governance, and political trends.

I. Catalog Description

This course explores the intricate relationship between technology and politics, analyzing how technological advancements shape political systems, governance, policy-making, and public engagement. Students will examine the impact of technology on political campaigns, information dissemination, surveillance, cybersecurity, citizen participation, and the formulation of government policies. Through case studies, discussions, and critical analysis, students will develop a nuanced understanding of the complexities and implications of technology in the political landscape, including its influence on policy development, implementation, and the functioning of government institutions.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Evaluate and analyze the political ramifications and policy impacts related to the subjects discussed.
2. Evaluate and discuss the nuances of each of the special studies topics discussed.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Visiting Lecturers

V. Course Content

% of Course	Topic

25.000%	Government Incentives and Regulation
25.000%	Political structures around Science and Technology
25.000%	Global and Domestic Implications
25.000%	Surveillance and Cybersecurity
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
100%	Other: Ungraded/non-credit.
100%	Total

VII. **Sample Assignments:**

Sample Assignment: "Exploring Ethical Challenges in Technological Governance": Assignment Description: This discussion assignment aims to engage participants in a collaborative exploration of the ethical challenges associated with technology in governance. Participants will discuss real-world examples, examine ethical frameworks, and collectively propose strategies to address these challenges in a dynamic and interactive discussion setting. Instructions: Preparatory Reading: Provide participants with a selection of readings or case studies that highlight ethical challenges in technological governance. Encourage participants to review the materials and reflect on the ethical considerations raised in the readings before the discussion session. Guided Discussion: Facilitate a guided discussion by posing open-ended questions related to the ethical challenges in technological governance. Encourage participants to draw upon the provided readings, personal experiences, and knowledge to contribute to the discussion. Sample discussion questions may include: What are some ethical challenges that arise when technology intersects with governance? How do considerations of privacy, equity, transparency, and accountability play a role in technological governance? Can you think of real-world examples where ethical concerns have emerged in the use of technology by governments or regulatory bodies? How can ethical frameworks or principles guide decision-making in technological governance? What strategies or mechanisms can be employed to address ethical challenges and ensure responsible technological governance? Small Group Discussions: Divide participants into small groups to foster more focused and intimate discussions. Assign each group a specific ethical challenge related to technological governance. In their groups, participants should discuss the ethical dimensions of the assigned challenge, analyze potential impacts, and propose strategies for addressing it. Group Presentations and Reflection: Bring the groups back together and allocate time for each group to present their assigned ethical challenge and proposed strategies to the whole class. Encourage constructive feedback and cross-pollination of ideas among the groups. Facilitate a reflective discussion by inviting participants to share their key takeaways, insights gained, and any remaining questions or concerns. Individual Reflection: Conclude the discussion session by assigning participants an individual reflection task. Participants should write a brief reflection that summarizes their understanding of the ethical challenges in technological governance, the strategies proposed during the discussion, and their personal insights or perspectives on the topic. This discussion assignment provides participants with an opportunity to engage in thoughtful and collaborative exploration of the ethical challenges in technological governance. By discussing real-world examples, examining ethical frameworks, and proposing strategies, participants can gain a deeper understanding of the complexities involved and contribute to the development of responsible and ethical technological governance practices.

Sample Assignment: "Technopolitics and Democratic Participation": Assignment Description: This discussion assignment explores the relationship between technopolitics and democratic participation. Participants will engage in a dynamic discussion, examining how technology shapes political processes, influences citizen engagement, and impacts democratic governance. Instructions: Preparatory Reading: Provide participants with a selection of readings that highlight the role of technology in shaping political processes and democratic participation. Encourage participants to read and reflect on the provided materials before the discussion session. Guided Discussion: Facilitate a guided discussion by posing thought-provoking questions related to technopolitics and democratic participation. Encourage participants to draw upon the readings, personal experiences, and knowledge to contribute to the discussion. Sample discussion questions may include: How has technology transformed political processes and citizen engagement in recent years? What are the advantages and disadvantages of using technology for political campaigns and mobilization? How does social media influence political discourse and public opinion formation? What are the challenges and opportunities of using technology to enhance transparency and accountability in democratic governance? How can technology facilitate inclusive and participatory decision-making processes in politics? What role does digital activism play in shaping political outcomes and policy agendas? Small Group Discussions: Divide participants into small groups to facilitate more focused and intimate discussions. Assign

each group a specific aspect or case study related to technopolitics and democratic participation. In their groups, participants should discuss the implications, examples, and potential strategies for leveraging technology to enhance democratic participation in the assigned aspect or case study. Group Presentations and Reflection: Bring the groups back together and allocate time for each group to present their assigned aspect or case study and the key insights and strategies discussed. Encourage constructive feedback and cross-sharing of insights among the groups. Facilitate a reflective discussion by inviting participants to share their key takeaways, personal reflections, and any remaining questions or concerns. Individual Reflection: Conclude the discussion session by assigning participants an individual reflection task. Participants should write a brief reflection summarizing their understanding of the relationship between technopolitics and democratic participation, the strategies discussed during the discussion, and their personal perspectives on the topic. This discussion assignment provides participants with an opportunity to explore the intersection of technology and democratic participation. By discussing the transformative role of technology in political processes, citizen engagement, and democratic governance, participants can gain a deeper understanding of the dynamics at play and contribute to the discourse on leveraging technology for inclusive and participatory politics.

VIII. **Student Learning Outcomes:**
1. Student will be able to examine the concepts and political ramifications of the special studies topics as presented in the term.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E POL SC E50 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course materials. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student-to-student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student-to-student interactions outside this class are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for older adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery - Through Lecture/Demo mostly, or guest speakers/performances.	60.00%

Discussion	Students will discuss current events, whether they're the ones presented during lecture or not, by presenting an issue or question and engaging in a class discussion.	40.00%

2. Organization of Content:
Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	NO GRADES in Noncredit	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
"What is ChatGPT"

Description: This online lesson aims to engage students in learning what ChatGPT and other AI programs are, how to leverage them effectively, and the issues related to government regulation of the function of these services.

Introduction (Multimedia Presentation):
Through a combination of a slidedeck and in screensharing, the class will learn about the history of AI programs, from precursors to the Watson supercomputer, to ChatGPT and AI built around deepfakes, images and chatbots, and study the relevance for potential regulations or lack thereof. Students will get the chance to observe some of these AI tools in action.

Demonstration: Instructor will ask ChatGPT to write birthday greeting cards, a text to a friend, etc so that students can see the pros and cons of responses. Also provide an overview of how the answers and database builds off itself over time.

Once the lecture has finished, questions to ask and discuss:
1) What limitations do you see for services like ChatGPT?
2) Do you see practical applications for AI in your own lives?

New Course: EMERITUS – POL SC E99, Special Studies in Politics

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	May 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	220700 - Political Science / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

This course will allow a variety of topics to be addressed in various terms. This allows for the Emeritus faculty to create a robust educational experience for students who want a variety of topics covered that differ from existing courses offered. With over 600 students taking POL SC E00 regularly, additional lecture courses in POL SC at Emeritus will help stimulate additional enrollments.

I. **Catalog Description**

This course increases Emeritus students' understanding of various subjects that vary from term to term. Emeritus students will consider the political, social and economic ratifications of special topics each term, both domestically and around the world. Topics may include such subject as: Global Climate Change, Hunger and Malnutrition, Poverty, Human Trafficking, etc, as specified in term-specific section notes.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
   1. n/a, n/a, n/a © 2023

III. **Course Objectives**

Upon completion of this course, the student will be able to:
   1. Evaluate and analyze the political ramifications and policy impacts related to the subjects discussed.
   2. Evaluate and discuss the nuances of each of the special studies topics discussed.

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion, Visiting Lecturers

V. **Course Content**

% of Course	Topic
15.000%	Sustainability
15.000%	NATO, NAFTA and other International Agreements
15.000%	US Debt and Fiscal Policy
15.000%	Human Trafficking
15.000%	Basic Needs (food insecurity/homelessness)
15.000%	Climate Change
10.000%	Policy-Making Process
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: There are no grades in Noncredit or Emeritus classes.
100%	Total

VII. **Sample Assignments:**
Share an article about the Impacts of Global Climate Change on Underserved Communities: Please find an article in a magazine, newspaper or online (it does not have to be current), about global climate change (global warming) and the differentiated impacts to different communities. Pay close attention to the impact felt by undeserved communities. Be prepared to share this and discuss with the class.
Discuss with a classmate: Discuss the facts you already know about the topic of homelessness, and current legislative or policy action in place.

VIII. **Student Learning Outcomes:**
1. Student will be able to examine the concepts and political ramifications of the special studies topics as presented in the term.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E POL SC E99 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course materials. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student-to-student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student-to-student interactions outside this class are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for older adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery - Through Lecture mostly, or guest speakers/performances.	60.00%

Discussion	Students will discuss current events, whether they're the ones presented during lecture or not, by presenting an issue or question and engaging in a class discussion.	40.00%

2. Organization of Content:
Course content for DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	NO Grades in Noncredit	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
"Basic Needs: Food Insecurity"

Description: This online lesson aims to engage students in the socioeconomic issues surrounding food insecurity, namely the economic issues, policy issues, issues around inequities and social justice that surround food disparities locally, regionally and nationally. Global food insecurity may also be addressed. Discussion will include an analysis of the role Non-Governmental Organizations (NGOs) have played in addressing this issue, but also the potential that policy and resource allocation has to address this need.

Introduction (Multimedia Presentation):
Through a combination of a slidedeck and in screensharing, the class will study the root causes of food insecurity, analyze the origins and impacts of governmental and non-governmental efforts to address this and discuss grassroots solutions and ways in which to improve other efforts.

Students will discuss some times in their lives that they may have had fewer resources and may have been found themselves living on a tighter budget, to empathize and humanize with those that are food insecure. Virtual overview of the SMC Basic Needs Initiatives and Bodega/Bodega Bites operations on each campus.

Once the lecture has finished, questions to ask and discuss:
1) What role shoudl the govetnment play in addressing food insecurity? How about NGOs?
2) During the pandemic, SMC had food delivered to the homes of students who were food insecure or could not go out due to being high-risk. While this helped the acute need, partnering with Meals on Wheels West or another service may help longer term. How would you present this opportunity to them?

New Course: EMERITUS – TH ART E40, Theatrical and Screenplay Writing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	April 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	100700 - Dramatic Arts / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

The need for this course is to provide older adults with an opportunity to explore their interest in writing play scripts and screenplays. As people age, they may have more free time and a desire to pursue creative endeavors. Writing can be a fulfilling and intellectually stimulating activity that allows individuals to express themselves and share their unique perspectives. The target population for this course is older adults who are interested in learning the art of writing plays and screenplays. This population may have a wealth of life experience that they can draw upon in their writing, and may be seeking a new challenge or hobby. The course is designed to be inclusive, welcoming all experience levels, so even those who have never written before can participate and learn. The course provides a supportive and inclusive learning environment that fosters community among like-minded students. This community encourages self-expression and provides opportunities for students to share their original writing and receive feedback. The instructor will also provide individualized notes to help students improve their writing skills. Overall, this course is an excellent opportunity for older adults to learn new skills and share their unique experiences through storytelling. Writing can be a rewarding and cathartic activity that helps individuals connect with themselves and others, and this course is designed to provide the tools and support needed to get started on that journey.

I. Catalog Description

This course is designed for older adults interested in exploring the art of writing play scripts and screenplays. Students will learn the essential storytelling elements, character development, plot structure, dialogue, and formatting. The course will provide a supportive and inclusive learning environment that encourages self-expression and fosters community among like-minded students. The instructor will be available to provide individualized notes, and students will have the opportunity to write and share their original writing through workshops and activities. Overall, this course is an excellent opportunity for older adults to learn new skills and share their unique experiences through storytelling. All experience levels are welcome.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Analyze the storytelling elements in published plays and screenplays, identifying examples of effective character development, plot structure, and dialogue.
2. Create an original play script or screenplay that demonstrates the application of the storytelling elements learned in the course.
3. Evaluate and revise their own writing and that of their peers through a process of self-reflection and peer feedback.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Critique, Projects

V. Course Content

% of Course	Topic
25.000%	Character developmen
25.000%	Technical elements of stage production.
25.000%	Elements of Screenplays
25.000%	How to evaluate scripts and screenplays
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
100%	Other: There are no grades or assignments for a Noncredit or Emeritus class.
100%	Total

VII. Sample Assignments:

Analysis of a Published Play or Screenplay (Analysis, Evaluation): For this assignment, students will select a published play or screenplay and analyze its storytelling elements. Students should identify and describe examples of effective character development, plot structure, and dialogue, and explain how these elements contribute to the overall success of the work. Students should also evaluate the effectiveness of the work as a whole, using criteria such as coherence, consistency, and emotional impact. The analysis should be presented in a written essay format, with proper citations and references to the selected work.

Workshop of an Original Play or Screenplay (Application, Synthesis): For this assignment, students will share their original play script or screenplay with the class for feedback and critique. Each student will present their work to the class, and then the class will participate in a group discussion to provide feedback and suggestions for improvement. Students should be prepared to actively participate in the discussion and incorporate feedback from their peers into a revised version of their work. The final version of the script should demonstrate the application and synthesis of the storytelling elements learned in the course, as well as the ability to incorporate feedback and revise the work accordingly.

VIII. Student Learning Outcomes:

1. Create a screenplay or play script that demonstrates mastery of essential storytelling elements, such as character development, plot structure, and dialogue, at the application level of Bloom's Taxonomy.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E TH ART E40 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:

The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:

Student to student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or

phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content delivery	60.00%
Other (describe)	Students working on their scripts and sharing them out	35.00%
Discussion	Questions answered and feedback shared.	5.00%

2. Organization of Content:
Course content for emergency DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	Other	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:
Instructors have completed training offered by the Campus DE folks or Emeritus directly on how to use Zoom or Canvas. Emeritus has provided support to instructors as they set up their Zoom classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:
There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:
Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:
"Proper Formatting for Screenplays"

Description: This online lesson aims to engage students in the proper formatting of screenplays from start to finish.

Introduction (Multimedia Presentation):
Through a combination of a slidedeck and in screensharing, the instructor will review screenplay guidelines current to industry standards and guide students through implementation of these rules so that their new screenplays are set up properly from the beginning to optimize their time spent on dialogue.

Once the lecture has finished, questions to ask and discuss:
1) How do you plan on using the skills you learned today?
2) How does the structure of the script help or impact the story you are telling?

Substantial Change: EMERITUS – ENGL E27, Poetry and Fiction

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08

Date Submitted:	May 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	150100 - English / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

Instructor asked us to add "and fiction" after the word poetry in the course description for accuracy's sake

I. **Catalog Description**

This course helps older adults explore a wide variety of poetry; in particular, poetry and fiction as adventure, confirmation, and renewal. Older adults also employ selected poems as a means to examine their life experiences and discuss these experiences with their peers. This course is designed to refresh older adults' enjoyment and increase their appreciation of poetry and fiction as a means of expression, and helps older adults explore poetry in relation to other types of literature, in particular in its use of language and imagery.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
   1. n/a, n/a, n/a © 2023

III. **Course Objectives**

Upon completion of this course, the student will be able to:
   1. Critique their own works of poetry and function, and that of their peers

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion, Critique

V. **Course Content**

% of Course	Topic
20.000%	Various genres of writing
20.000%	Poetic structures and rhythms
20.000%	Plot Development in Fiction
20.000%	Character Development in Fiction
20.000%	Critique etiquette
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: Ungraded/Noncredit
100%	Total

VII. **Sample Assignments:**
Discuss your favorite author/writer: What influenced the writer you deem as your favorite? What has their impact been? Why are you drawn to their work? Is there anything of their work you don't like?
Pair and Share: In dyads and triads, pass around your most recent writing for constructive criticism.

VIII. **Student Learning Outcomes:**
1. Student will be able to compare and contrast the writing styles of various authors as it related to their era, genre and impact.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – HUMDEV E27, Exercising the Brain

Units:	0.00
Total Instructional Hours (usually 18 per unit):	23.94
Hours per week (full semester equivalent) in Lecture:	1.33
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	47.88
Date Submitted:	March 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	083700 - Health Education / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
Emergency DE to Fully Online The course has been amended to specify that it is NOT designed for individuals who have a degenerative neurological impairment.

I. **Catalog Description**

This course assists older adults in minimizing anxiety when memory behavior patterns change and helps build confidence as they age. This class is designed to stimulate thinking and to exercise the brain. Older adults practice skills to enhance memory retention and retrieval by using lessons that require long and short term memory, memory recall and association. This class is completely interactive with every student participating, which also assists with helping students learn to stay focused. This class is not intended for anyone with Alzheimer's or any type of dementia.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023

III. **Course Objectives**

Upon completion of this course, the student will be able to:
1. Use recall memory for random events from the past week, and associative memory recall for past events.
2. Continuous improvement in terms of their personal best score on the brain games

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion

V. **Course Content**

% of Course	Topic
40.000%	Brainteasers, memory games, puzzles, riddles
20.000%	Resources for continued mental exercises at home provided.
20.000%	Relationship between Brain and Body Health
20.000%	Answers to exercises provided
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: Ungraded/Noncredit

100%	Total

VII. **Sample Assignments:**
Complete this brain teaser exercise: You have 10 minutes to complete this packet before we grade it as a team
Pair and share: Tell your classmate what you ate for lunch every day this week, then share out to the class.

VIII. **Student Learning Outcomes:**
1. Student will be able to complete many of the brain exercises regularly on their own with little assistance.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – MUSIC E17, Luisa R.G. Kot Concert Series

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	April 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	100400 - Music / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
Emergency DE to Fully Online

I. **Catalog Description**
In this class, Emeritus students will experience a series of concert performances through a mix of live and in-person performances and pre-recordings. These musical performances will expose students to different performers, composers, and musicians and engage in stimulating discussions about music, performers' lives, the ways in which music and art can enrich one's life, and so forth. This seminar provides a space for older adults to socialize with their peers and validate their life experiences while gaining exposure to mentally stimulating content.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Distinguish a variety of musical techniques and instruments, both live and pre-recorded, in group and solo performances.
2. Listen to music with an awareness and appreciation of form, style and the elements with which it is created.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Visiting Lecturers

V. **Course Content**

% of Course	Topic
90.000%	Students will observe a variety of musical performances, with a mix of both live, in-person concerts, and online archived concerts.
10.000%	Students will discuss the techniques used, the meaning behind the music, and it's relevance, both at the time it was created, and since.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other Ungraded/Noncredit

100%	Total

VII. **Sample Assignments:**
Discuss musical relevance.: Discuss the class the music heard and it's relevance to the period in which it was created.
Discuss the feelings evoked by the music.: How has this music impacted you? Was this the first time you heard it?

VIII. **Student Learning Outcomes:**
1. Distinguish a variety of musical techniques and instruments.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – OCC E08, Word Processing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	March 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	089900 - Other Education / D - Possibly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

There is a new course being submitted that should logically be E01, as it is basic smartphone use and designed to be next logical course for someone who has already demonstrated basic computer proficiency. Renumbering Word Processing from E01 to E08 allows for some stratification in the course numbering.

I. **Catalog Description**

This course assists older adults in acquiring the skills necessary to use word processing software. Older adults learn to create, save, and retrieve documents and gain consumer and personal management skills. The pace of the course is designed to meet the needs of older adults who are at least somewhat familiar with computer technology.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. n/a, n/a, n/a © 2023

III. **Course Objectives**

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

1. Demonstrate some of the functional uses of Word Processing programs.

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion

V. **Course Content**

% of Course	Topic
20.000%	Grammar Tools
20.000%	Track and Review Changes/Comments
20.000%	Templates
20.000%	Version Control and Auto Save
20.000%	Formatting, Bullets, Indents and Margins
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: Ungraded/Noncredit
100%	Total

VII. **Sample Assignments:**
Copy, Rename, Save and open a file: Copy the file marked "Sample Assignment:. Rename it as "First Name Last Name Sample" using your own name. Open it. Follow the provided formatting instructions and then click Save. Raise your hand when you want me to check your work.
Copy and Paste: Copy and Paste an article from your favorite website into a Word document. Be sure to cite your source.

VIII. **Student Learning Outcomes:**
1. Students will successfully apply the computer skills taught in this class.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – POL SC E10, Pop Culture, Social Change and Politics

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	May 2023

Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	220700 - Political Science / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
Pol Sc E00 is one of the most popular courses at Emeritus and the music department offers many classes to a large number of students. The student body has shown an interest in learning more about how music influences and is influenced by political movements. In particular, students who take music classes have shown great interest in a course that would examine the confluence of music and politics. The target population is all Emeritus students, though there will be the most interest initially from students who take music and Pol Sc courses.

I. **Catalog Description**
This course helps Emeritus students understand how political movements influence and are influenced by popular culture (such as music, books, coins, TV and film). Emphasis will be placed on reviewing different elements of popular culture of various eras in American history and discussing the influences, and what the impacts of those events are on current American life and politics.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify several key examples of how music and culture have influenced politics and vice versa.
2. Understand the relationship between music and culture and politics.
3. Explain how have social issues been introduced to the public in ways that affects acceptance.

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

V. **Course Content**

% of Course	Topic
25.000%	Impact of Politics on Culture and Music
25.000%	Civic Engagement/Activism and Social Change
25.000%	Pop Culture, Film, Comics and Social Change
25.000%	Music and Social Change
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.
100%	Total

VII. **Sample Assignments:**
Discussion: Listen to the curated music play list, and discuss the state of America and its politics at that time in history.
Reflection : Instructor will ask students to share what song, music or musician awakened them to a topic that they then wanted to learn more about, or take a stand on?

VIII. **Student Learning Outcomes:**
1. Students will increase their knowledge of the effects of music and culture on political movements and vice versa.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – TH ART E15, Theater - History of Comedy

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	April 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	100700 - Dramatic Arts / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
Emergency DE to Fully Online

I. **Catalog Description**
This course is designed to help older adult students improve their outlook on life, stimulate their minds and imaginations, improve peer group interaction and communication, and increase their sense of positive aging through humor. Older adults will engage with their peers in a positive and up-lifting manner while learning about the use of humor through the ages. They will learn about comedy in theater, literature, film, and music from the beginnings of recorded civilization to the present, and will discuss: changes in stereotypes such as comedic images of older adults and other subgroups of the community; different types of humor; and/or popular trends in comedy, stand-up comedy, comedy of stage and screen, musical comedy, musical satire, with a special emphasis on the connection of rhythm and comic timing.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
   1. n/a, n/a, n/a © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Develop an awareness of comedy as an art form reflecting the human social experience and cultural heritage.
   2. Develop an awareness of the historical significance of comedic form.
   3. Demonstrate understanding of a particular type of comedy or humor that has been discussed in class (i.e. burlesque vaudeville, stand-up comedy, comedic films, television, etc.) from a historical point of view, and relate it to their day-to-day lives.
   4. Engage in critical discussions or analysis of the subject matter at hand (e.g. different types of comedy or humor and/or the various media through which the humor is presented, including films, books, television, stnad-up acts, etc.)with older adult peers in a manner that is positive and constructive.
   5. Discern the variations in humor from one culture to another and from one generation to another.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion

V. **Course Content**

% of Course	Topic
25.000%	Lecture on selected topics (i.e. burlesque vaudeville, silent film clowns, analysis of various types
25.000%	Class will review the history, origins, structures and forms of comedy.
25.000%	Various comedic performances will be interspersed, as appropriate and befitting the lecture.

25.000%	Students will engage with each other and the instructor on the impacts of comedy on historical events, and vice versa.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: Ungraded/Noncredit
100%	Total

VII. **Sample Assignments:**

Exploring Age-Defying Humor Through Time: The instructor will select a comedic piece from any medium (theater, literature, film, or music) that showcases humor related to aging or challenges stereotypes about older adults. The students will discuss the main characters, setting and plot as it relates to the aging and Jewish experience.

Create a positive aging sketch: Instructor will provide various negative sketches of aging as portrayed in the media. Students will orally discuss the way the directors could have changed the narrative and created a positive outlook of aging using dialogue, music, lighting, setting, etc.

VIII. **Student Learning Outcomes:**
1. Analyze comedic productions in order to define theme, form, and style.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – TH ART E21, Art, Culture & Entertainment Through a Jewish Lens

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	April 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	100700 - Dramatic Arts / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
Emergency DE to Fully Online

I. **Catalog Description**
This course is designed to help Emeritus students learn about Jewish culture, from the historical backdrop of the 19th Century's worldwide advances, pogroms, and immigrations, to the flowering of Jewish art, culture and entertainment in 20th Century United States and beyond. The course aims to improve students' outlook on life, stimulate their minds and imaginations, improve peer group interaction and communication, and increase their sense of positive aging and cultural identity with particular attention to Jewish humor and tenacity as survival mechanisms in the face of adversity. Older adults will engage with their peers in a positive and up-lifting manner while learning about the use of art and humor through the last century. They will learn about Jewish theater, literature, film, art and music, and how American culture has flourished as a result of the Jews' contributions. We will discuss: changes in stereotypes such as comedic images of older adults and other subgroups of the community; different types of art, self-expression and humor; and/or popular trends in all aspects of culture and entertainment.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023
2. All texts and resources will be provided by the instructor.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. 1. Demonstrate understanding of why Jewish Americans were particularly driven to arts and entertainment roles, and how that has driven both content and performance.
2. 2. Engage in critical discussions or analysis of the subject matter at hand (e.g., the multifaceted contributions of the Jewish community to a variety of fields, including the arts, entertainment and culture).

IV. **Methods of Presentation:**
Lecture and Discussion, Observation and Demonstration, Distance Education, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
20.000%	Influence of Jewish Americans on American culture.
20.000%	Jewish immigration into the USA.
20.000%	Jewish theater, literature, film, art and music
20.000%	Jewish humor

%	Topic
20.000%	Jewish art, culture and entertainment in 20th Century United States
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: Ungraded/Noncredit
100%	Total

VII. **Sample Assignments:**
Compare the depictions between humor and drama: The instructor will show two film clips, one comedy and one drama. Please discuss the pros and cons of the depictions of Jewish Americans in each one.
Humor through Adversity: In light of generational trauma and adversity facing the Jewish community for generations, the Jewish community has leveraged humor to cope. Discuss the cathartic benefits of humor as an outlet and share thoughts on if the arts, culture, and entertainment was an outlet for healing, or the only opportunity available.

VIII. **Student Learning Outcomes:**
1. Students will examine the connection between theatrical performances, film and music and the impact they have on the cultural, historical, and national Jewish identity.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – TH ART E28, Plays and Playwrights

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Date Submitted:	April 2023
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024
TOP/SAM Code:	100700 - Dramatic Arts / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale
Emergency DE to Fully Online

I. **Catalog Description**
This course engages Emeritus students in the rich theatrical material available in the Los Angeles area by exposing them to an assortment of American, English, and other theatrical works, playwrights, and screenwriters. Students will learn about plots, characters, and the many interpretations of plays through comparative analysis, will relate plays to their life experiences, and will engage in respectful discussions with their peers.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. n/a, n/a, n/a © 2023

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Recognize the role of the playwright/director/actor relationship in the process of producing a dramatic presentation.
2. Analyze performance intention and audience response to theatrical performances performance, musical pieces, and film.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion

V. **Course Content**

% of Course	Topic
25.000%	Nuances of Dialogue
25.000%	American Playwrights
25.000%	European Playwrights
25.000%	Scene reenactments
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
100%	Other: Ungraded/Noncredit
100%	Total

VII. **Sample Assignments:**
Dyads, triads, small groups:
In your group, please select one of the listed vignettes or scenes. Pick roles and read through them. On a second read-through, change roles. What insights do you glean from this? Please share with your group and be prepared to discuss with the class as a whole.
Discuss the meaning of a particular piece:
In your groups, please reach a consensus on what the meaning of that work has been, botht o the era of it's first writing and performance, and it's ongoing meaning today.

VIII. **Student Learning Outcomes:**
1. Analyze dramatic productions in order to define theme, form, and style.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E TH ART E28 Distance Education Application

☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:
The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

1b. Student - Student Interaction:
Student to student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:
Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the class.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery	60.00%
Discussion	Discussion	35.00%
Other (describe)	Class Discussion & Q/A	5.00%

2. Organization of Content:
Course content for emergency DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	n/A	There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

4. Instructor's Technical Qualifications:

Instructors have completed training offered by the Campus DE folks or Emeritus directly on how to use Zoom or Canvas. Emeritus has provided support to instructors as they set up their Zoom classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

5. Student Support Services:

There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

6. Accessibility Requirements:

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

7. Representative Online Lesson or Activity:

"Contemporaries of Shakespeare"

Description: This online lesson aims to engage students in the works of playwrights of the Shakespearean era, aside from the Bard himself.

Introduction (Multimedia Presentation):
Through a combination of a slidedeck and screensharing, the instructor will lecture about playwrights that were peers of Shakespeare. Students will act out scenes from these works.

Once the lecture has finished, questions to ask and discuss:
1) What is it about Shakespeare's work that allowed him to outshine all of these lesser known playwrights?
2) List 3 things about the human condition that are portrayed well in some of these playwrights' works?

Substantial Change: ENGLISH 3, World Literature 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	3B: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL 1

I. Catalog Description

A comparative study of selected literature originating in the Americas, Asia, Africa, Europe, and the Middle East from antiquity through the 16th Century.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. The Norton Anthology of World Literature, Volumes, A, B, C, 4th, Puchner, Martin; Suzanne Conklin Akbari, Norton © 2018, ISBN: 978-0393265903
2. The Bedford Anthology of World Literature: The Ancient, Medieval, and Early Modern World, Beginning-1650, Davis, Paul, Gary Harrison, David M. Johnson, and John F. Crawford. , Bedford St. Martin's © 2009
3. The Longman Anthology of World Literature, Volume 1, 2nd, Damrosch, David, David Pike, April Aliston, Marshall Brown, Pearson © 2016

III. Course Objectives

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

1. Demonstrate familiarity with major genres, themes, and works of the period;
2. Interpret and analyze themes found in the literature and intellectual movements of the period;
3. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts;
4. Identify and apply conventions of literary criticism and academic discourse;
5. Articulate a rationale for inclusion of one or more specific works in the canon of World Literature.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Online instructor-provided resources, Projects

V. Course Content

% of Course	Topic
5.000%	Defining World Literature; Overview of Critical Approaches
10.000%	Mesopotamia and Ancient Egypt. Representative texts include: The Great Hymn to the Aten; The Descent of Inanna; The Epic of Gilgamesh; The Hebrew Bible.
12.500%	Ancient India. Representative texts include: The Rig Veda; The Upanishads; The Ramayana of Valmiki; The Mahabarata.
10.000%	Ancient China. Representative texts include: Book of Songs, Shi Jing; The Analects, Confucius;

	Dao De Jing, Laozi; Ch'u Tz'u (Elegies of Ch'u), Att to Ch'u Yuan; Rhyme-Prose and Han Dynasty Poetry.
12.500%	Ancient Greece and Rome. Representative texts include: Theogony, Hesiod; The Iliad, Homer; The Odyssey, Homer; Selected poems, Sappho; Medea, Euripides; The Symposium, Plato; The Aeniad, Virgil; The Metamorphoses, Ovid.
10.000%	Literature of the Middle Period: Africa and the Middle East. Representative texts include: Layla and Manjun, Nizami; The Qur'an; Sundiata; The Thousand and One Nights.
5.000%	Literature of the Middle Period: The Americas. Representative texts include: Popul Vuh Chilam Balam
5.000%	Literature of the Middle Period: China. Representative texts include: Monkey, Wu Cheng'en; The Story of Ying-ying, Yuan Zhen; Tang Dynasty poets: Wang Wei, Li Bai, du Fu, Bai Juyi; Song Dynasty poets: Su Dongpo, Li Qingzhao.
10.000%	Literature of the Middle Period: Japan. Representative texts include: The Tale of Genji, Murasaki Shikubu; The Pillow Book, Sei Shonagon; No Theatre: Atsumori; Aoi no Ue
5.000%	Literature of the Middle Period: Korea. Representative texts include: A Woman's Sorrow, Ho Nansohorhon; Songs of Flying Dragons; Selected poems, Hwan Chin-I
10.000%	Literature of the Middle Period: Europe. Representative texts include: Confessions, Augustine; Utopia, Thomas More; The Divine Comedy, Dante Aligheri; The City of the Ladies, Christine de Pizan; Lais, Marie de France; Don Quixote, Miguel de Cervantes; The Tempest, William Shakespeare.
5.000%	Research Essay: Canon formation.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Written assignments: Informal responses such as online discussion posts, textual annotations, brief summaries or close-readings.
30%	Papers: Three analytical essays of 1,000-1,500 words each.
10%	Group Projects: Group presentations and/or performances.

10%	Class Participation: Participation in class discussions and activities.
10%	Quizzes
15%	Research Projects: Researched analytical essay of 10-12 pages.
5%	Exams/Tests: Midterm Exam
10%	Final exam
100%	Total

VII. **Sample Assignments:**

Assignment 1: In a thesis-driven essay of 1,000-1,500 words, discuss how two or more works from the ancient period present the conflict between individual desire and the greater good. How does each text frame the conflict, and how does each resolve it? How might the historical or cultural contexts of each work help explain the differences and/or similarities you have found?

Assignment #2: In a 10–12-page research essay, make an argument for the inclusion of one of the texts listed below as a topic of study in the World Literature course. How is the text significant? What makes it worthy of study? Your essay should incorporate a brief biography of the writer (or profile of an anonymous writer); situate the text in its socio-historical context; identify the text's formal and stylistic characteristics; and explain the cultural importance and/or legacy of the text. The paper should demonstrate your ability to incorporate research material into your own writing, as well as your critical thinking about the text. You are doing more than reading for pleasure and collecting information; you are evaluating literary practice and making claims supported by your research and analysis.

VIII. **Student Learning Outcomes:**
1. Identify and analyze the ways in which writers of the period modify, accept, or reject literary conventions and techniques of their time and of previous literary/historical periods.
2. Identify and analyze significant themes of the period, such as tensions between self and community, revenge and justice, rights and duties, and secular and sacred.
3. Evaluate literary works from the period for their cultural, historical, intellectual, and/or literary significance as well as their relevance to modern readers.

Substantial Change: ENGLISH 4, World Literature 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	March 2023
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	3B: Humanities
SMC GE Area:	Area III: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL 1

I. Catalog Description

The course is a comparative study of selected works of fiction, poetry, and drama, in translation and in English, of literature from around the world from the mid-seventeenth century to the present. In addition, the course examines the social, intellectual, and historical foundations that have shaped the literatures of this period.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Norton Anthology of World Literature, Volume E, 4th, Puchner, Martin; Suzanne Conklin Akbari, Norton © 2018
2. The Sorrows of Young Werther. Trans. Catherine Hutter, Goethe, Johann. , Signet Class © 1982
3. Mrs. Dalloway. , Woolf, Virginia, Mariner Books © 2005
4. Diary of a Madman, and Other Stories, Lu Xun, University of Hawaii Press © 1990, ISBN: 978-0824813178

III. Course Objectives

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

1. Students will develop detailed knowledge of the content and form of literary texts drawn from different countries and cultures.
2. Students will develop an awareness of the relationship between culture and story-telling; the impact of colonization; issues of language, translation, and audience; and the politics of canon formation.
3. Students will develop cross-cultural curiosity and literacy that attends to both familiar and unfamiliar literatures without minimizing or exoticizing difference.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other Methods: including multimedia presentations

V. Course Content

% of Course	Topic
10.000%	The Politics of Translation/Language. Comparative analysis of translations such as, Rimbaud's "Drunken Boat." Theoretical texts by authors such as Guyatri Spivak, Ngũgĩ wa Thiong'o, or Aimé Césaire.
20.000%	National Poets and Nation-States. Discuss the role of poets (or writers) in shaping national identities. Poets can include José Martí, Nguyễn Du, Ghalib, Rabindranath Tagor, Eduardo Galleano, Federico García Lorca, Pablo Neruda, T.S. Eliot, Aimé Césaire, or W.B. Yeats.
10.000%	Orature and storytelling. Examine the role of oral traditions such as German folktales, Irish fairy tales, Hawaiian folklore, African folktales, or U.S. slave stories.
20.000%	Realism across cultures. Titles can include Fyodor Dostoevsky, Notes from the Underground; Henrik Ibsen, A Doll's House; Higuchi Ichiyō, "Separate Ways," or Joaquim Maria Machado de Assis, "The Rod of Justice"

20.000%	Modernity and Modernism. Texts can include: Thomas Mann, Death in Venice; Franz Kafka, "The Metamorphosis"; Luigi Pirandello, Six Characters in Search of an Author; Virginia Woolf, Mrs. Dalloway; Marcel Proust, "Overture" to Swann's Way; Bertolt Brecht, Mother Courage and her Children; Lu Xun, Diary of a Madman; Jorge Luis Borges, "The Garden of Forking Paths," "The Library of Babel"
20.000%	Post-colonial Literature. Texts can include: Mario Vargas Llosa, Death in the Andes; Helen Oyeyemi, Icarus Girl; Chinua Achebe, Things Fall Apart; Wole Soyinka, Death and the King's Horseman; Jean Rhys, Wide Sargasso Sea; Aimé Césaire, A Tempest; Gabriel Garcia Marquez, Chronicle of a Death Foretold.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Final exam
20%	Written assignments: Essays
40%	Other: Discussions, response papers
10%	Quizzes
20%	Oral Presentation: Multi-media or online presentations.
100%	Total

VII. **Sample Assignments:**

Written Assignment: Psychological Realism is a central and distinguishing quality of many of the works we have read in the last part of the semester. Thomas Mann's Death in Venice, Franz Kafka's "The Metamorphosis," Aimé Césaire's "Notes of a Return to My Native Land," and Luigi Pirandello's Six Characters in Search of an Author all explore the complex psychology of their characters. Choose two of these three works, and discuss specific techniques by which the writers use psychological realism to dramatize the exploration of the unconscious. Be specific and concrete in your references, and evaluate the strength and effectiveness of these techniques to depict psychological realism.

Explication of Unknown Texts: Students will be presented with a previously unseen poem without a title or author and be asked to post an analysis of its formal characteristics. After their response, they will view an online lecture about the poem's social, historical, and cultural context. Students will then write a reflection on their original post in a threaded discussion of how their interpretation has been influenced by the cultural context, and will respond to at least one other student's reflection.

What is World Literature?: After reading an academic assessment of canon formation such as Viet Than Nguyen's "Canon Fodder," or watching Chimamanda Ngozi Adichie's TEdTalk, "The Danger of a Single Story" students will post a World Literature syllabus from another institution to a threaded discussion. Students will analyze what the course includes and excludes and how those choices shape the course's construction of World Literature. Students will respond to at least one other student's syllabus.

Translation: Students will read two different translations of a poem, such as Rimbaud's "The Drunken Boat," and then post a written analysis to the Discussion Board about how a translator's choices shape the meaning and form of the poem by focusing on two or three differences. Students will read and respond to at least one other student.

Constructing the Canon: Students will select a text that they feel should be included in future iterations of this course and create a multi-media presentation that explains why this text should be included and how it would shape the construction of World Literature.

VIII. **Student Learning Outcomes:**
1. Upon completion of the course the student will be able to identify themes among world literature from different geographical regions and recognize and understand cross-cultural artistic patterns.
2. Upon completion of this course students will be able to evaluate major developments in world history, the historical roots of contemporary global cultures, or the literary, philosophical, or religious contributions of world cultures.

Substantial Change: ENGLISH 5, British Literature 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	March 2023
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	3B: Humanities
SMC GE Area:	Area III: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL 1

I. **Catalog Description**
This course surveys literature written in English in countries around the world, including but not limited to the British Isles and the American colonies, from the pre-Norman period in England to the late 18th century.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Norton Anthology of English Literature, Vol. 1, 10th, Greenblatt, Stephen. ed, W.W .Norton & Co. © 2020

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Define major literary movements in the first ten centuries of British literature, recognizing the special characteristics and attitudes of each.
2. Identify the development and characteristics of major literary genres in British literature such as the epic, the drama, the sonnet, and the prose essay.
3. Recognize the cultural, philosophical, religious, political, and social themes underlying successive literary periods, and analyze how British literature of each period deals with those themes

IV. **Methods of Presentation:**
Discussion, Lecture and Discussion, Critique, Projects, Other Methods: group work, student-lead presentations

V. **Course Content**

% of Course	Topic
5.000%	Introduction and Historical Background
25.000%	Old, Norman and Middle English: Beowulf; Chaucer; Malory; Sir Gawainand the Green Knight
35.000%	Early Modern English and the Renaissance • Wyatt, Howard, Sidney,Donne, the Metaphysical poets • Spenser, Shakespeare, Marlowe
35.000%	Restoration and the Eighteenth Century • Pope, Bacon, Congreve, Dryden,Smith, Gray, Goldsmith, Milton, Johnson
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
70%	Exams/Tests: Essay Exams (3)
20%	Other: Essays and related in-class presentations (2-3)
10%	Quizzes: Reading quizzes

100%	Total

VII. **Sample Assignments:**

Genre Comparison: We have read many different genres from sonnets and lyrics to satires and fables. Select two examples of one of these genres from distinct periods. Identify and compare their distinguishing features. Your comparison should consider the social, cultural, or political context in which each work was composed.

Thematic Analysis: Throughout this course each period essentially reveals a radical alteration in the meaning of the concept of "the Self." The Self in relationship to the Divine, the Self in relation to Others and the Self in relation to Society would be three simple formulations. Taking two works from different periods, explore how the Self either replicates and modifies or rejects and redesigns what the possible meanings are for the Self. In addition to the obvious temporal shifts, are these meanings of the Self also affected by the gender or class or race of the author and/or intended audience of the literature under discussion?

Analyzing Ritual: Rituals, ceremonies, and traditional practices (like marriages and trials) convey social meanings. Identify the rituals, ceremonies, or cultural practices in one of the works we have read. Analyze their representation in the work and its relation to the text's meaning. For added detail, do some additional research into the culture to understand the historical and social importance of those rituals.

VIII. **Student Learning Outcomes:**
1. Upon completion of the course the student will be able to identify major authors, works, genres, and themes of the period.
2. Upon completion of the course, the student shall be able to analyze the relatationship between literary works and their historical, philosophical, social, political, and aesthetic contexts.

Substantial Change: ENGLISH 6, British Literature 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	March 2023
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	3B: Humanities
SMC GE Area:	Area III: Humanities
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	ENGL 1

I. **Catalog Description**

A continuation of English 5, this course covers English literature from the late 18th Century to the 20th Century.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. The Norton Anthology of English Literature Vol. C, 10th, Greenblatt, Stephen , W.W. Norton © 2018, ISBN: 978-0-393-60304-0

III. **Course Objectives**

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

1. Define major literary movements in British literature from the late 18th Century to the 20th Century, recognizing the special characteristics and attitudes of each.
2. Recognize the cultural, philosophical, religious, political, and social themes underlying successive literary periods, and analyze how British literature of each period deals with those themes

IV. **Methods of Presentation:**

Discussion, Lecture and Discussion, Other Methods: will be augmented by some use of audio and videotapes.

V. **Course Content**

% of Course	Topic
34.000%	Literature of Romantic period, including the writings of Wordsworth, Coleridge, Blake, Keats, Austen, and Shelley
33.000%	Literature of the Victorian period, including the writings of Tennyson, Browning, Hopkins, Brontë, Rossetti, and Wilde
33.000%	Literature of the Modern period, including the writings of Conrad, Woolf, Yeats, Joyce, Eliot, and Beckett
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
45%	Exams/Tests: 3 Exams or reading journals for each of the periods (15% each)
10%	Final exam
30%	Other: 3 essays of approximately 1200 words each (or the equivalent)
15%	Quizzes: and class discussions
100%	Total

VII. **Sample Assignments:**
Constructing the Citizen from the Individual: Romantic writers focus on an examination of individuals' interior states, giving less attention to their social responsibilities. Many Victorian writers, in contrast, set individuals clearly in a social context and prompt readers to consider their social obligations, how human beings should regard and respond to one another. Robert Louis Stevenson's novel, Dr. Jekyll and Mr. Hyde, explores the tensions between ego-centric motivations and social responsibilities. Richard Enfield in Dr. Jekyll and Mr. Hyde says, "I make it a rule of mine; the more it looks like Queer Street, the less I ask." Utterson states his agreement: "That's a good rule of yours" (1648). Identify one theme of social responsibility that arises in Robert Louis Stevenson's novel and examine it in an essay of three to five pages.
Re-reading Conrad from an African Perspective: Read Chinua Achebe's "An Image of Africa: Racism in Conrad's Heart of Darkness." What are Achebe's criticisms of The Heart of Darkness? Do you agree with them? Why or why not? Write a four to six page essay in which you agree or disagree with Achebe's assessment of the novel, qualifying your discussion with evidence and your own understanding of Conrad's work. Devote roughly one-third of the paper to a summary of Achebe's criticisms and two-thirds of the essay to your response and analysis.
Revolution!: The French evolution looms large in the British imagination. Select any text we have read and analyze the work's treatment of the Revolution. How do the historical events in France shape Britons' sense of themselves as citizens and a nation?
Science and Religion: Nineteenth-century scientific discoveries shook the foundations of Christian culture in Britain. Select a text we have read this semester and analyze its treatment of science and the scientific.

VIII. **Student Learning Outcomes:**
1. Upon completion of the course the student will be able to identify and analyze the literary conventions of what are now called the Romantic, Victorian, and Modern periods.
2. Upon completion of the course the student will be able to demonstrate the social and cultural contexts in the literature of the period, including themes of nature and industrialization, gender, religion, race, and revolution.

Deactivate Course: COSMETOLOGY 71, Cosmetology Instructional Techniques: Theory

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Date Submitted:	May 2023

Rationale
Courses are no longer being offered.

I. **Catalog Description**
This course is designed to prepare the licensed cosmetologist for a teaching career in the public and private sectors of cosmetology. This course offers an overview of teaching methodologies, teaching to diverse learning styles, professional development and learning philosophies of aspiring educators.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., . © 2008
2. Field Guide To The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., . © 2008
3. Teaching Your Occupation to Others, Bott, P.A., . © 1987

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate a variety of teaching techniques
2. Differentiate classroom strategies
3. Work with students on salon floor

IV. **Methods of Presentation:**
Observation and Demonstration, Lab, Lecture and Discussion, Other Methods: Video/DVD, Instructional aids

V. **Course Content**

% of Course	Topic
40.000%	Teaching skills
20.000%	Educational aids
20.000%	Classroom management
20.000%	Creating effective assignments
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
16%	Class Participation
16%	Final exam
16%	Midterm exams
20%	Other: Classroom Evaluation
16%	Projects: Demonstration Project
16%	Quizzes
100%	Total

VII. **Sample Assignments:**
    Lesson Plan:
    Step by Step Hand out :

VIII. **Student Learning Outcomes:**

Deactivate Course: COSMETOLOGY 72, Applied Instructional Techniques

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Date Submitted:	May 2023

Rationale
Courses are no longer being offered.

I. **Catalog Description**
This course is designed to prepare the licensed cosmetologist for a teaching career in the public and private sectors of cosmetology. This course will address effective strategies for instructing students on the salon floor as well as in the classroom. Emphasis is also placed on salon safety and sanitation. It is recommended that the student have a Cosmetology License issued from the California State Board of Barbering and Cosmetology and one year experience working in a salon as a professional cosmetologist.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
  1. The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
  2. Field Guide To The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
  3. Teaching Your Occupation to Others, 2nd, Bott, P.A., Allyn and Bacon © 1997
  4. Safety and Health in the Salon Training System, Nelson, D., Delmar Thomson Learnin © 2000

III. **Course Objectives**
Upon completion of this course, the student will be able to:
  1. Demonstrate a variety of teaching techniques
  2. Differentiate classroom strategies
  3. Demonstrate a thorough understanding of the diversity of learning styles on the salon floor, in the practical classroom and in the theory classroom.
  4. Identify safety precautions and sanitation methods that must be presented in salon instruction.

IV. **Methods of Presentation:**
Observation and Demonstration, Lab, Lecture and Discussion, Other Methods: Video/DVD, Instructional aids (slides, flip charts)

V. **Course Content**

% of Course	Topic
10.000%	Review of Cosmetology Act/Rules and Regulations
10.000%	Review of Sanitation and disinfection
30.000%	Teaching skills
30.000%	Classroom teaching verses salon teaching
20.000%	Educational aids
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
16%	Class Participation

16%	Final exam
16%	Midterm exams
20%	Other: Classroom Evaluation
16%	Projects: Demonstration Project
16%	Quizzes
100%	Total

VII. **Sample Assignments:**
Lesson Plan:
Step by Step Handout :

VIII. **Student Learning Outcomes:**

Deactivate Course: COSMETOLOGY 73, Cosmetology Instructional Materials

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Date Submitted:	May 2023

Rationale
Courses are no longer being offered.

I. **Catalog Description**
This course is designed to prepare the licensed cosmetologist for a teaching career in the public and private sectors of cosmetology. Students will develop instructional materials including course outlines, syllabus, lesson plans, educational aids, and score sheets for practical examinations. It is recommended that the student have a Cosmetology License issued from the California State Board of Barbering and Cosmetology and one year experience working in a salon as a professional cosmetologist.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
2. Field Guide To The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
3. Teaching Your Occupation to Others, Bott, P.A., Allyn and Bacon © 1997

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate a thorough understanding of the diversity of learning styles
2. Develop course outlines, syllabus, and lesson plans.
3. Develop educational materials and score sheets for practical examinations.

IV. **Methods of Presentation:**
Observation and Demonstration, Other (Specify), Lab, Lecture and Discussion
Other Methods: Video/DVD, Instructional aids (slides, flip charts)

V. **Course Content**

% of Course	Topic
20.000%	Creating a lesson plan
20.000%	Developing course outlines and syllabi
20.000%	Developing educational materials and score sheets
20.000%	Student testing
20.000%	Creating effective assignments
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
16%	Class Participation
16%	Final exam
16%	Midterm exams

20%	Other: Development of Instructional Materials
16%	Projects: Demonstration Project
16%	Quizzes
100%	Total

VII. **Sample Assignments:**
Develop Syllabi :
Develop Score Sheet for Practical Assessments:

VIII. **Student Learning Outcomes:**

Deactivate Course: COSMETOLOGY 74, Techniques for Assessment

Units:	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	36.00
Date Submitted:	May 2023

Rationale
Courses are no longer being offered.

I. **Catalog Description**
This course is designed to prepare the licensed cosmetologist for a teaching career in the public and private sectors of cosmetology. This course focuses on development of student learning outcomes and assessments as measures of effective instruction. There will also be an emphasis on refining instructional techniques to meet the needs of students with diverse learning styles. It is recommended that the student have a Cosmetology License issued from the California State Board of Barbering and Cosmetology and one year experience working in a salon as a professional cosmetologist.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
2. Field Guide To The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
3. Teaching Your Occupation to Others, Bott, P.A., Allyn and Bacon © 1997
4. Testing and Assessment in Occupational and Technical Education, Bott, P.A., Allyn and Bacon © 1995

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. A. Develop student learning outcomes that reflect expectations for specific cosmetology courses. B. Design assessments that will determine whether students have met learning outcomes. C. Demonstrate a thorough understanding of the diversity of learning styles on the salon floor, in the practical classroom and in the theory classroom.

IV. **Methods of Presentation:**
Observation and Demonstration, Lab, Lecture and Discussion, Other Methods: Video/DVD, Instructional aids (slides, flip charts)

V. **Course Content**

% of Course	Topic
20.000%	Developing student learning outcomes
20.000%	Effective assessments for student learning outcomes
20.000%	Creating lesson plans to support student learning outcomes
20.000%	Revising course presentation methods and instructional materials to support student learning outcomes
20.000%	Review of educational aids
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic

16%	Class Participation
16%	Final exam
16%	Midterm exams
20%	Other: Development of Outcomes and Assessments
16%	Projects: Demonstration Project
16%	Quizzes
100%	Total

VII. **Sample Assignments:**
Develop Student Learning Outcomes:
Develop Practical examinations :

VIII. **Student Learning Outcomes:**

Deactivate Course: COSMETOLOGY 75A, Instructional Techniques in Salon 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	May 2023

Rationale
Courses are no longer being offered.

I. **Catalog Description**
This course is designed to prepare the licensed cosmetologist for a teaching career in the public and private sectors of cosmetology. This course emphasizes practical experience on the salon floor, supervising students under the direction of an instructor. It is recommended that the student have a Cosmetology License issued from the California State Board of Barbering and Cosmetology and one year experience working in a salon as a professional cosmetologist. Students in these sections may attend salon or classroom setting from 4 to 24 hours. These courses provide the opportunity for the student to have practical experience working with teachers in a classroom or salon environment.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
   1. The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
   2. Field Guide To The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
   3. Teaching Your Occupation to Others, 2nd, Bott, P.A., Allyn and Bacon © 1997

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Demonstrate a variety of teaching techniques on the salon floor/classroom
   2. Work with students on salon floor/classroom
   3. Demonstrate a thorough understanding of the diversity of learning styles on the salon floor/classroom.

IV. **Methods of Presentation:**
Lab, Other Methods: Demonstration, Video/DVD, Instructional aids (slides, flip charts)

V. **Course Content**

% of Course	Topic
20.000%	Observation of Salon Instruction Techniques
50.000%	Practical Application of Salon Instruction
30.000%	Evaluation of Teaching Effectiveness on the Salon Floor
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Participation
25%	Class Work
25%	Final Performance: Reflective Journal
25%	Group Projects: Supervision of Salon Students

100%	Total

VII. **Sample Assignments:**
Time Card :
Salon Orientation Presentation:

VIII. **Student Learning Outcomes:**
1. Demonstrate effective teaching techniques for supervising students learning all aspects of cosmetology in the salon. As assessed by: Teaching demonstration in salon setting
2. Identify and implement strategies for improvement of instruction on the salon floor. As assessed by: Reflective journal, teaching demonstration in salon setting
3. Demonstrate effective teaching techniques for supervising students learning all aspects of cosmetology in the salon. As assessed by: Teaching demonstration in salon setting

Deactivate Course: COSMETOLOGY 75B, Instructional Techniques in Salon 2

Units:	6.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	6.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	216.00
Date Submitted:	May 2023

Rationale
Courses are no longer being offered.

I. **Catalog Description**
This course is designed to prepare the licensed cosmetologist for a teaching career in the public and private sectors of cosmetology. This course emphasizes practical experience on the salon floor, supervising students under the direction of an instructor. It is recommended that the student have a Cosmetology License issued from the California State Board of Barbering and Cosmetology and one year experience working in a salon as a professional cosmetologist. Students in these sections may attend salon or classroom setting from 4 to 24 hours. These courses provide the opportunity for the student to have practical experience working with teachers in a classroom or salon environment.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
2. Field Guide To The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
3. Teaching Your Occupation to Others, Bott, P.A., Allyn and Bacon © 1997

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate a variety of teaching techniques on the salon floor/classroom
2. Work with students on salon floor/classroom
3. Demonstrate a thorough understanding of the diversity of learning styles on the salon floor/classroom.

IV. **Methods of Presentation:**
Lab, Other Methods: Demonstration, Video/DVD, Instructional aids (slides, flip charts)

V. **Course Content**

% of Course	Topic
20.000%	Observation of Salon Instruction Techniques
50.000%	Practical Application of Salon Instruction
30.000%	Evaluation of Teaching Effectiveness on the Salon Floor
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Participation
25%	Class Work
25%	Group Projects: Supervising of Salon Students
25%	Final Project: Reflective Journal

100%	Total

VII. **Sample Assignments:**
   Supervising Student work :
   Supervise Client Consultations:

VIII. **Student Learning Outcomes:**
   1. Demonstrate effective teaching techniques for supervising students learning all aspects of cosmetology in the salon. As assessed by: Teaching demonstration in salon setting
   2. Identify and implement strategies for improvement of instruction on the salon floor. As assessed by: Reflective journal, teaching demonstration in salon setting

Deactivate Course: COSMETOLOGY 75C, Instructional Techniques in Salon 3

Units:	9.00
Total Instructional Hours (usually 18 per unit):	162.00
Hours per week (full semester equivalent) in Lecture:	9.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	324.00
Date Submitted:	May 2023

Rationale
Courses are no longer being offered.

I. **Catalog Description**
This course is designed to prepare the licensed cosmetologist for a teaching career in the public and private sectors of cosmetology. This course emphasizes practical experience on the salon floor, supervising students under the direction of an instructor. It is recommended that the student have a Cosmetology License issued from the California State Board of Barbering and Cosmetology and one year experience working in a salon as a professional cosmetologist. Students in these sections may attend salon or classroom setting from 4 to 24 hours. These courses provide the opportunity for the student to have practical experience working with teachers in a classroom or salon environment.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
2. Field Guide To The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
3. Teaching Your Occupation to Others, Bott, P.A., Allyn and Bacon © 1997

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate a variety of teaching techniques on the salon floor/classroom
2. Work with students on salon floor/classroom
3. Demonstrate a thorough understanding of the diversity of learning styles on the salon floor/classroom.

IV. **Methods of Presentation:**
Lab, Other Methods: Demonstration, Video/DVD, Instruction aids (slides, flip charts)

V. **Course Content**

% of Course	Topic
20.000%	Observation of Salon Instruction Techniques
50.000%	Practical Application of Salon Instruction
30.000%	Evaluation of Teaching Effectiveness on the Salon Floor
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Participation
25%	Class Work
25%	Group Projects: Supervision of Salon Students
25%	Final Project: Reflective journal

100%	Total

VII. **Sample Assignments:**
   Time Card:
   Salon Orientation Presentation:

VIII. **Student Learning Outcomes:**
   1. Demonstrate effective teaching techniques for supervising students learning all aspects of cosmetology in the salon. As assessed by: Teaching demonstration in salon setting
   2. Identify and implement strategies for improvement of instruction on the salon floor. As assessed by: Reflective journal, teaching demonstration in salon setting

Deactivate Course: COSMETOLOGY 75D, Instructional Techniques in Salon 4

Units:	12.00
Total Instructional Hours (usually 18 per unit):	216.00
Hours per week (full semester equivalent) in Lecture:	12.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	432.00
Date Submitted:	May 2023

Rationale
Courses are no longer being offered.

I. **Catalog Description**
This course is designed to prepare the licensed cosmetologist for a teaching career in the public and private sectors of cosmetology. This course emphasizes practical experience on the salon floor, supervising students under the direction of an instructor. It is recommended that the student have a Cosmetology License issued from the California State Board of Barbering and Cosmetology and one year experience working in a salon as a professional cosmetologist. Students in these sections may attend salon or classroom setting from 4 to 24 hours. These courses provide the opportunity for the student to have practical experience working with teachers in a classroom or salon environment.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
2. Field Guide To The Science of Learning and the Art of Teaching, Feldman, J. and McPhee, D., CENGAGE Delmar Learning © 2008
3. Teaching Your Occupation to Others, 2nd, Bott, P.A., Allyn and Bacon © 1997

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Demonstrate a variety of teaching techniques on the salon floor/classroom
2. Work with students on salon floor/classroom
3. Demonstrate a thorough understanding of the diversity of learning styles on the salon floor/classroom.

IV. **Methods of Presentation:**
Lab, Other Methods: Demonstration, Video/DVD, Instructional aids (slides, flip charts)

V. **Course Content**

% of Course	Topic
20.000%	Observation of Salon Instruction Techniques
50.000%	Practical Application of Salon Instruction
30.000%	Evaluation of Teaching Effectiveness on the Salon Floor
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Class Participation
25%	Class Work
25%	Group Projects: Supervision of Salon Students
25%	Final Project: Reflective Journal

100%	Total

VII. **Sample Assignments:**
   Supervise client consultation:
   Supervising Students work:

VIII. **Student Learning Outcomes:**
   1. Identify and implement strategies for improvement of instruction on the salon floor. As assessed by: Reflective journal, teaching demonstration in salon setting

Santa Monica College
Program Of Study
New Program: Certificate #1: Biotechnology/Life Sciences Laboratory Assistant
Certificate of Achievement

The life sciences/biotechnology sector has remained resilient during the COVID-19 pandemic, with the Los Angeles region generating $60.8 billion in economic activity in 2020 and hosting more than 1,000 life science innovation companies. It is projected that 16,000 technical jobs will be added to this rapidly growing sector within the next three years. The acceleration of the widening supply-and-demand gap, along with the need for highly skilled technicians, emphasizes the necessity to prepare students to become the next generation of highly skilled workers in this dynamic sector. The stackable Biotechnology Certificate program focusing on cell science and immunological testing will align academic offerings with industry needs and students will be trained in a curriculum that focuses on essential knowledge, state-of-the-art technical skills, and industry-required soft skills. Students will also receive an introduction to nanobiotechnology concepts and their applications in the biomedical, cell therapy, and immunological testing industries.

Program Learning Outcomes:
Upon completion of this program, students will demonstrate knowledge of the broad scope of the biotechnology industry as well as the structure of a company and the importance of project management, workflow, and ethical practices. Students will also be able to describe and perform foundational molecular biology techniques that include quantifying, manipulating, and purifying biological molecules. Students will be able to demonstrate and articulate the importance of aseptic techniques. Through these cumulative laboratory experiences, students will be able to apply the scientific method to design controlled experiments and perform data analysis and graphing skills to generate quality figures. Students will also demonstrate their technical knowledge of the different types of documents and records used in a regulatory environment and communicate novel scientific findings through written and oral communication. Finally, students will become aware of equipment and laboratory space modifications that will promote inclusivity and accommodations for scientists living with disabilities.

Required Courses	**Units: 24.0**
BIOL 30 Fundamentals of Biotechnology 1	5.0
BIOL 31 Fundamentals of Biotechnology 2: From Genes to Proteins	5.0
BIOL 34A Science Communication for Regulated Environments	3.0
BIOL 90B Life Science Internship	2.0
CHEM 10 Introductory General Chemistry	5.0
MATH 54[DE] Elementary Statistics	4.0
	Total: 24.0

Santa Monica College
Program Narrative
New Program: Certificate #1: Biotechnology/Life Sciences Laboratory Assistant
Certificate of Achievement

Program Goals and Objectives:

The life sciences/biotechnology sector has remained resilient during the COVID-19 pandemic, with the Los Angeles region generating $60.8 billion in economic activity in 2020 and hosting more than 1,000 life science innovation companies. It is projected that 16,000 technical jobs will be added to this rapidly growing sector within the next three years. The acceleration of the widening supply-and-demand gap, along with the need for highly skilled technicians, emphasizes the necessity to prepare students to become the next generation of highly skilled workers in this dynamic sector. The stackable Biotechnology Certificate program focusing on cell science and immunological testing will align academic offerings with industry needs and students will be trained in a curriculum that focuses on essential knowledge, state-of-the-art technical skills, and industry-required soft skills. Students will also receive an introduction to nanobiotechnology concepts and their applications in the biomedical, cell therapy, and immunological testing industries.

Program Learning Outcomes:

Upon completion of this program, students will demonstrate knowledge of the broad scope of the biotechnology industry as well as the structure of a company and the importance of project management, workflow, and ethical practices. Students will also be able to describe and perform foundational molecular biology techniques that include quantifying, manipulating, and purifying biological molecules. Students will be able to demonstrate and articulate the importance of aseptic techniques. Through these cumulative laboratory experiences, students will be able to apply the scientific method to design controlled experiments and perform data analysis and graphing skills to generate quality figures. Students will also demonstrate their technical knowledge of the different types of documents and records used in a regulatory environment and communicate novel scientific findings through written and oral communication. Finally, students will become aware of equipment and laboratory space modifications that will promote inclusivity and accommodations for scientists living with disabilities.

Catalog Description:

The life sciences/biotechnology sector has remained resilient during the COVID-19 pandemic, with the Los Angeles region generating $60.8 billion in economic activity in 2020 and hosting more than 1,000 life science innovation companies. It is projected that 16,000 technical jobs will be added to this rapidly growing sector within the next three years. The acceleration of the widening supply-and-demand gap, along with the need for highly skilled technicians, emphasizes the necessity to prepare students to become the next generation of highly skilled workers in this dynamic sector. The stackable Biotechnology Certificate program focusing on cell science and immunological testing will align academic offerings with industry needs and students will be trained in a curriculum that focuses on essential knowledge, state-of-the-art technical skills, and industry-required soft skills. Students will also receive an introduction to nanobiotechnology concepts and their applications in the biomedical, cell therapy, and immunological testing industries.

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Program Requirements:

Required Courses	Units: 24.0
BIOL 30 Fundamentals of Biotechnology 1	5.0
BIOL 31 Fundamentals of Biotechnology 2: From Genes to Proteins	5.0
BIOL 34A Science Communication for Regulated Environments	3.0
BIOL 90B Life Science Internship	2.0
CHEM 10 Introductory General Chemistry	5.0
MATH 54DE Elementary Statistics	4.0
	Total: 24.0

Master Planning:

The program has been developed and designed to meet many of the goals outlined in the Chancellor's Office Vision for Success, which also align with the mission and goals of the college. The curriculum that has been developed and put forth will provide students with not only the opportunity to transfer to a biomanufacturing bachelor's program offered within the CCC system, but to enter the rapidly growing biotechnology workforce to obtain highly in-demand jobs. Once launched, this program will allow students to earn stackable certificates and an associate degree. In addition, the AS degree can be obtained in fewer than 70 units. Moreover, this program was designed to be an equity-centered and inclusive program that puts student success first. The infusion of metacognative and executive functioning strategies into the curriculum will play an important role in providing students with unique ways to engage in a meaningful way with the curriculum while developing the requisit soft-skills disired by industry. This unique approach for improving student learning outcomes and retention rates, will hopefully result in a reduction in equity gaps, especially for students from traditionally underrepresented groups. Additionally, the incorporation of disability awareness and general techniques to operationalize inclusivity into laboratory spaces into the curriculum will prepare students to serve as advocates, ambassadors, and allies for scientists living with disabilities and/or who identify as an individual from a historically marginalized ethnic/racial, gender, or socioeconomic groups.

Enrollment and Completer Projections:

The biotechnology workforce is a growing and dynamic industry that is the catalyst for innovation in multiple fields such as healthcare, military defense, agriculture, and bio-renewables/environmental stewardship. Major regional economic forecasts have projected a broadening gap between supply and demand of technicians in this industry as well as a gap in diversity of the workforce. Santa Monica College (SMC) is located in the center of an emerging biotechnology/cell science hub. To leverage these favorable circumstances while narrowing the technician supply and diversity gaps that have become exacerbated during the COVID-19 pandemic era, the leadership team is proposing a plan to develop and implement a biotechnology technician education program consisting of two stackable certificates that will focus on cell science and immunoassay techniques. The emphasis is on expanding access to employment opportunities for traditionally under-represented populations within the Los Angeles area while re-imaging the technical education and diversity culture of the biotechnology industry. Based on this overarching goal, the objectives of the proposed stackable Biotechnology certificate program focusing on cell science and immunoassay technologies will: 1) support the rapid growth of biotechnology industries in Santa Monica and West Los Angeles while influencing the economic impact of Southern California, 2) expand outreach, recruitment, and retention efforts of students from traditionally untapped pools of talent and communities, and 3) grow a diverse and talented workforce while narrowing the training, mentorship, and employment equity gaps associated with the life science/biotechnology industry in California. This equity-centered and inclusive biotechnology technician education program has the potential to serve as a replicable model for how to advance diversity and inclusion in programs that focus on life science/biotechnology technician education.

Place of Program in Curriculum/Similar Programs:

At present, there are not any related programs that fall under the 4300 TOP CODE at SMC.

Similar Programs at Other Colleges in Service Area:

There are eleven community colleges within the Greater Los Angeles Region that offer Biotechnology degrees and certificates. Various colleges specialize in a different focus related to the broad field of biotechnology. These special interests include: Chemical Technology, Research & Discovery, Fermentation, Agricultural Biotechnology, Cell Culture, Stem Cells, Biomanufacutring. The eleven colleges are listed below.

- Los Angeles Pierce College
- Los Angeles Valley College
- Los Angeles Mission College
- Citrus College
- Los Angeles Trade Technical College
- Compton College
- El Camino College
- Pasadena City College
- Rio Hondo College
- Glendale Community College
- East Los Angeles College

Santa Monica College
Program Of Study
New Program: Certificate #2: Biotechnology & Cell Science Laboratory Technician
Certificate of Achievement

The life sciences/biotechnology sector has remained resilient during the COVID-19 pandemic, with the Los Angeles region generating $60.8 billion in economic activity in 2020 and hosting more than 1,000 life science innovation companies. It is projected that 16,000 technical jobs will be added to this rapidly growing sector within the next three years. The acceleration of the widening supply-and-demand gap, along with the need for highly skilled technicians, emphasizes the necessity to prepare students to become the next generation of highly skilled workers in this dynamic sector. The stackable Biotechnology Certificate program focusing on cell science and immunological testing will align academic offerings with industry needs and students will be trained in a curriculum that focuses on essential knowledge, state-of-the-art technical skills, and industry-required soft skills. Students will also receive an introduction to nanobiotechnology concepts and their applications in the biomedical, cell therapy, and immunological testing industries.

Program Learning Outcomes:
Upon completion of this program, students will demonstrate knowledge of the broad scope of the biotechnology industry as well as the structure of a company and the importance of project management, workflow, and ethical practices. Students will also be able to describe and perform foundational molecular biology techniques that include quantifying, manipulating, and purifying biological molecules. Students will be able to demonstrate and articulate the importance of aseptic techniques for maintaining and cryopreserving eukaryotic cells as well as perform advanced cellular and immunological techniques to assess and characterize cells and biomolecules. Students will articulate the major advancements and challenges impacting the nanobiotechnology field; describe nanoscience applications in molecular, medical, and environmental contexts; and apply foundational knowledge of chemistry to understand nanomaterial interactions and their impact on the environment. Through these cumulative laboratory experiences, students will be able to apply the scientific method to design controlled experiments and perform data analysis and graphing skills to generate quality figures. Also, students will demonstrate their technical knowledge of the different types of documents and records used in a regulatory environment and communicate novel scientific findings through written and oral communication. Finally, students will become aware of equipment and laboratory space modifications that will promote inclusivity and accommodations for scientists living with disabilities.

Required Courses	**Units: 40.0**
BIOL 30 Fundamentals of Biotechnology 1	5.0
BIOL 31 Fundamentals of Biotechnology 2: From Genes to Proteins	5.0
BIOL 32 Cell Culture Methods & Techniques	4.0
BIOL 33 Immunoassay Methods	4.0
BIOL 34A Science Communication for Regulated Environments	3.0
BIOL 35 Nanobiotechnology	3.0
BIOL 90B Life Science Internship	2.0
CHEM 10 Introductory General Chemistry	5.0
MATH 54[DE] Elementary Statistics	4.0
MCRBIO 1[DE] Fundamentals of Microbiology	5.0
	Total: 40.0

Santa Monica College
Program Narrative
New Program: Certificate #2: Biotechnology & Cell Science Laboratory Technician
Certificate of Achievement

Program Goals and Objectives:

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Total: 40.0

Master Planning:

The program has been developed and designed to meet many of the goals outlined in the Chancellor's Office Vision for Success, which also align with the mission and goals of the college. The curriculum that has been developed and put forth will provide students with not only the opportunity to transfer to a biomanufacturing bachelor's program offered within the CCC system, but to enter the rapidly growing biotechnology workforce to obtain highly in-demand jobs. Once launched, this program will allow students to earn stackable certificates and an associate degree. In addition, the AS degree can be obtained in fewer than 70 units. Moreover, this program was designed to be an equity-centered and inclusive program that puts student success first. The infusion of metacognative and executive functioning strategies into the curriculum will play an important role in providing students with unique ways to engage in a meaningful way with the curriculum while developing the requisite soft-skills disired by industry. This unique approach for improving student learning outcomes and retention rates, will hopefully result in a reduction in equity gaps, especially for students from traditionally underrepresented groups. Additionally, the incorporation of disability awareness and general techniques to operationalize inclusivity into laboratory spaces into the curriculum will prepare students to serve as advocates, ambassadors, and allies for scientists living with disabilities and/or who identify as an individual from a historically marginalized ethnic/racial, gender, or socioeconomic group.

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- Citrus College
- Los Angeles Trade Technical College
- East Los Angeles College
- Compton College
- El Camino College
- Pasadena City College
- Rio Hondo College
- Glendale Community College

Program Endorsement Brief: 0430.00 - Biotechnology and Biomedical Technology
Biotechnology
Los Angeles/Orange County Center of Excellence, May 2021

Summary Analysis

Program Endorsement:	Endorsed: All Criteria Met	☐	Endorsed: Some Criteria Met	☒	Not Endorsed	☐
Program Endorsement Criteria						
Supply Gap:	Yes ☑				No ☐	
Living Wage: (Entry-Level, 25th)	Yes ☐				No ☑	
Education:	Yes ☑				No ☐	
Emerging Occupation(s)						
Yes ☐					*No* ☑	

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide Los Angeles/Orange County regional labor market supply and demand data related to five middle-skill occupations: *chemical technicians* (19-4031); *life, physical, and social science technicians, all other* (19-4099); *clinical laboratory technologists and technicians* (29-2018); *medical equipment repairers* (49-9062); *and inspectors, testers, sorters, samplers, and weighers* (51-9061). Middle-skill occupations are those that typically require some postsecondary education, but less than a bachelor's degree, and are highlighted in this report to show which opportunities are immediately accessible to community college-level award earners.[1] The occupation, *clinical laboratory technologists and technicians* typically requires a bachelor's degree for entry, but is considered middle-skill because approximately 39% of incumbent workers in the field have attained a community college education as their highest level of education.

However, the field of biotechnology is comprised of many occupations that typically require workers to obtain a bachelor's degree or higher. Therefore, two above middle-skill occupations are included in this report to illuminate a pathway for students who choose to continue their education beyond the community college level. The above middle-skill occupations in this report are *bioengineers and biomedical engineers* (17-2031) and *biological technicians* (19-4021).

This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations. While demand data for above middle-skill occupations are included in this report,

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[1] The COE classifies middle-skill jobs as the following:
- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

the program endorsement only takes into account the middle-skill occupations when considering the local supply and demand.

Based on the available data, there appears to be a supply gap for the five middle-skill occupations in the region. However, the entry-level wages for the majority of job openings are lower than the living wage in both Los Angeles and Orange counties. **Therefore, due to some of the criteria being met, the COE endorses this proposed program.** Detailed reasons include:

Demand:
- *Supply Gap Criteria –* Over the next five years, there is projected to be **4,047 middle-skill jobs available annually** in the region due to retirements and workers leaving the field, **which is more than the 184 awards conferred annually** by educational institutions in the region.
- *Living Wage Criteria –*In Los Angeles County, the majority (60%) of annual job openings for the five middle-skill occupations have entry-level wages **below** the county's living wage ($15.04/hour).[2]
- *Educational Criteria –*Within the LA/OC region, *61% of the annual job openings* for occupations related to biological technology *typically require a high school diploma or an associate degree.*
  - However, the national-level educational attainment data indicates **between 11.4% and 46.2% of workers in the field have completed some college or an associate degree.**

Supply:
- There are **nine community colleges** in the LA/OC region that issue awards related to the occupations of interest, conferring an average of **106 awards annually** between 2016 and 2019.
- Between 2014 and 2017, there was an average of **78 awards conferred annually** in related training programs by non-community college institutions.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for the five middle-skill occupations. In Los Angeles/Orange County, the number of jobs related to these occupations is projected to decrease by 6% through 2024. However, there will be nearly 4,050 job openings per year through 2024 due to retirements and workers leaving the field.

This report includes employment projection data by Emsi, which uses EDD information. Emsi's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy, during the projection period, will be at approximately full employment. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, it may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and

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[2] Living wage data was pulled from California Family Needs Calculator on 3/31/2021. For more information, visit the California Family Needs Calculator website: https://insightcced.org/2018-family-needs-calculator/.

occupational employment. Therefore, the projections included in this report do not take the impacts of COVID-19 into account.

Exhibit 1: Middle-skill occupational demand in Los Angeles and Orange Counties[3]

Geography	2019 Jobs	2024 Jobs	2019-2024 Change	2019-2024 % Change	Annual Openings
Los Angeles	30,327	28,370	(1,957)	(6%)	2,751
Orange	13,516	13,019	(497)	(4%)	1,294
Total	**43,842**	**41,391**	**(2,453)**	**(6%)**	**4,047**

Exhibit 2 shows the five-year occupational demand projections for the two above middle-skill occupations. In Los Angeles/Orange County, the number of jobs related to these occupations is projected to increase by 4% through 2024. There will be nearly 300 job openings per year through 2024 due to retirements and workers leaving the field.

Exhibit 2: Above middle-skill occupational demand in Los Angeles and Orange Counties

Geography	2019 Jobs	2024 Jobs	2019-2024 Change	2019-2024 % Change	Annual Openings
Los Angeles	1,960	2,027	66	3%	200
Orange	782	813	32	4%	77
Total	**2,742**	**2,840**	**98**	**4%**	**277**

Despite the projected decline in employment levels for the middle-skill occupational group, on average there will be nearly fifteen times more job openings per year than the above middle-skill cluster.

Wages

The labor market endorsement in this report considers the entry-level hourly wages for the five middle-skill occupations of interest in Los Angeles/Orange County as they relate to each county's living wage. Detailed wage information, by county, is included in Appendix A.

Los Angeles County: The majority (60%) of annual openings for these occupations have entry-level wages **below** the living wage for one adult ($15.04 in Los Angeles County). Typical entry-level hourly wages are in a range between $14.45 and $36.37. Experienced workers can expect to earn wages between $26.03 and $63.11, which are higher than the living wage estimate.

Orange County: The majority (63%) of annual openings for these occupations have entry-level wages **below** the living wage for one adult ($17.36 in Orange County). Typical entry-level hourly wages are in a range between $14.72 and $37.32. Experienced workers can expect to earn wages between $26.47 and $64.76, which are higher than the living wage estimate.

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[3] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Job Postings

There were 7,317 online job postings related to all seven of these occupations listed in the past 12 months. The highest number of job postings were for laboratory technician, telemetry, and laboratory assistant. The top skills were quality assurance and control, phlebotomy, and chemistry. The top employers, by number of job postings, in the region were University of California, Healthcare Travelers, and Rn Travel Healthcare.

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

Educational Attainment

In the LA/OC region, the majority of annual job openings (61%) typically require a high school diploma or an associate degree. However, national-level educational attainment data indicates between 11.4% and 46.2% of workers in the field have completed some college or an associate degree. Of the 67% of job postings listing a minimum education requirement in Los Angeles/Orange County, 62% (3,056) requested high school or vocational training, 11.2% (550) requested an associate degree, and 26.8% (1,323) requested a bachelor's degree.

Educational Supply

Community College Supply—Exhibit 3 shows the annual and three-year average number of awards conferred by community colleges in the related TOP codes: Biotechnology and Biomedical Technology (0430.00); Chemical Technology (0954.00); and Laboratory Science Technology (0955.00). The colleges with the most completions in the region are Citrus, LA Trade-Tech, and Pasadena. Over the past 12 months, there were two other related program recommendation requests from regional community colleges.

Exhibit 3: Regional community college awards (certificates and degrees), 2016-2019

TOP Code	Program	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Year Award Average
0430.00	Biotechnology and Biomedical Technology	Citrus	18	16	19	18
		LA Mission	-	14	21	12
		LA Trade	3	5	2	3
		Pasadena	16	19	18	18
		LA Subtotal	**37**	**54**	**60**	**50**
		Fullerton	4	3	18	8
		Irvine	8	13	25	15
		Santa Ana	13	13	11	12
		Santiago Canyon	-	-	11	4
		OC Subtotal	**25**	**29**	**65**	**40**
	Supply Subtotal/Average		**62**	**83**	**125**	**90**

TOP Code	Program	College	2016-2017 Awards	2017-2018 Awards	2018-2019 Awards	3-Year Award Average
0954.00	Chemical Technology	LA Trade	-	-	8	3
		LA Subtotal	**-**	**-**	**8**	**3**
		Supply Subtotal/Average	**-**	**-**	**8**	**3**
0955.00	Laboratory Science Technology	LA Trade	21	14	-	12
		Mt San Antonio	2	2	2	2
		LA Subtotal	**23**	**16**	**2**	**14**
		Supply Subtotal/Average	**23**	**16**	**2**	**14**
		Supply Total/Average	**85**	**99**	**135**	**106**

Non-Community College Supply—It is important to consider the supply from non-community college institutions in the region that provide training programs for these occupations. Exhibit 4 shows the annual and three-year average number of awards conferred by these institutions in the related Classification of Instructional Programs (CIP) Code, 15.0401/Biomedical Technology/Technician.

Due to different data collection periods, the most recent three-year period of available data is from 2014 to 2017. Between 2014 and 2017, non-community college educational institutions in the region conferred an average of 78 awards annually in related training programs.

Exhibit 4: Regional non-community college awards, 2014-2017

CIP Code	Program	College	2014-2015 Awards	2015-2016 Awards	2016-2017 Awards	3-Year Award Average
15.0401	Biomedical Technology/Technician	DeVry University-California	17	8	19	15
		Southern California Institute of Technology	61	62	68	64
		Supply Total/Average	**78**	**70**	**87**	**78**

Appendix A: Occupational demand and wage data by county

Exhibit 5. Los Angeles County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Bioengineers and Biomedical Engineers (17-2031)	298	303	5	2%	19	$36.37	$47.05	$63.11
Biological Technicians (19-4021)	1,662	1,724	61	4%	181	$17.73	$22.80	$29.20
Above Middle-Skill Subtotal	**1,960**	**2,027**	**66**	**3%**	**200**			
Chemical Technicians (19-4031)	1,374	1,357	(17)	(1%)	121	$17.43	$23.07	$31.75
Life, Physical, and Social Science Technicians, All Other (19-4099)	2,361	2,396	35	1%	273	$18.79	$25.57	$32.12
Clinical Laboratory Technologists and Technicians (29-2018)	8,563	8,841	278	3%	561	$19.30	$26.42	$40.35
Medical Equipment Repairers (49-9062)	1,565	1,547	(18)	(1%)	149	$19.18	$27.13	$36.63
Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061)	16,464	14,229	(2,235)	(14%)	1,647	$14.45	$19.00	$26.03
Middle-Skill Subtotal	**30,327**	**28,370**	**(1,957)**	**(6%)**	**2,751**			
Total	**32,287**	**30,397**	**(1,890)**	**(6%)**	**2,952**			

Exhibit 6. Orange County

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Bioengineers and Biomedical Engineers (17-2031)	224	234	10	4%	16	$37.32	$48.27	$64.76
Biological Technicians (19-4021)	558	579	22	4%	61	$17.22	$22.14	$28.36
Above Middle-Skill Subtotal	**782**	**813**	**32**	**4%**	**77**			
Chemical Technicians (19-4031)	622	640	19	3%	59	$17.59	$23.27	$32.04
Life, Physical, and Social Science Technicians, All Other (19-4099)	936	985	49	5%	116	$17.94	$24.38	$30.60
Clinical Laboratory Technologists and Technicians (29-2018)	3,085	3,310	225	7%	223	$20.30	$27.78	$42.41
Medical Equipment Repairers (49-9062)	805	796	(9)	(1%)	75	$21.59	$30.50	$41.16
Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061)	8,068	7,288	(781)	(10%)	821	$14.72	$19.35	$26.47
Middle-Skill Subtotal	**13,516**	**13,019**	**(497)**	**(4%)**	**1,294**			
Total	**14,297**	**13,833**	**(465)**	**(3%)**	**1,371**			

Exhibit 7. Los Angeles and Orange Counties

Occupation (SOC)	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry Level Education
Bioengineers and Biomedical Engineers (17-2031)	522	537	15	3%	35	Bachelor's degree
Biological Technicians (19-4021)	2,220	2,303	83	4%	242	Bachelor's degree
Above Middle-Skill Subtotal	**2,742**	**2,840**	**98**	**4%**	**277**	
Chemical Technicians (19-4031)	1,996	1,998	2	0%	180	Associate degree
Life, Physical, and Social Science Technicians, All Other (19-4099)	3,296	3,381	84	3%	390	Associate degree
Clinical Laboratory Technologists and Technicians (29-2018)	11,648	12,152	504	4%	784	Bachelor's degree
Medical Equipment Repairers (49-9062)	2,370	2,343	(27)	(1%)	224	Associate degree
Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061)	24,532	21,517	(3,016)	(12%)	2,469	High school diploma
Middle-Skill Subtotal	**43,842**	**41,391**	**(2,453)**	**(6%)**	**4,047**	
Total	**46,584**	**44,230**	**(2,355)**	**(5%)**	**4,323**	

Appendix B: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (Emsi)
- Bureau of Labor Statistics (BLS)
- Employment Development Department, Labor Market Information Division, OES
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- California Family Needs Calculator, Insight Center for Community Economic Development
- Chancellor's Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

Luke Meyer, Director
Los Angeles/Orange County Center of Excellence
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May 2021

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

Los Angeles Regional Consortium
Program Recommendation Minutes
May 19, 2022
8:30 – 10:00 a.m.

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

Voting Members Present:

- Nick Real, Cerritos College
- Kimberly Mathews, Citrus College
- Lynell Wiggins (alternate), Compton College
- Kendra Madrid, East LA College
- Virginia Rapp, El Camino College
- Freddy Saucedo, Glendale College
- Armando Rivera-Figueroa, LA City College
- Priscilla Lopez (alternate), LA Harbor College
- Marla Uliana, LA Mission College
- Mon Khat, LA Pierce College

- Laura Perez, LA Southwest College
- Marcia Wilson, LA Trade-Tech College
- Brandon Hildreth, LA Valley College
- Gene Carbonaro, Long Beach City College
- Jennifer Galbraith, Mt. SAC
- Armine Derdiarian, Pasadena City College
- Mike Slavich, Rio Hondo College
- Patricia Ramos, Santa Monica College
- Tiffany Miller, West LA College

I.   **Call to Order**

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

II.   **LA Workforce Council Roll Call**

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

III. Approval of Previous Month's Minutes

    a. Minutes from the April 21, 2022, LARC Meeting
    Motion: Mon Khat, LA Pierce College   *Second*: Virginia Rapp, El Camino College   *Approved*: ☒ Yes ☐ No
    Marla Uliana, LA Mission College, abstained.

IV. Informational Items...Dr. Narineh Makijan

    a. Program Data Requests
    The following motion was brought to the floor: All noncredit LMI data requests will not be included in future LARC Business Meeting agendas.
    Motion: Kendra Madrid, East LA College   *Second*: Tricia Ramos, Santa Monica College   *Approved*: ☒ Yes ☐ No
    Lynell Wiggins, Compton College, and Mon Khat, LA Pierce College, abstained.

Program Title	TOP Code	College	Contact
New Programs			
1. General Engineering Technician (Certificate)	0924	East LA College	Kamyar Khashayar khashak@elac.edu
2. Yoga Teacher Training (Certificate)	0835.10	Long Beach City College	Gene Carbonaro gcarbonaro@lbcc.edu
3. Agricultural Drone Technology (Certificate)	0103	Mt. San Antonio College	Jason Perez jperez1@mtsac.edu
4. Child Development-Early Intervention (AS)	1305.2	Mt. San Antonio College	Cecelia Thay cthay@mtsac.edu
5. Athletic Trainer and Sports Medicine (AS; Certificate)	1228	West LA College	Victor Pulido pulidovc@wlac.edu
Existing Low-unit, Local Certificate for State Chaptering			
6. Forensic Science (Certificate)	2105.40	Pasadena City College	Amy Coren acoren@pasadena.edu
7. Special Education Assistant (Certificate)	0809	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu
8. Instructional Assistant Level I (Assistant Teacher Preschool) (Certificate)	1305.4	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu

9. School Age Instructional Assistant (School Age Assistant) (Certificate)	0802	Pasadena City College	Kaitzer Puglia kppuglia@pasadena.edu
10. Preschool Teachers (Certificate)	1305.40	West LA College	Dolores Gallegos gallegd@wlac.edu
College/District Program Review			
11. Data Analytics (AS; Certificate)	0702	El Camino College	Khai Lu klu@elcamino.edu
12. Fashion Design (AS; Certificate)	1303.10	Mt. San Antonio College	Maria Davis mdavis@mtsac.edu
13. Information Technology (AA)	0701	Mt. San Antonio College	Anna Degtyareva adegtyareva@mtsac.edu
14. Speech-Language Pathology Assistant (AS)	1220	Pasadena City College	Beverly Dunbar bdunbar@pasadena.edu
Non-credit Vocational			
15. Community Health Worker	1261	LA Valley College	Edgar Perez pereze5@laccd.edu
Program Modification			
16. Real Estate (AS)	0511	Citrus College	Vicctoria Dominguez vdominguez@citruscollege.edu
17. CIS Professional in Object-Oriented Design & Programming (Certificate)	0707.10	Mt. San Antonio College	Sohair Zaki szaki5@mtsac.edu
18. Computer Network Administration and Security Management (AS)	0708	Mt. San Antonio College	Jim Gau jgau@mtsac.edu
19. Professional Accounting Certificate	0502	Mt. San Antonio College	Steven Valdes svaldes3@mtsac.edu
20. Photography (Certificate)	1012	Pasadena City College	Lynora Rogacs larogacs@pasadena.edu
21. Data Science (AA)	0707	Santa Monica College	Howard Stahl stahl_howard@smc.edu
22. Website Software Specialist (AA)	0701	Santa Monica College	Howard Stahl stahl_howard@smc.edu
23. Computer Science Information Technology (Associate Degree and Certificate)	0702.10	West LA College	Anna Chiang chiangas@wlac.edu

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

a. Program Recommendation

Motion: Mike Slavich, Rio Hondo   *Second*: Marla Uliana, LA Mission College   *Recommended*: ☒ Yes ☐ No

Amendment: All programs were approved once AS Degree: Esports Management, Production and Performance was marked as Emerging. Due to not enough information being available to LA COE, the program would not be endorsed(EA/ES), or not endorsed (NE), by COE.

No abstentions.

Program Title	TOP Code	College	Contact	Type of LMI Endorsement	LMI Criteria			Emerging*
					Supply Gap	Living Wage	Ed Atmnt	
1. Certificate of Achievement: Human Resources Management - Level I	0516.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
2. Certificate of Achievement: Human Resources Management - Level II	0516.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
3. Certificate of Achievement: Management - Level I	0506.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
4. Certificate of Achievement: Management - Level II	0506.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	N	Y	Y	N
5. Certificate of Achievement: Marketing	0509.00	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	EA	Y	Y	Y	N
6. Certificate of Achievement: Small Business Management/Entrepreneurship - Level I	0506.40	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	Y	Y	N	N
7. Certificate of Achievement: Small Business Management/Entrepreneurship - Level II	0506.40	Citrus College	Kimberly Mathews kmathews@citruscollege.edu	ES	Y	Y	N	N
8. Certificate of Achievement: Business Information Worker I	0514.00	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	ES	Y	N	Y	N

9. Certificate of Achievement: Business Information Worker II	0514.00	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	ES	Y	N	Y	N
10. Certificate of Achievement: SOUND FOR FILM	0612.20	LA City College	Armando Rivera-Figueroa RIVERAA2@LACityCollege.edu	EA	Y	Y	Y	N
11. Certificate of Achievement: Licensed Vocational Nursing	1230.20	LA Mission College	Marla Uliana ulianamr@lamission.edu	EA	Y	Y	Y	N
12. Certificate of Achievement: Medical Office Administrative Assistant	1208.20	LA Mission College	Marla Uliana ulianamr@lamission.edu	ES	Y	N	Y	N
13. AS Degree: Wildland Fire Technology	2133.10	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	N	Y	Y	N
14. Certificate of Achievement: Wildland Fire Technology	2133.10	Mt. San Antonio College	Jennifer Galbraith jgalbraith@mtsac.edu	ES	N	Y	Y	N
15. Certificate of Achievement: Certified Hospitality Entrepreneur	1307.00	Pasadena City College	Armine Derdiarian aderdiarian@pasadena.edu	ES	Y	N	Y	N
16. AS Degree: Fire Academy Preparation	2133.00	Pasadena City College	Julie Kiotas AJKIOTAS@pasadena.edu	ES	N	Y	Y	N
17. Certificate of Achievement: Fire Academy Preparation with Emergency Medical Technician	2133.00	Pasadena City College	Julie Kiotas AJKIOTAS@pasadena.edu	ES	Y	N	Y	N
18. AS Degree: Biotechnology	0430.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
19. Certificate of Achievement: Biotechnology	0430.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
20. Certificate of Achievement: Digital Technician	1012.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu	ES	Y	N	Y	N
21. AS Degree: Esports Management, Production and Performance	0604.00	Santa Monica College	Patricia Ramos Ramos_Patricia@smc.edu					Y
22. Certificate of Achievement: Advanced Athletic Training & Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N

23. AS Degree: Athletic Training & Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N
24. Certificate of Achievement: Construction Inspection Certificate of Completion	0957.20	West LA College	Tiffany Miller millerts@wlac.edu	EA	Y	Y	Y	N
25. Certificate of Achievement: Fundamentals of Athletic Training and Sports Medicine	1228.00	West LA College	Tiffany Miller millerts@wlac.edu	ES	Y	N	Y	N

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

b. Modified Programs

Motion: Mike Slavich, Rio Hondo   *Second*: Jennifer Galbraith, Mt. SAC   *Recommended*: ☒ Yes ☐ No
No abstentions.

1. AS Degree: Respiratory Therapy, East LA College

Rationale: Changes to the curriculum stem from several internal curriculum reviews. The faculty examined our NBRC CSE results for the last three years and found a slight decreased in pass rates, as well as several content areas that were below a level, we deemed acceptable. Additionally, although our TMC content scores were all above the 85% threshold, we believe to align with our overall program goal of graduating competent registered respiratory therapists, we needed to better align our curriculum to the 2020 NBRC matrix. Furthermore, another internal review came from a Program Review Viability Committee (PRVC) decision that the respiratory therapy department review its current curriculum every four years to ensure alignment with current industry standards and requirements of external accrediting agencies. This, coupled with student feedback related to course sequencing and clinical affiliation feedback regarding length of clinical hours prompted a curricular change.

Changes:

- Increase in the respiratory program units from 50 to 52.5
- increase in clinical hours from 792 to 984 hours
- Course sequencing changes (i.e. basic to advanced content)

2. [AS Degree: Educational Paraprofessional Associate of Science](#), Mt. San Antonio College
   - From 18 units (15 required and 3 electives) to 24 units (18 required and 6 electives)
   - Add CHLD 50 (Teaching in a Diverse Society) to required courses
   - Add CHLD 74 (Program Planning for School Age Child), CHLD 80 (Curriculum and Strategies for Children with Special Needs), and CHLD 84 (Guidance and Discipline in Child Development Setting) to elective courses
   - Remove ENGL 81 (Language Acquisition), CHLD 64 (Health, Safety, and Nutrition of Children), KIN 3 (First Aid and CPR), and LIT 40 (Children's Literature) from elective courses

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

a. Approval of Minutes Reflecting Today's Program Recommendation Vote
   Motion: Marla Uliana, LA Mission College   *Second*: Kendra Madrid, East LA College   *Approved*: ☒ Yes   ☐ No
   No abstentions.

SMC Biotechnology

Meeting Minutes

Members in Attendance: Brendan Rayhan Amer, Tom Chen, Andria Denmon, Wendie Johnston, Mabel Pang, Tricia Ramos (Supervising Dean), Damon Tighe, Navija Watson

I. Call to Order & Approval of the Agenda

a)   Meeting called to order at 9:04 AM-PST

b)   Approval of the agenda

   i)   Motion: Navija Watson

   ii)   Second: Tom Chen

II. Roll Call & Introductions

a)   Quorum was reached with four of five voting members in attendance.

III. Action Items

a)   **Overview of program mission & vision (15 min.)**

   i)   Andria Denmon provided an overview of the economic landscape and projected job growth related to the life sciences/biotechnology sector in Los Angeles County. She also reviewed the major goals related to the creation of the program; recruitment of students; and retention and training of the students. Discussion of current and pending funding was also addressed.

   ii)   Brendan Amer inquired about current equipment and Andria D. mentioned that over $50,000 in lab equipment had been donated by board member, Michael Moritz, along with two laminar flow biosafety cabinets from Pasadena City College.

b)   **Review of curriculum & program maps (35 min.)**

   i)   Andria D. provided an overview of the timeline to complete the stackable biotechnology certificates and associate degree.

ii) Discussion regarding the possibility of CHEM 19 as a second chemistry option was initiated by full-time faculty from the Life Science Department in attendance. Upon further discussion and review of the curriculum pathway, the board decided that CHEM 19 would not be an acceptable option for students continuing with the associate degree. Further discussion regarding CHEM 19 as an option for the stackable certificates will be tabled until the next meeting.

iii) The board felt that a concurrent designation of the Fundamentals of Biotechnology 2: From Genes to Proteins, for the Immunoassay course would put students at a disadvantage since they might not have covered the appropriate content needed to understand protein interactions. Therefore, the board voted unanimously to remove the concurrent designation.

iv) Andria D. asked if the board felt that we should include a Quality Control/Quality Assurance course as part of the associate degree pathway.

   (1) Wendie Johnston felt that incorporating QA/QC into the courses would be sufficient for the stackable certificate, but that a course would be appropriate for students on the degree path. Wendie J. also indicated that having this type of course would pull in different types of students into the program.

   (2) Nevija W. felt that a QA/QC course was essential. Brendan A. and Damon Tighe echoed this sentiment.

   (3) The board voted unanimously to incorporate a QA/QC course into the associate degree pathway.

v) Andria D. mentioned that the work-based study course would include technical writing and communication as well as the completion of an independent project designed by their industry mentor and that the nanobiotechnology course would be a seminar style course with invited speakers that would cover nanotechnology applications used in the cell science and immunoassay fields.

vi) Upon completing the presentation of the certificate and degree pathways, the board voted unanimously in support of the courses and the proposed pathway.

vii) Dean Ramos asked about validation of skills through certification as well as multiple avenues for students to start, stop, and catch back up on the pathway.

   (1) Damon T. mentioned multiple options for credential exams to validate skills, which were BACE and ECSI. Both are grant-funded (soft money), while Wendie mentioned the BIOCOM/Grifols, Biotility, and a credentialling program through a Nebraska institution.

viii) Yvonne Ortega, curriculum representative from the Life Sciences department, noted that a UC/CSU social science course would need to be added to fulfil the transfer requirements. This would include psychology or sociology.

ix) Wendie J. mentioned that 20% of students in CCC biotechnology programs already have a degree and that the average age is 32. Therefore, it is important to keep in mind that transferring may not be every student's intended goal.

c) **Equipment & facilities review (20 min.)**

i) Andria D. reviewed the equipment that was to be purchased through the budgeted Strong Workforce Program grant. The board found the planned equipment to be acceptable. Andria D. asked if a mechanical stage was necessary on the inverted microscope. The board felt that if students were receiving experience on a microscope with a mechanical stage, it would not be necessary to include one on the inverted microscope. The board also felt that the ThermoFisher NanoDrop One was the most prevalent UV/VIS microspectrophotometer in an industry setting. Based on these recommendations the project leads will purchase the ThermoFisher NanoDrop One and the inverted microscope without a mechanical stage.

d) **Work-based study/internship model (20 min.)**

i) Andria D. asked what type of mentorship structure should be considered to ensure that our students have the best internship experience.

   (1) Damon T. mentioned e-mentoring, which is a structured, long-term mentoring program.

   (2) David Hall from workforce development: business relations and career development, mentioned the LinkedIn tool to connect students to industry, jobs, and additional internships. He also can facilitate industry tours.

ii) Discussion on the internship model will continue at the next meeting.

iii) Faculty externships were discussed and Amgen, BioRad, and Kite would be willing to facilitate and support externships. Amgen and BioRad have externship models in place, while Kite would need to establish an official program or opportunity.

e) **Funding & opportunities for special populations (20 min.)**

i) Tom C. discussed the plans to work closely with Austin City College and InnovATE*BIO* to support disabled students in biotech. Brendan A. mentioned that Amgen is committed to

these types of initiatives and that contacting the diversity coordinators within the companies would help to facilitate getting students into internships.

ii)   It was suggested that Veterans also be included in the list of special populations the program wishes to support. In response, Andria D. said that multiple attempts were made to reach out to the Veteran's Resource Center but there was no immediate response. Additional attempts will be made to ensure that the Veteran population is included.

IV. Comments

i)   *Dean Ramos brought up the discussion of pathway development and alignment for high school/pre-college students. She mentioned that outreach is an important key, but to also consider dual enrollment and a high school/pre-college cohort path. This can be achieved by offering some of the courses at the high school.

*Dean Ramos's comments were initiated while the meeting was in session but due to technical difficulties, her comments were completed after the meeting was adjourned. Her comments have been added to the minutes in their entirety to complete what she intended to say while the meeting was in session.

V. Adjournment

a)   Meeting adjourned at 10:27 AM-PST

Santa Monica College
Program of Study
New Program: Creative Writing Certificate of Achievement

The Creative Writing Certificate provides students with the preparation needed to author works in creative writing, including works for personal development and/or professional application. Completion of the required courses in the Certificate Program provides a comprehensive foundation in the study and practice of creative writing, and guides students through varied and rich opportunities to dig deep into the power and properties of language and the craft of writing expressively.

This Certificate meets the needs of those students who wish to exercise their imaginations, think rigorously about craft and literature, generate and shape personal stories, prepare creative work for publication, and/or pursue professional opportunities in fields that rely on critical thinking, creative imagination, narrative skills, sensitivity to language and training in the craft of written communication. In the course of this program, students learn an incisive critical vocabulary, formulate and absorb constructive, critical feedback, and apply critical responses to multiple, iterative revisions of their work. The program also meets the needs of those in the community who wish to participate in a creative writing community.

Students who complete the Certificate read widely and closely from the work of writers who represent a variety of genres, styles, periods, aesthetic concerns, geographies, and perspectives, thereby gaining a deeper and broader cultural fluency. In the certificate program, student writers gain meaningful experience in collaboration (via the workshop model), public presentation (via sharing their work with an audience), and self-evaluation (via critical reflection about their drafts in progress).

Program Learning Outcomes:
Upon completion of the program, students will demonstrate: a) the skills to write short works that cohere, or have internal integrity, and reflect a greater sensitivity to language, attention to the rhythm and structure of the sentence and demonstrates an awareness of the relationship of form to content in the generation of meaning b) the skills to read and critique works by both established and peer writers using a critical lens c) the ability to maintain an independent creative practice that includes close, active reading, independent generative exercises, and strategies for revision of works in progress d) the skills necessary for using language and storytelling for a wide-range of applications in industry and publishing.

Required Introductory Course:	**Units: 3.0**
ENGL 71 Introduction to Creative Writing	3.0

Genre Options: Select 2 courses	**Units: 6.0**
ENGL 72 Writing in Fiction	3.0
ENGL 73 Writing in Poetry	3.0
ENGL 74 Writing in Creative Nonfiction	3.0

Literature Options: Select 1 course	**Units: 3.0**
ENGL 3[DE] World Literature 1	3.0
ENGL 4[DE] World Literature 2	3.0
ENGL 5[DE] British Literature 1	3.0
ENGL 6[DE] British Literature 2	3.0
ENGL 7[DE] American Literature 1	3.0
ENGL 8[DE] American Literature 2	3.0
ENGL 18[DE] Children's Literature	3.0
ENGL 31[DE] Advanced Composition	3.0
ENGL 34[DE] Afro-American Literature	3.0
ENGL 38[DE] Literature of the Absurd	3.0
ENGL 41[DE] Introduction to Asian American Literature	3.0
ENGL 53 Latino Literature in the United States	3.0
ENGL 54 Indigenous Literatures of North America	3.0
ENGL 55 Modern Drama	3.0
ENGL 56 20th Century European Literature	3.0
ENGL 57[DE] Latin-American Literature	3.0
ENGL 59[DE] Lesbian and Gay Literature	3.0
ENGL 61[DE] Introduction to the Fairy Tale	3.0
ENGL 62[DE] Crime Fiction in a Global Context	3.0
ENGL 63 Science Fiction: Worlds Within Worlds	3.0

Total Units: 12.0

Santa Monica College
Program Narrative
New Program: Creative Writing Certificate of Achievement

Program Goals and Objectives:

The Creative Writing Certificate provides students with the preparation needed to author works in creative writing, including works for personal development and/or professional application. Completion of the required courses in the Certificate Program provides a comprehensive foundation in the study and practice of creative writing, and guides students through varied and rich opportunities to dig deep into the power and properties of language and the craft of writing expressively.

This Certificate meets the needs of those students who wish to exercise their imaginations, think rigorously about craft and literature, generate and shape personal stories, prepare creative work for publication, and/or pursue professional opportunities in fields that rely on critical thinking, creative imagination, narrative skills, sensitivity to language and training in the craft of written communication. In the course of this program, students learn an incisive critical vocabulary, formulate and absorb constructive, critical feedback, and apply critical responses to multiple, iterative revisions of their work. The program also meets the needs of those in the community who wish to participate in a creative writing community.

Students who complete the Certificate read widely and closely from the work of writers who represent a variety of genres, styles, periods, aesthetic concerns, geographies, and perspectives, thereby gaining a deeper and broader cultural fluency. In the certificate program, student writers gain meaningful experience in collaboration (via the workshop model), public presentation (via sharing their work with an audience), and self-evaluation (via critical reflection about their drafts in progress).

Program Learning Outcomes:

Upon completion of the program, students will demonstrate: a) the skills to write short works that cohere, or have internal integrity, and reflect a greater sensitivity to language, attention to the rhythm and structure of the sentence and demonstrates an awareness of the relationship of form to content in the generation of meaning b) the skills to read and critique works by both established and peer writers using a critical lens c) the ability to maintain an independent creative practice that includes close, active reading, independent generative exercises, and strategies for revision of works in progress d) the skills necessary for using language and storytelling for a wide-range of applications in industry and publishing.

Catalog Description:

The Creative Writing Certificate provides students with the preparation needed to author works in creative writing, including works for personal development and/or professional application. Completion of the required courses in the Certificate Program provides a comprehensive foundation in the study and practice of creative writing, and guides students through varied and rich opportunities to dig deep into the power and properties of language and the craft of writing expressively.

This Certificate meets the needs of those students who wish to exercise their imaginations, think rigorously about craft and literature, generate and shape personal stories, prepare creative work for publication, and/or pursue professional opportunities in fields that rely on critical thinking, creative imagination, narrative skills, sensitivity to language and training in the craft of written communication. In the course of this program, students learn an incisive critical vocabulary, formulate and absorb constructive, critical feedback, and apply critical responses to multiple, iterative revisions of their work. The program also meets the needs of those in the community who wish to participate in a creative writing community.

Students who complete the Certificate read widely and closely from the work of writers who represent a variety of genres, styles, periods, aesthetic concerns, geographies, and perspectives, thereby gaining a deeper and broader cultural fluency. In the certificate program, student writers gain meaningful experience in collaboration (via the workshop model), public presentation (via sharing their work with an audience), and self-evaluation (via critical reflection about their drafts in progress).

Program Learning Outcomes:

Upon completion of the program, students will demonstrate: a) the skills to write short works that cohere, or have internal integrity, and reflect a greater sensitivity to language, attention to the rhythm and structure of the sentence and demonstrates an awareness of the relationship of form to content in the generation of meaning b) the skills to read and critique works by both established and peer writers using a critical lens c) the ability to maintain an independent creative practice that includes close, active reading, independent generative exercises, and strategies for revision of works in

progress d) the skills necessary for using language and storytelling for a wide-range of applications in industry and publishing.

Program Requirements:

Required Introductory Course:	Units: 3.0
ENGL 71 Introduction to Creative Writing	3.0
Genre Options: Select 2 courses	Units: 6.0
ENGL 72 Writing in Fiction	3.0
ENGL 73 Writing in Poetry	3.0
ENGL 74 Writing in Creative Nonfiction	3.0
Literature Options: Select 1 course	Units: 3.0
ENGL 3[DE] World Literature 1	3.0
ENGL 4[DE] World Literature 2	3.0
ENGL 5[DE] British Literature 1	3.0
ENGL 6[DE] British Literature 2	3.0
ENGL 7[DE] American Literature 1	3.0
ENGL 8[DE] American Literature 2	3.0
ENGL 18[DE] Children's Literature	3.0
ENGL 31[DE] Advanced Composition	3.0
ENGL 34[DE] Afro-American Literature	3.0
ENGL 38[DE] Literature of the Absurd	3.0
ENGL 41[DE] Introduction to Asian American Literature	3.0
ENGL 53 Latino Literature in the United States	3.0
ENGL 54 Indigenous Literatures of North America	3.0
ENGL 55 Modern Drama	3.0
ENGL 56 20th Century European Literature	3.0
ENGL 57[DE] Latin-American Literature	3.0
ENGL 59[DE] Lesbian and Gay Literature	3.0
ENGL 61[DE] Introduction to the Fairy Tale	3.0
ENGL 62[DE] Crime Fiction in a Global Context	3.0
ENGL 63 Science Fiction: Worlds Within Worlds	3.0
	Total Units: 12.0

Master Planning:

An open exchange of ideas is at the heart of SMC's vision. The courses that comprise the Creative Writing Certificate Program reflect that value, by encouraging vigorous dialogue and written and oral communication. Reflective of the college's mission, the program's courses offer students a welcoming, supportive, and dynamic learning environment and provide them with rich opportunities for creative and intellectual exploration. And like the college, the Certificate Program in Creative Writing is designed to enrich and serve the larger community, offering a robust, creative learning environment for traditional and nontraditional students alike. Finally, the Certificate Program supports the intent of the Strategic Initiative by preparing students for their pathway to university. Students who earn the Certificate develop a skill set valuable for academic transfer, creative personal growth, and future career exploration.

Enrollment and Completer Projections:

Using data from 2017-2022, an average of approximately130 students attend our existing two creative writing courses per semester. We expect that number to increase because students have been regularly requesting the additional courses included in the certificate. Estimating that approximately 15% of those students would qualify for the certificate, we are projecting that approximately 35-40 students would earn this certificate per academic year.

Place of Program in Curriculum/Similar Programs:

This Certificate in Creative Writing is designed to serve as an addendum to the new English AA-T. The first course in the program, ENGL 71, is included on LIST C of the AA-T (CID 200) as one of the courses students pursuing the AA-T can choose. We are also including the other three creative writing courses (ENGL 72, 73, 74) in List C to encourage those students wanting to develop creative writing skills to meet their goals for transfer to a creative writing program or for a concentration in the English major, which is available as an option for students in many of the CSUs. It is also designed as a stand-alone certificate for students in pursuit of their own creative and professional goals.

Similar Programs at Other Colleges in Service Area:

1. Cerritos College - Creative Writing Studio Certificate of Achievement
2. El Camino College - Creative Writing Certificate of Accomplishment

3. Glendale Community College - Certificate in Creative Writing (ND)
4. Long Beach Community College - AA Degree - Creative Writing
5. Rio Hondo College - Creative Writing Certificate
    a. Creative Writing - Novel Writing COA
    b. Creative Writing - Playwriting & Screenwriting COA
    c. Creative Writing - Poetry Writing COA
    d. Creative Writing - Short Story Writing COA
    e. Creative Writing - Writing for Children COA

Santa Monica College
Program Of Study
New Program: Human Resources Management Certificate of Achievement

The Human Resources certificate program examines the policies and practices used by human resource management staff to build and maintain an effective work force. Topics include human resource planning, job analysis, recruitment, selection, performance appraisal, manpower development, compensation, and labor relations.

Program Learning Outcomes:
Upon completion of this program, students will be able to demonstrate an understanding of human resources management positions in government, private industry and other organizations; to aid existing managers in upgrading human resource management skills; and to assist employees for promotion to management/supervision positions. The certificate program provides the student with practical managerial skills.

Upon completion of the program students will be able to identify the core competencies needed for a career in human resources and management. Build processes and procedures for a diverse and engaged workforce; learn how to communicate processes and procedures to your workforce; learn the fundamentals of performance management and develop your workforce.

Required Courses:	**Units: 12.0**
BUS 72DE Organizational Management and Leadership	3.0
BUS 76DE Human Resources Management	3.0
BUS 76B^{DE} Compensation and Benefits	3.0
BUS 79 Bargaining and Negotiations	3.0
	Total: 12.0

Santa Monica College
Program Narrative
New Program: Human Resources Management Certificate of Achievement

Program Goals and Objectives:

The Human Resources certificate program examines the policies and practices used by human resource management staff to build and maintain an effective work force. Topics include human resource planning, job analysis, recruitment, selection, performance appraisal, manpower development, compensation, and labor relations.

Program Learning Outcomes:
Upon completion of this program, students will be able to demonstrate an understanding of human resources management positions in government, private industry and other organizations; to aid existing managers in upgrading human resource management skills; and to assist employees for promotion to management/supervision positions. The certificate program provides the student with practical managerial skills.

Upon completion of the program students will be able to identify the core competencies needed for a career in human resources and management. Build processes and procedures for a diverse and engaged workforce; learn how to communicate processes and procedures to your workforce; learn the fundamentals of performance management and develop your workforce.

Catalog Description:

The Human Resources certificate program examines the policies and practices used by human resource management staff to build and maintain an effective work force. Topics include human resource planning, job analysis, recruitment, selection, performance appraisal, manpower development, compensation, and labor relations.

Program Learning Outcomes:
Upon completion of this program, students will be able to demonstrate an understanding of human resources management positions in government, private industry and other organizations; to aid existing managers in upgrading human resource management skills; and to assist employees for promotion to management/supervision positions. The certificate program provides the student with practical managerial skills.

Upon completion of the program students will be able to identify the core competencies needed for a career in human resources and management. Build processes and procedures for a diverse and engaged workforce; learn how to communicate processes and procedures to your workforce; learn the fundamentals of performance management and develop your workforce.

Program Requirements:

Required Courses:	Units: 12.0
BUS 72DE Organizational Management and Leadership	3.0
BUS 76DE Human Resources Management	3.0
BUS 76B^{DE} Compensation and Benefits	3.0
BUS 79 Bargaining and Negotiations	3.0
	Total: 12.0

Master Planning:

The Human Resources Management Certificate is designed to prepare students for human resources management positions in private industry, government, and other organizations; to aid existing managers in upgrading human resources management skills; and to assist employees for promotion to management/supervision positions. The certificate supports the College Mission in providing students with practical managerial skills, theory and dynamic learning environments that encourages personal and intellectual exploration that support students in achieving their educational goals. The Human Resources Management Certificate is designed to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education.

Enrollment and Completer Projections:

Enrollment completer projections are 30 students per year.

Place of Program in Curriculum/Similar Programs:

After completing this certificate, students may opt to pursue our A.S. Business degree as well. This program complements our Management/Leadership certificate of achievement.

Similar Programs at Other Colleges in Service Area:

Pasadena City College
College of the Canyons
Citrus College

Labor Market Analysis: 0506.00 – Business Management

Human Resources Management - *Certificate requiring 6 to <18 semester units*

Los Angeles Center of Excellence, August 2022

Summary

Program Endorsement:	Endorsed: All Criteria Met	☐	Endorsed: Some Criteria Met	☒	Not Endorsed	☐
Program Endorsement Criteria						
Supply Gap:	Yes ☑ *(See comments below)*				No ☐	
Living Wage: (Entry-Level, 25th)	Yes ☑				No ☐	
Education:	Yes ☑				No ☐	
Emerging Occupation(s)						
Yes ☐					No ☑	

The Los Angeles Center of Excellence for Labor Market Research (LA COE) prepared this report to provide regional labor market supply and demand data related to two middle-skill occupations:

- *Payroll and timekeeping clerks* **(43-3051)** Compile and record employee time and payroll data. May compute employees' time worked, production, and commission. May compute and post wages and deductions, or prepare paychecks.[1]

- *Human resources assistants, except payroll and timekeeping* **(43-4161)** Compile and keep personnel records. Record data for each employee, such as address, weekly earnings, absences, amount of sales or production, supervisory reports, and date of and reason for termination. May prepare reports for employment records, file employment records, or search employee files and furnish information to authorized persons.[2]

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[3] This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

Based on the available data, there appears to be a slight supply gap in the region for these two occupations. However, since the gap is within the COE's acceptable margin (25% over or under the number of annual openings), it is considered "supply met" rather than a "supply gap." One complicating factor of this particular analysis is that the program used for the supply side is

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[1] 43-3051.00 - Payroll and Timekeeping Clerks (onetonline.org)

[2] 43-4161.00 - Human Resources Assistants, Except Payroll and Timekeeping (onetonline.org)

[3] The COE classifies middle-skill jobs as the following:
- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

Business Management (TOP 0506.00), which is where most community college HR programs are coded throughout the state. However, traditional business management programs focus on much more than just human resources. Further, there are HR programs throughout the state classified under several other TOP codes. When there is not a dedicated TOP code for a specific program area such as human resources, it is challenging to accurately gauge relevant completions, which increases the margin of error in the supply side analysis (overestimating the supply estimates in this case). Therefore, given that the oversupply is within an acceptable margin, entry-level wages are above the self-sufficiency standard for one adult in Los Angeles County, and more than 40% of current workers in these occupations have completed some college or an associate degree, **the COE endorses this proposed program.** Detailed reasons include:

Demand:
- *Supply Gap Criteria* **–** Over the next five years, **1,219 jobs are projected to be available annually** in the region due to retirements and workers leaving the field, **which is slightly more than the three-year average of 1,127 awards conferred** by educational institutions in the region.
- *Living Wage Criteria* **–** In Los Angeles County, **both occupations have entry-level wages <u>above</u> the self-sufficiency standard wage** ($18.10/hour).[4]
- *Educational Criteria* **–** Within the greater LA/OC region, **59% of the annual job openings** for middle-skill occupations related to human resources **typically require a high school diploma or equivalent.**
    - However, national-level educational attainment data indicates that **between 40% and 48% of workers in the field have completed some college or an associate degree.**

Supply:
- Between 2018 and 2021, **22 community colleges** in the greater LA/OC region issued awards in Business Management (TOP 0506.00) conferring an average of **1,127 awards.**
    - Since there is not a dedicated TOP code for Human Resources programs, **10 colleges** in the LA/OC region have Business Management (0506.00) programs that **focus on Human Resources.**

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

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for the two occupations of interest. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to decrease by 6% through 2026. However, there will be more than 1,200 job openings per year through 2026 due to retirements and workers leaving the field.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[5]

Geography	2021 Jobs	2026 Jobs	2021-2026 Change	2021-2026 % Change	Annual Openings
Los Angeles	9,004	8,422	(582)	(6%)	881
Orange	3,439	3,239	(200)	(6%)	338
Total	**12,443**	**11,660**	**(782)**	**(6%)**	**1,219**

Wages

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

Los Angeles County – Both occupations have entry-level wages **above** the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $18.38 and $22.30. Experienced workers can expect to earn wages between $29.15 and $30.42.

Exhibit 2: Hourly Earnings for Occupations in Los Angeles County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Payroll and Timekeeping Clerks (43-3051)	$22.30	$28.85	$30.42
Human Resources Assistants, Except Payroll and Timekeeping (43-4161)	$18.38	$22.87	$29.15

Orange County – The majority (59%) of annual openings for the occupations of interest have entry-level wages **above** the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $17.82 and $21.64. The occupation with entry-level wages above the county's self-sufficiency standard wage is *payroll and timekeeping clerks* ($21.64). Experienced workers can expect to earn wages between $28.30 and $29.50, which are above the self-sufficiency standard wage estimate.

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[5] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Exhibit 3: Hourly Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Payroll and Timekeeping Clerks (43-3051)	$21.64	$27.90	$29.50
Human Resources Assistants, Except Payroll and Timekeeping (43-4161)	$17.82	$22.28	$28.30

On average, the entry-level earnings (25th percentile) for the occupations in this report are $20.23; this is above the self-sufficiency standard wage for one single adult in Los Angeles County ($18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.

Exhibit 4: Average Hourly Earnings for Middle-Skill Human Resources Occupations in LA/OC

$34.23

$29.53

$25.60

$20.23

$16.61

$18.10

Middle-Skill Human Resources Occupations

Self-Sufficiency Standard Wage

10th Percentile   25th Percentile   Median   75th Percentile   90th Percentile
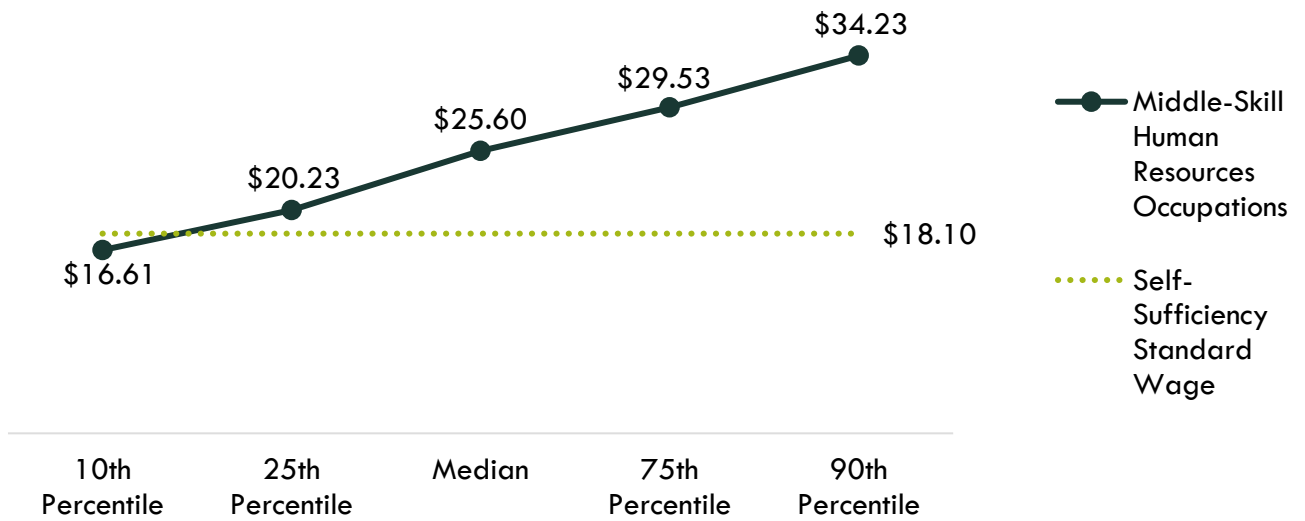
Job Postings

Over the past 12 months, there have been 6,513 online job postings in the region related to the two occupations of interest. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (57%) were for *payroll and timekeeping clerks*, followed by *human resources assistants, except payroll and timekeeping* (43%). The highest number of job postings were for human resources assistants, payroll specialists, payroll clerks, payroll administrators, and payroll coordinators. The top skills were payroll processing, data entry, accounting, customer service, onboarding, administrative support, and Human Resource Information System (HRIS). The top employers, by number of job postings, in the region were Emanate Health, Prime Healthcare Services, and Ultimate Staffing Services.

Exhibit 5: Job postings by occupation (last 12 months)
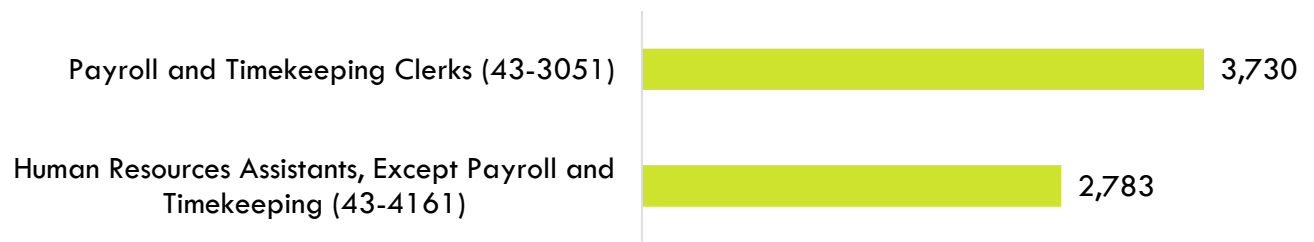
Occupation	Job Postings
Payroll and Timekeeping Clerks (43-3051)	3,730
Human Resources Assistants, Except Payroll and Timekeeping (43-4161)	2,783

Educational Attainment

The Bureau of Labor Statistics (BLS) lists the following typical entry-level education levels for the occupations in this report:

- **Associate degree**: *Human resources assistants, except payroll and timekeeping* (43-4161)
- **High school diploma or equivalent**: *Payroll and timekeeping clerks* (43-3051)

In the greater LA/OC region, the majority of annual job openings (59%) typically require a high school diploma or equivalent. However, national-level educational attainment data indicates that between 40% and 48% of workers in the field have completed some college or an associate degree.

Educational Supply

Community College Supply – Exhibit 6 shows the annual and three-year average number of awards conferred by community colleges in Business Management (TOP 0506.00). The colleges with the most completions in the region are Cerritos, Mt. San Antonio, and Coastline. Since there is not a dedicated TOP code for Human Resources programs, the majority of HR programs at community colleges across the state are coded under Business Management (0506.00). According to the Chancellor's Office Curriculum Inventory (COCI), 10 colleges in the greater LA/OC region have Business Management (0506.00) programs that focus on Human Resources – an asterisk below notates these.

Exhibit 6: Regional community college awards (certificates and degrees), 2018-2021

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
0506.00	Business Management	Cerritos*	456	516	387	453
		Citrus*	2	-	-	1
		Compton	3	-	-	1
		East LA	29	18	17	21
		El Camino	23	33	49	35
		Glendale*	9	13	15	12
		LA City	18	39	18	25
		LA Mission	3	1	4	3
		LA Pierce	3	2	7	4
		LA Valley	33	36	30	33
		Long Beach	21	29	44	31
		Mt San Antonio*	202	145	150	166
		Santa Monica	23	-	-	8
		LA Subtotal	**825**	**832**	**721**	**793**
		Coastline*	84	72	307	154
		Cypress	6	3	7	5
		Fullerton*	11	12	11	11
		Golden West*	20	8	11	13
		Irvine Valley	3	14	5	7
		N. Orange Adult	27	36	19	27
		Orange Coast*	40	16	19	25
		Santa Ana	64	71	40	58
		Santiago Canyon	17	24	55	32
		OC Subtotal	**272**	**256**	**474**	**334**
		Supply Total/Average	**1,097**	**1,088**	**1,195**	**1,127**

Colleges with dedicated Human Resources programs coded under Business Management (0506.00). Two additional colleges have Human Resources programs that were recently approved in 2022: Pasadena and Saddleback.

Non-Community College Supply – Over the past three years, there were no subbaccalaureate awards issued from non-community college institutions in the greater LA/OC region related to human resources. There have been postbaccalaureate certificates, bachelor's, and master's degrees awards at the following CIP codes:

- 52.1001 - Human Resources Management/Personnel Administration, General
- 52.1005 - Human Resources Development

Appendix A: Occupational demand and wage data by county

Exhibit 7. Los Angeles County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Payroll and Timekeeping Clerks (43-3051)	5,250	4,788	(462)	(9%)	515	$22.30	$28.85	$30.42
Human Resources Assistants, Except Payroll and Timekeeping (43-4161)	3,754	3,634	(120)	(3%)	366	$18.38	$22.87	$29.15
Total	**9,004**	**8,422**	**(582)**	**(6%)**	**881**	-	-	-

Exhibit 8. Orange County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Payroll and Timekeeping Clerks (43-3051)	2,023	1,869	(154)	(8%)	200	$21.64	$27.90	$29.50
Human Resources Assistants, Except Payroll and Timekeeping (43-4161)	1,416	1,369	(46)	(3%)	138	$17.82	$22.28	$28.30
Total	**3,439**	**3,239**	**(200)**	**(6%)**	**338**	-	-	-

Exhibit 9. Los Angeles and Orange Counties

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
Payroll and Timekeeping Clerks (43-3051)	7,273	6,658	(616)	(8%)	714	HS diploma or equivalent
Human Resources Assistants, Except Payroll and Timekeeping (43-4161)	5,169	5,003	(166)	(3%)	505	Associate degree
Total	**12,443**	**11,660**	**(782)**	**(6%)**	**1,219**	**-**

Appendix B: Sources

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

For more information, please contact:

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

SANTA MONICA COLLEGE
GENERAL BUSINESS
ADVISORY BOARD MEETING MINUTES

Date: April 21, 2023
Time: 1 p.m., Virtual Zoom Meeting
Facilitators: Dana Nasser and Enrique Lopez

In Attendance
Santa Monica College Faculty and Staff
Victoria Charles – Earth Science Faculty
Aileen Huang – Business Faculty
Raymond Hunter – Business Faculty
Nathan Khalil – Business Faculty
Enrique Lopez – Business Faculty
Ming Lu – Business Faculty
Erin Moore – Business Faculty
Dana Nasser – Business Department Chair
Jenny Resnick – Business Faculty
Cassie Rockwell – Business Faculty
Brenda Rothaupt – CSIS & Business Faculty
Cesar Rubio – Business Faculty
Steven Sedky – Business Faculty

Advisory Board
Don Crawford – Deloitte, Partner, Audit Department
Tricia Galloway, Cal CPA, Program Manager
Shelly Medina, Cal CPA, Program Manager
Melissa Pineda, Cal CPA, Senior Program Manager
Barbara Roll – NMC, Private Equity, Chief Marketing Officer (digital brands)
Jim Taylor – Farmer's Insurance, Executive in Claims Department
Stephen Williams – Fox Corporation, Marketing Executive

Agenda

- Welcome: Enrique Lopez, Professor Accounting
- SMC Faculty Introductions
- Advisors' Self-Introductions
- SMC Faculty Provided Program Highlights
  - Ming Lu introduced the upcoming Accounting Diversity Conference. Jenny Resnick discussed the benefits of the Personal Finance Workshops. Cesar Rubio presented the VITA program.

- **Panel Discussion** – questions and topics of discussion for advisors:

  - <u>**Covid**</u>
    Advisors discussed the following: students should note how zoom interaction/communication is different from in-person interaction; the struggles HR leaders are confronting including how to adjust their team members having two jobs, learning how to manage team members who are working through the Zoom platform, keeping the office/team/corporate culture alive when meeting online, reducing employee turnover, and managing team members who overwork themselves.

  - <u>**Workforce skills and trends; existing and new curricula**</u>
    Advisors did the following: affirmed the breadth and relevance of SMC's Business-Department course offerings; noted that workforce entry-level hirings are trending toward applicants with at least two years working experience and two years of education and trending away from those Bachelor's and Master's degrees with no experience.

    Advisors voiced their desire for students who can successfully navigate a hybrid work environment. They want students entering the work force to possess the ability to effectively work in the office and work from home simultaneously.

  - <u>**Involvement as Board Member**</u>
    Board members suggested more regular meetings. They were fine with the Zoom meeting format. They wanted more time to discuss each topic in-depth. They also would like to have students be a part of the meetings so they can hear directly from the source, the students' experience and perspective.

  - <u>**Rotaract**</u>
    Enrique Lopez informed the Board that SMC's Rotaract club has continued to be an effective vehicle for industry speakers to inform and guide students.

- Feedback Items for advisors:
  - **Dana Nasser highlighted new Certificate of Achievement** opportunities that the Business is set to establish:
    - **Business Bookkeeping Certificate of Achievement**
      - Required (9 units)
        - **ACCTG 21**, Business Bookkeeping (3 units)
        - **ACCTG 22**, Advanced Bookkeeping (3 units)
        - **ACCTG 23,** Payroll Accounting (3 units)
      - Elective (3 units)
        - **ACCTG 31A**, Excel for Accounting (3 units)
        - **ACCTG 31B**, Advanced Excel for Accounting (3 units)

- **CIS 35A**, QuickBooks Desktop (3 units)
- **CIS 31B**, QuickBooks Online (3 units)

- **Sustainability in Business Certificate of Achievement:**
  - **BUS 7,** Introduction to Sustainability in Business (3 units)
  - **BUS 7B,** Sustainability Reporting in Business (3 units)
  - **BUS 7C,** Corporate Sustainability Strategies in Business (3 units)
  - **BUS 7D,** Business Strategies and Social Sustainability (3 units)

- **Human Resources Management Certificate of Achievement:**
  - **BUS 72,** Organizational Management and Leadership (3 units)
  - **BUS 76,** Human Resources Management (3 units)
  - **BUS 76A,** Compensation and Benefits (3 units)
  - **BUS 79**, Bargaining and Negotiations (3 units)

Action: The Board Members recommended the development of the above certificates.

- Closing Remarks: The Chair thanked the Advisory Board Members for taking the time to provide their input and support.

- Meeting adjourned at 3:20 p.m. with thanks to all participants.

Draft minutes taken by Peter Murray, staff, for approval.

Santa Monica College
Program Of Study
New Program: Sustainability in Business Certificate of Achievement

This program is designed for students who are interested in pursuing an entry level job position (or an upgrade of current skills and knowledge base) in the business field, with a focus on sustainability in business, and need a working knowledge of the fundamental concepts in this area of sustainability. This certificate of achievement in Sustainability in Business comprises four core courses, including Introduction to Sustainability in Business, Corporate Sustainability Reporting, Corporate Sustainability Strategies in Business, and Business Strategies and Social Sustainability.

- Upon completion of this program, students will be able to demonstrate an understanding of the functions of Global Sustainability in Business and apply key concepts to this setting; explain the procedures of a Global Sustainable Supply Chain from sourcing input materials until the product reaches the end-consumer; demonstrate the procedures for Corporate Sustainability Impact Report (Environmental, Social and Governance Reporting (ESGs); evaluate the current Global Sustainability Corporate culture to determine best practices for building further sustainability in all organizations; and examine the role business plays in advancing diversity, equity, inclusion, innovation, activism and changing policies.

- The goal of this course is to equip students with a strong understanding of Global Sustainability in the context of rapidly evolving Environmental, Social and Governance systems. These systems are impacted by various challenges such as scarcity of resources, climate change, limited access to clean water and diversity, equality and inclusion. In addition to gaining knowledge about these issues, students will also develop the necessary skills for entry-level employment and future career advancement. Achieving this certificate will set students apart from other candidates as 21st-century leaders when seeking employment in various fields, including Business. Additionally, individuals who are already working in Business can benefit from the certificate by expanding their knowledge and skills, increasing their chances for promotion. The Earth Science and Business Advisory Board has recommended this Certificate of Achievement.

Program Learning Outcomes:
Upon successful completion of this program, students will demonstrate how sustainability best practices can impact a business' bottom line by reducing costs and increasing efficiencies and building moral with an organization.
Upon successful completion of the program, students will demonstrate an awareness of global businesses' positive and negative impacts to Environmental, Social, Governance development through the lens of sustainability reporting, which will result in creating a sustainability and climate action plan report.

Upon success complete of this program, students will demonstrate a business case that articulates the three pillars of sustainability, (Environmental / Planet, Social / People, Governance / Profits) culminating in a circular economy systems thinking outlook.

Upon successful completion of this program, students will create a socially responsible business model in the form of a corporate policy which holds a business leadership accountable for embedding Environmental, Social, Governance into corporate performance.

Required Courses	Units: 12.0
BUS 7DE Introduction to Sustainability in Business	3.0
BUS 7B^{DE} Sustainability Reporting in Business	3.0
BUS 7C^{DE} Corporate Sustainability Strategies in Business	3.0
BUS 7D^{DE} Business Strategies and Social Sustainability	3.0
	Total: 12.0

Santa Monica College
Program Narrative
New Program: Sustainability in Business Certificate of Achievement

Program Goals and Objectives:

This program is designed for students who are interested in pursuing an entry level job position (or an upgrade of current skills and knowledge base) in the business field, with a focus on sustainability in business, and need a working knowledge of the fundamental concepts in this area of sustainability. This certificate of achievement in Sustainability in Business comprises four core courses, including Introduction to Sustainability in Business, Corporate Sustainability Reporting, Corporate Sustainability Strategies in Business, and Business Strategies and Social Sustainability.

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Program Learning Outcomes:

Upon successful completion of this program, students will demonstrate how sustainability best practices can impact a business' bottom line by reducing costs and increasing efficiencies and building moral with an organization.

Upon successful completion of the program, students will demonstrate an awareness of global businesses' positive and negative impacts to Environmental, Social, Governance development through the lens of sustainability reporting, which will result in creating a sustainability and climate action plan report..

Upon success complete of this program, students will demonstrate a business case that articulates the three pillars of sustainability, (Environmental / Planet, Social / People, Governance / Profits) culminating in a circular economy systems thinking outlook.

Upon successful completion of this program, students will create a socially responsible business model in the form of a corporate policy which holds a business leadership accountable for embedding Environmental, Social, Governance into corporate performance.

Catalog Description:

This program is designed for students who are interested in pursuing an entry level job position (or an upgrade of current skills and knowledge base) in the business field, with a focus on sustainability in business, and need a working knowledge of the fundamental concepts in this area of sustainability. This certificate of achievement in Sustainability in Business comprises four core courses, including Introduction to Sustainability in Business, Corporate Sustainability Reporting, Corporate Sustainability Strategies in Business, and Business Strategies and Social Sustainability.

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- The goal of this course is to equip students with a strong understanding of Global Sustainability in the context of rapidly evolving Environmental, Social and Governance systems. These systems are impacted by various challenges

such as scarcity of resources, climate change, limited access to clean water and diversity, equality and inclusion. In addition to gaining knowledge about these issues, students will also develop the necessary skills for entry-level employment and future career advancement. Achieving this certificate will set students apart from other candidates as 21st-century leaders when seeking employment in various fields, including Business. Additionally, individuals who are already working in Business can benefit from the certificate by expanding their knowledge and skills, increasing their chances for promotion. The Earth Science and Business Advisory Board has recommended this Certificate of Achievement.

Program Learning Outcomes:
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Upon successful completion of this program, students will create a socially responsible business model in the form of a corporate policy which holds a business leadership accountable for embedding Environmental, Social, Governance into corporate performance.

Program Requirements:

Required Courses	Units: 12.0
BUS 7DE Introduction to Sustainability in Business	3.0
BUS 7B^{DE} Sustainability Reporting in Business	3.0
BUS 7C^{DE} Corporate Sustainability Strategies in Business	3.0
BUS 7D^{DE} Business Strategies and Social Sustainability	3.0
	Total: 12.0

Master Planning:

Santa Monica College is an institution that provides educational training, and this Certificate of Achievement meets the obligation to help students acquire relevant and updated knowledge and skills for entry level careers. This Certificate of Achievement also provides educational training for working professionals who want to stand out when interviewing for jobs / promotions as well as for those who want to apply the information in current employment positions. This Certificate of Achievement can also serve as inspiration for some students seeking to transfer in order to finish their bachelor's degree in Sustainability or even a master's degree.

Enrollment and Completer Projections:

Enrollment completer projections are 20 students per year.

Place of Program in Curriculum/Similar Programs:

This program provides the focus on Sustainability in Business to complement the Earth Science Department's focus on Sustainability.
After completing this Certificate of Achievement students might decide to pursue additional level certificates offered through SMC and / or to transfer to finish their bachelor's in Sustainability. Students who already possess a bachelor's degree may also decide to go onto earn a master's degree in Sustainability. Finally, students might choose to focus on a career as a Sustainability Professional in the organization in which they are hired and need the Certificate's focus to justify their competency in Sustainability.

Similar Programs at Other Colleges in Service Area:

None. Santa Monica College will be the first to offer a Certificate of Achievement in Sustainability in Business.

Labor Market Analysis: 0506.00/Business Management
Sustainability in Business (Certificate requiring 6 to <18 semester units)
Los Angeles Center of Excellence, April 2023

Summary

Program Endorsement:	Endorsed: All Criteria Met	☒	Endorsed: Some Criteria Met	☐	Not Endorsed	☐
Program Endorsement Criteria						
Supply Gap:	Yes ☑ (See comments below)				No ☐	
Living Wage: (Entry-Level, 25th)	Yes ☑				No ☐	
Education:	Yes ☑				No ☐	
Emerging Occupation(s)						
Yes ☑					*No* ☐	

The Los Angeles Center of Excellence for Labor Market Research (LA COE) prepared this report to provide regional labor market supply and demand data related to one middle-skill occupation:

- ***Business Operations Specialists, All Other* (13-1199)** All business operations specialists not listed separately.[1] Includes the following relevant emerging occupation:
  - ○ ***Sustainability Specialists* (13-1199.05)** Address organizational sustainability issues, such as waste stream management, green building practices, and green procurement plans.[2]

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[3] Although *business operations specialists, all other* typically requires a bachelor's degree, it is considered middle-skill because more than one-third of workers in the field have completed less than a bachelor's degree. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

While there does not initially appear to be a supply gap for *business operations specialists, all other* in the region, the COE recognizes that the supply data is overstated when considering only the emerging occupation, *sustainability specialists,* as compared to the Business Management (0506.00) TOP code. This TOP code trains for at least four other occupations not included in the demand section of this report. When considering these other business management occupations

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[1] Business Operations Specialists, All Other (bls.gov)
[2] 13-1199.05 - Sustainability Specialists (onetonline.org)
[3] The COE classifies middle-skill jobs as the following:
- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

and their 15,000 job openings in the LA/OC region, a supply gap would result. *Business operations specialists, all other* has entry-level wages that exceed the self-sufficiency standard wage in both Los Angeles and Orange counties, and nearly one-third of current workers in the field have completed some college or an associate degree. **Therefore, due to the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:

- *Supply Gap Criteria –* Over the next five years, **7,539 jobs are projected to be available annually** in the region due to new job growth and replacements, **which is less than the three-year average of 12,054 awards conferred** by educational institutions in the region.
    - The *business operations specialists, all other* (13-1199) SOC code includes many emerging business occupations, including *sustainability specialists* (13-1199.05) Since the SOC code does not solely represent *sustainability specialists*, **the number of annual job openings is likely overstated.**
    - Over the past 12 months, there were **243 online job postings for *sustainability specialists*.** The highest number of job postings were for sustainability project managers, sustainability consultants, sustainability specialists, sustainability analysts, and energy and sustainability managers.
    - However, **supply for the Business Management (0506.00) TOP Code in this report is overstated** because this TOP code trains for additional business occupations that are not included in the demand section of this report. These occupations account for more than 15,000 annual openings in the LA/OC region, which would render a supply gap when taken into account.
- *Living Wage Criteria –* Within Los Angeles County, **typical entry-level hourly wages** for *business operations specialists, all other* are **$22.93, which is higher than the self-sufficiency standard** hourly wage (living wage) for one adult in the region ($18.10 in Los Angeles County).[4]
- *Educational Criteria –* The Bureau of Labor Statistics (BLS) lists a **bachelor's degree** as the typical entry-level education for *business operations specialists, all other*.
    - However, the national-level educational attainment data indicates **37% of workers in the field have completed some college, an associate degree, or high school diploma.**

Supply:

- There are **22 community colleges** in the greater LA/OC region that issue awards related to business management, conferring an average of **1,127 awards annually** between 2018 and 2021.
- Between 2017 and 2020, there was an average of **10,928 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

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

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for *business operations specialists, all other*. In the greater Los Angeles/Orange County region, the number of jobs related to this occupation is projected to increase by 7% through 2026. There will be more than 7,500 job openings per year through 2026 due to job growth and replacements.

It is important to note that the *business operations specialists, all other* (13-1199) SOC code includes many emerging business-related occupations and not solely *sustainability specialists* (13-1199.05). Therefore, the demand data in Exhibit 1 is overstated for *sustainability specialists*.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[5]

Geography	2021 Jobs	2026 Jobs	2021-2026 Change	2021-2026 % Change	Annual Openings
Los Angeles	50,133	53,891	3,758	7%	5,592
Orange	17,901	19,055	1,154	6%	1,947
Total	**68,033**	**72,946**	**4,912**	**7%**	**7,539**

Wages

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

Los Angeles County— The typical entry-level hourly wages for *business operations specialists, all other* are $22.93, which is <u>above</u> the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Experienced workers can expect to earn wages of $47.86.

Exhibit 2: Earnings for Occupations in LA County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Business Operations Specialists, All Other (13-1199)	$22.93	$31.84	$47.86	$66,200

*rounded to the nearest $100

Orange County—The typical entry-level hourly wages for *business operations specialists, all other* are $22.45, which is <u>above</u> the self-sufficiency standard wage for one adult ($20.63 in Orange County). Experienced workers can expect to earn wages of $46.27.

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[5] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Exhibit 3: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Business Operations Specialists, All Other (13-1199)	$22.45	$30.96	$46.27	$64,400

*rounded to the nearest $100

On average, the entry-level earnings for the occupations in this report are $22.86; this is above the living wage for one single adult in Los Angeles County ($18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.

Exhibit 4: Average Hourly Earnings for Business Operations Specialists, All Other in LA/OC
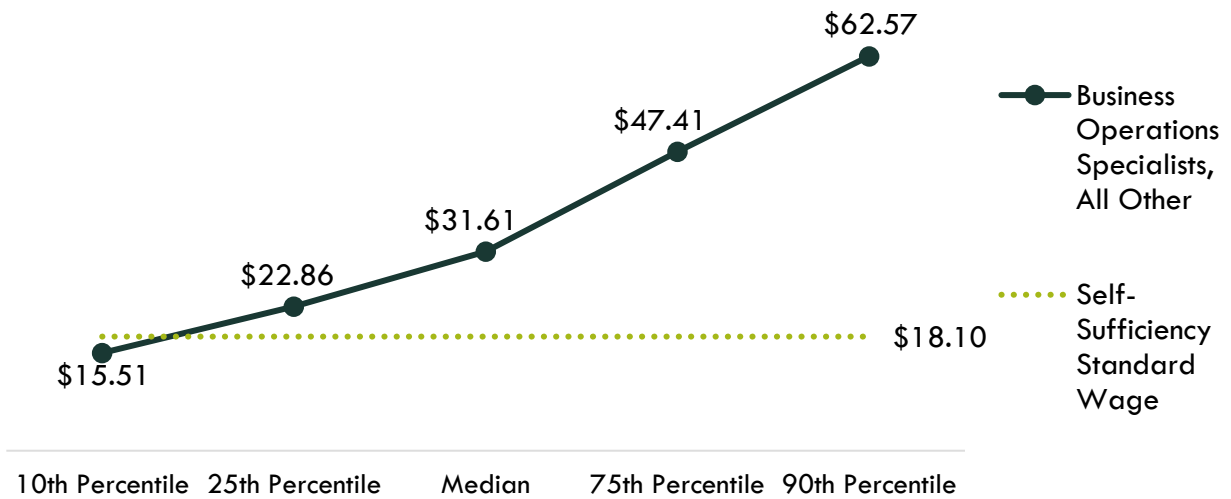
Job Postings

There were 243 online job postings related to *sustainability specialists* listed in the past 12 months. The highest number of job postings were for sustainability project managers, sustainability consultants, sustainability specialists, sustainability analysts, and energy and sustainability managers. The top knowledge, skills and abilities were environmental science, business development, environmental, social, and corporate governance (ESG), marketing, product design, net zero, and thought leadership. The top three employers, by number of job postings, in the region were The Boston Consulting Group (BCG), AECOM, and CR&R.

Educational Attainment

The Bureau of Labor Statistics (BLS) lists bachelor's degree as the typical entry-level education for *business operations specialists, all other*. However, the national-level educational attainment data indicates 37% of workers in the field have completed some college, an associate degree, or high school diploma. Of the 59% of *sustainability specialist* job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 4% (6) requested high school or

vocational training, 1% (1) requested an associate degree, and 95% (136) requested a bachelor's degree.

Educational Supply

Community College Supply—Exhibit 5 shows the annual and three-year average number of awards conferred by community colleges in the related TOP code: Business Management (0506.00). The colleges with the most completions in the region are Cerritos, Mt. San Antonio, and Coastline.

It is important to note that Business Management (0506.00) trains for at least four additional business occupations not included in the demand section of this report: *general and operations managers* (11-1021), *administrative services managers* (11-3011), *industrial production managers* (11-3051), and *cost estimators* (13-1051). The combined annual job openings for these four occupations in the LA/OC region is more than 15,000. Since there is not a dedicated TOP code for Sustainability in Business programs and Business Management (0506.00) trains for more occupations than solely *sustainability specialists*, the supply data in Exhibit 5 is overstated when considering the emerging occupation in this report.

Exhibit 5: Regional community college awards (certificates and degrees), 2018-2021

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
0506.00	Business Management	Cerritos	456	516	387	453
		Citrus	2	-	-	1
		Compton	3	-	-	1
		East LA	29	18	17	21
		El Camino	23	33	49	35
		Glendale	9	13	15	12
		LA City	18	39	18	25
		LA Mission	3	1	4	3
		LA Pierce	3	2	7	4
		LA Valley	33	36	30	33
		Long Beach	21	29	44	31
		Mt San Antonio	202	145	150	166
		Santa Monica	23	-	-	8
		LA Subtotal	**825**	**832**	**721**	**793**
		Coastline	84	72	307	154
		Cypress	6	3	7	5
		Fullerton	11	12	11	11
		Golden West	20	8	11	13
		Irvine	3	14	5	7

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
		N. Orange Adult	27	36	19	27
		Orange Coast	40	16	19	25
		Santa Ana	64	71	40	58
		Santiago Canyon	17	24	55	32
		OC Subtotal	**272**	**256**	**474**	**334**
		Supply Total/Average	**1,097**	**1,088**	**1,195**	**1,127**

Non-Community College Supply—For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for business management. Exhibit 6 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent three-year period of available data is from 2017 to 2020. Since a bachelor's degree is typically required for *business operations specialists, all other*, bachelor's awards are included in Exhibit 6. Between 2017 and 2020, non-community college institutions in the region conferred an average of 10,928 bachelor's and sub-baccalaureate awards. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards.

**Exhibit 6: Regional non-community college awards, 2017-2020**

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
52.0201	Business Administration and Management, General	Abraham Lincoln Univ.	1	4	-	2
		American Jewish Univ.	-	-	3	1
		Angeles College	-	-	6	2
		Azusa Pacific Univ.	111	122	106	113
		Bethesda University	22	24	26	24
		Biola University	87	113	137	112
		Brandman University	146	115	155	139
		CA Intercontinental University	5	3	4	4
		CA State Polytechnic University-Pomona	1,465	1,191	1,401	1,352
		CSU-Dominguez Hills	569	559	575	568
		CSU-Fullerton	2,174	2,366	2,374	2,305
		CSU-Long Beach	1,326	1,325	1,443	1,365
		CSU-Los Angeles	1,028	1,072	1,131	1,077
		CSU-Northridge	609	637	740	662
		Chapman University	331	331	474	379
		Concordia Univ.-Irvine	95	98	87	93

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
		Fremont College	-	-	1	0
		Hope International University	31	52	57	47
		InterCoast Colleges-Santa Ana	-	-	18	6
		Learnet Academy	-	17	3	7
		Life Pacific University	15	11	15	14
		LA Pacific College	-	3	7	3
		LA Pacific University	-	1	-	0
		Loyola Marymount University	-	32	29	20
		Marymount California University	67	65	59	64
		Mount Saint Mary's University	41	39	51	44
		Pacific Oaks College	-	-	7	2
		Pacific States Univ.	2	2	1	2
		Pepperdine University	191	255	185	210
		Platt College-Anaheim	2	8	14	8
		Platt College-LA	8	6	11	8
		The Master's University & Seminary	71	64	64	66
		Trident University International	326	277	-	201
		UC-Irvine	205	260	306	257
		University of La Verne	349	314	294	319
		University of Southern California	993	1,022	1,020	1,012
		University of the People	67	75	205	116
		University of the West	15	6	7	9
		Vanguard University of Southern California	78	71	51	67
		Westcliff University	83	97	71	84
		Whittier College	57	73	64	65
		Woodbury University	38	23	21	27

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
52.0701	Entrepreneurship/ Entrepreneurial Studies	Azusa Pacific Univ.	1	-	4	2
		CA Intercontinental University	-	-	1	0
		Hussian College-LA	-	-	1	0
		Loyola Marymount University	74	66	70	70
		Mount Saint Mary's University	-	1	-	0
		Pitzer College	-	1	-	0
		Supply Total/Average	**10,683**	**10,801**	**11,299**	**10,928**

Exhibit 7 shows the proportion of community college awards conferred in LA/OC compared to the number of non-community college awards for the programs in this report. The vast majority of awards conferred in these programs are awarded by non-community colleges in the LA/OC region.

Exhibit 7: Community College Awards Compared to Non-Community College Awards in LA/OC Region, 3-Year Average
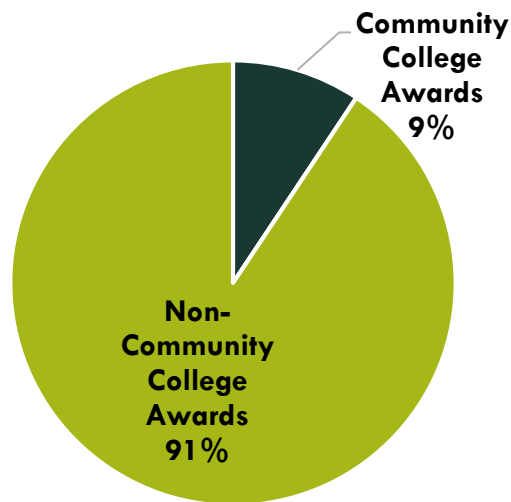
Appendix A: Occupational demand and wage data by county
Exhibit 8. Los Angeles County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Business Operations Specialists, All Other (13-1199)	50,133	53,891	3,758	7%	5,592	$22.93	$31.84	$47.86

Exhibit 9. Orange County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Business Operations Specialists, All Other (13-1199)	17,901	19,055	1,154	6%	1,947	$22.45	$30.96	$46.27

Exhibit 10. Los Angeles and Orange Counties

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	% Age 55 and older*	Typical Entry-Level Education
Business Operations Specialists, All Other	68,033	72,946	4,912	7%	7,539	25%	Bachelor's degree

*The average percentage of workers age 55 and older across all occupations in the greater LA/OC region is 27%. This occupation has a slightly smaller share of older workers, which typically indicates fewer replacements needs to offset the amount of impending retirements.

Appendix B: Sources

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

For more information, please contact:

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

Earth Science Department
SST/RRM Advisory Board
Minutes
November 16, 2022

The annual Earth Science Department SST/RRM Advisory Board meeting was held on Wednesday, November 16, 2022 via Zoom. Kim O'Cain, Earth Science Adjunct Professor, at 11:00 a.m. called the meeting to order. Professor Kim O'Cain welcomed the twenty-one members that were in attendance. She also welcomed Dr. Eric Minzenberg, Earth Science Department Chair, Scott Silverman, the Dean of Noncredit and External Programs and Paticia Ramos, the Vice Chair of Academic Affairs.

INTRODUCTION OF MEMBERS
All members introduced themselves as well as staff & faculty.

OVERVIEW OF EARTH SCIENCE DEPARTMENT
Santa Monica College's **Earth Science Department offers STEM courses** for students looking to expand their knowledge to prepare them for advanced degrees and/or jobs. In coordination with the College's **Noncredit Department**, several classes and certificates are available free of charge to California residents seeking real-world job skills in a variety of sustainability related fields. There are two sustainability related programs: **Sustainability Systems and Technology (SST) and Recycling and Resource Management (RRM)**. SST is noncredit only. RRM is credit only. These courses are taught by five Adjunct Professors.

The Earth Science department has been approved for a full-time position to manage the SST and RRM programs.

CERTIFICATES AND DEGREES
Since 2018, SMC has awarded 114 Certificates of Completion for the SST Program.

PROGRAM REPORTS
SST currently offers three Certificates of Completion: Sustainability in Organics Aid, Sustainability Assistant, Sustainability Services Technician. Each Certificate requires completion (pass/no pass) of three courses. Topics cover water, waste and energy efficiency and technologies, organics, sustainable food systems, advocacy, sustainable business practices, climate and social justice and policy.

RRM currently offers one Certificate of Achievement in Recycling and Resource Management, one Department Certificate in Recycling and Zero Waste and one Associate in Science Degree for Recycling and Resource Management.

As part of the current Perkins Grant, the cost is covered for twenty RRM students to take the True Advisor test to become accredited in this internationally recognized zero waste rating program.

SST and RRM student recruitment efforts are primarily led by the professors teaching these courses and staff and student workers in the Sustainability Center through social media posts such as Instagram, Facebook, LinkedIn. In November, the SMC Career Counselors hosted an online webinar to introduce students to these courses, certificates, degrees, and career opportunities. Outreach for courses is requested of the members to help expand the reach and increase enrollment.

STUDENT ACCOMPLISHMENTS
Five of the members are SST and/or RRM certificate holders and are working in the sustainability field as a result of the education they received either working for companies that are implementing sustainability or created their own businesses to address specific needs.

PROPOSED CERTIFICATES
The Sustainability in Business Certificate is being proposed that would include four courses that are housed in Business but related to sustainability.
- Introduction to Sustainability in Business (Bus 7)
- Sustainability/ESG Reporting in Business (Bus 7B
- Corporate Sustainability Strategies in Business (Bus 7C)
- Business Strategies and Social Sustainability (Bus 7D).
In addition, these courses would be included as electives for the RRM degree.

Professors are working on the following potential courses and/or certificates:
- Qualified Water Efficient Landscape Professionals to train landscape professionals in the design, installation, maintenance, and management of regenerative and water efficient landscapes.
- Biomimicry to train students on nature-based solutions to solve environmental issues.
- Regenerative Agriculture and Master Gardeners to train students on agricultural and landscaping best management principles and practices.

ITEMS FROM THE FLOOR
Professor Jon Huls added that a list of all the current and proposed courses and descriptions be provided in a document in Dropbox.

Ivory Chambeshi, Founder and Principal of Urban Rising Group, suggested a course/certificate on sustainable entrepreneurs to teach students how to structure, start, manage, and grow businesses that address sustainability innovation and initiative opportunities such as building decarbonization, vehicle electrification. The Los Angeles Cleantech Incubator (LACI) should be a partner. (LACI staff were invited to be members). A competition with the business department for students to create a sustainability business may be a way to engage the department and students. Ivory suggested project management training be included on fundamentals, follow-up, reporting to stakeholders, etc.

Professor Victoria Charles mentioned that Ferris Kawar, SMC Sustainability Project Manager, is working with professors across disciplines to incorporate sustainability into their curriculum. There is not currently a sustainability entrepreneurship course or certificate.

Christine Tran, Executive Director of LA Food Policy Council, has seen trends where college programs train people but there is not a job waiting for them. Many people are not aware of the community college programs that offer these types of training. There are many silos across the colleges especially on the practitioner level. She is working with PCC to develop a higher education consortium to bring everyone together and show the transfer pathways from community college to four-year college such as ag at Cal Poly. She will share the outcomes with this Board. She also suggested SMC work more with K-12 – create a P20 (prenatal to higher education) approach. The LA Food Policy Council has a Food Leaders Lab which is a lived experience that recruited college students from all five districts to provide the resources and support for students to incubate food systems such as pop-up markets and food distribution. Cal Economics Summit has developed some working groups to engage the creative economy an embed these ideas into businesses and not ad hoc. Healthy Neighborhood Market program is part of this effort to help corner stores/liquor stores sell fresh fruits and vegetables – USC students from the Program of Design are currently apprenticing with business counselors. For information visit:
- Farm Fresh LA, a hyperlocal (urban) farm to corner store program: https://www.goodfoodla.org/farmfreshla
- Healthy Neighborhood Market Network, a healthy food retailer capacity building program: https://www.goodfoodla.org/healthyneighborhoodmarketnetwork
- Fresh Ideas for CalFresh, a lived experience led project to address CalFresh barriers: https://www.goodfoodla.org/calfresh
- Food Leaders Lab, a lived experience-led food justice leadership development program:
- https://www.goodfoodla.org/food-leaders-lab

Laurel Joe, Co-Founder of BlueSphere Partners, highlighted new federal legislation that requires federal contracts starting at $7.5 million report CDP Scope 1 and 2 to disclose their environmental impacts and contracts in excess of $50 million will have additional reporting requirements. SCC has new reporting proposal for disclosures for public companies. There is a need for more training for this type of reporting and carbon accounting and embedding sustainable decision making into all aspects of businesses to reduce emissions. She took the SMC ESG reporting class. For information: https://www.sustainability.gov/federalsustainabilityplan/fed-supplier-rule.html . She asked how SMC is sharing and collaborating with other colleges/universities. Victoria responded that West LA College has a Center for Sustainability for several community colleges and has reached out to collaborate and expand curriculum into those colleges.

Mike Learakos, CEO of Abound Food Care, suggested sustainability be at the forefront of everything we do and is a wise business practice. Locational training can provide the springboard for success, especially in training entrepreneurs in disadvantaged communities. Training should include marketing, risk assessment, financial planning, human resources and come after the vocational/practitioner job training. His organization has been part of a seven-year vocational training in food recovery and repurposing that started in middle school that transitioned from home ec to culinary programs that teaches sustainable farming, food recovery, food repurposing and in high school that program is enhanced. Hopefully students will go to a community college or

four-year college to learn more. Leadership and systems thinking is critical for these training programs and types of businesses instead of individuals in silos working on just one piece.

Ursula Schmidt, Water Conservation Programs Manager with the City of Pasadena, shared that during her time in the planning department USC students helped develop the General Plan. It's important to get students involved in the planning of cities to integrate sustainability such as changing zoning laws to allow community scale composting facilities and pocket parks to support farm to school programs. There is a need to bring in community planners to this board and process.

Simone Paz, Director of Sustainability at the Museum of Modern Art, suggested SMC incorporate organizational psychology and structure into the programs to educate students on how to effectively communicate with various stakeholders and decision-makers the multi-benefits of sustainability, how it will help the business and how it can be integrated. Instruction on how to lead and organize stakeholders to build community should be included.

Rob Edelstein, President of Bottom Line Solutions, shared his company can help students learn effective communication strategies to get buy-in from businesses on an economic level as well as sustainability level. They can provide recommendations for businesses that would hire students that have the appropriate job skills. His company is hiring for residential waste auditors. Trends in plumbing are new water leak detection and monitoring equipment and utilities are providing enhanced incentives for these. The Inflation Reduction Act should be looked at for solar tax credits which have almost doubled and fuel switching from gas to electric systems which are also incentivized and driving new businesses.

Amy Hammes, Recycling Coordinator for City of Burbank, suggested that our educational programs include end of life – cradle to grave processes and systems thinking/creation. For products, we should be talking about the extraction, manufacturing, disposal, repurposing, etc., especially before we agree to adopt these new technologies, e.g., compostable products that were well intentioned but are difficult for composters to decompose. There needs to be much more thought and education about the practicality and logistics of dealing with products at the end of their life. Legislation is coming on waste – truth in packaging, battery management and stewardship.

Lauren Nevitt, Director of Public Policy for SunRun, shared that closed loop systems, especially in solar, is critically important to connecting the dots to energy transition and holding companies accountable to agreed upon sustainability practices. IRA should be folded into the curriculum and wholesale electrification practices. There are a number of apprenticeship requirements in the IRA and in lot of high paying trades. Prevailing wage should also be incorporated into the education. ESGs focus a lot on the environment but social and governance must also be included in curriculum (which is included in SST and RRM).

Ferris Kawar, Sustainability Project Manager, asked any previous SST/RRM students to share what we should cover that wasn't but is necessary in the jobs they have. He also mentioned SMC developing the Blue Economy and the workforce needed for that.

Sharon Yu, Global Vice President of ESG Design Strategy & Solutions, shared how important it is to work across silos, especially in her business with supply chain management and responsible sourcing – manufacturing to end of use. Students will need more versatility in navigating different stakeholder interests and not be specific topic experts to show individuals in the decision-making process that their choices affect everything else. Understanding the interconnectedness will help drive better solutions.

Angela Vincent, Zero Waste Program Specialist for City of Alameda, asked how we can communicate ideas. Professor O'Cain asked for members to upload information into the Dropbox to share. In the RRM program should more strongly connect climate change and practices that help address it, social justice, and circular economy. She also shared from her RRM class to follow the legislation and jobs will follow such as SB183 and SB54 – packaging and plastics reduction.

Eric Newton, Zero Waste Representative with Universal Waste Systems, suggested including training on how to educate the public about sustainability issues and solutions and team building skills.

Ivannia Perez, Sustainability Coordinator at Sustainable Works, shared that RRM and SST courses do provide systems thinking education. Add internships with the courses to get hands-on experience that is fun and easy. Create a gathering with all the students, faculty, and staff to talk about issues, challenges, and support networking.

Mike Lewis, Vice President Goldman Sachs, is working with companies that have pathways to hiring students in sustainability. This could be a discussion for our next meeting.

Next meeting will be held virtually by show of hands.

Minutes recorded and submitted by Professor Kim O'Cain pending approval. Meeting adjourned at 1:00 p.m.

NEXT STEPS

Members are invited to upload information to our **Dropbox** at https://www.dropbox.com/scl/fo/52qhed8wre9sy16j0w8lv/h?dl=0&rlkey=mvefocnbk49fhp7naye nnjpbi about:

- Ideas for curriculum for SST and RRM courses
- Certificate and Degrees that should be offered
- Internship and job opportunities
- Legislation
- Technologies and trends

Members are also invited to share events, jobs/internships, articles, etc. on our student **LinkedIn site CircleofZero Space for Students** - https://www.linkedin.com/groups/13919132/

SANTA MONICA COLLEGE
GENERAL BUSINESS
ADVISORY BOARD MEETING MINUTES

Date: April 21, 2023
Time: 1 p.m., Virtual Zoom Meeting
Facilitators: Dana Nasser and Enrique Lopez

In Attendance
Santa Monica College Faculty and Staff
Victoria Charles – Earth Science Faculty
Aileen Huang – Business Faculty
Raymond Hunter – Business Faculty
Nathan Khalil – Business Faculty
Enrique Lopez – Business Faculty
Ming Lu – Business Faculty
Erin Moore – Business Faculty
Dana Nasser – Business Department Chair
Jenny Resnick – Business Faculty
Cassie Rockwell – Business Faculty
Brenda Rothaupt – CSIS & Business Faculty
Cesar Rubio – Business Faculty
Steven Sedky – Business Faculty

Advisory Board
Don Crawford – Deloitte, Partner, Audit Department
Tricia Galloway, Cal CPA, Program Manager
Shelly Medina, Cal CPA, Program Manager
Melissa Pineda, Cal CPA, Senior Program Manager
Barbara Roll – NMC, Private Equity, Chief Marketing Officer (digital brands)
Jim Taylor – Farmer's Insurance, Executive in Claims Department
Stephen Williams – Fox Corporation, Marketing Executive

Agenda

- Welcome: Enrique Lopez, Professor Accounting
- SMC Faculty Introductions
- Advisors' Self-Introductions
- SMC Faculty Provided Program Highlights
  - Ming Lu introduced the upcoming Accounting Diversity Conference. Jenny Resnick discussed the benefits of the Personal Finance Workshops. Cesar Rubio presented the VITA program.

- **Panel Discussion** – questions and topics of discussion for advisors:

  - o **<u>Covid</u>**
    Advisors discussed the following: students should note how zoom interaction/communication is different from in-person interaction; the struggles HR leaders are confronting including how to adjust their team members having two jobs, learning how to manage team members who are working through the Zoom platform, keeping the office/team/corporate culture alive when meeting online, reducing employee turnover, and managing team members who overwork themselves.

  - o **<u>Workforce skills and trends; existing and new curricula</u>**
    Advisors did the following: affirmed the breadth and relevance of SMC's Business-Department course offerings; noted that workforce entry-level hirings are trending toward applicants with at least two years working experience and two years of education and trending away from those Bachelor's and Master's degrees with no experience.

    Advisors voiced their desire for students who can successfully navigate a hybrid work environment. They want students entering the work force to possess the ability to effectively work in the office and work from home simultaneously.

  - o **<u>Involvement as Board Member</u>**
    Board members suggested more regular meetings. They were fine with the Zoom meeting format. They wanted more time to discuss each topic in-depth. They also would like to have students be a part of the meetings so they can hear directly from the source, the students' experience and perspective.

  - o **<u>Rotaract</u>**
    Enrique Lopez informed the Board that SMC's Rotaract club has continued to be an effective vehicle for industry speakers to inform and guide students.

- Feedback Items for advisors:
  - o **Dana Nasser highlighted new Certificate of Achievement** opportunities that the Business is set to establish:
    - ▪ **Business Bookkeeping Certificate of Achievement**
      - ▪ Required (9 units)
        - ▪ **ACCTG 21**, Business Bookkeeping (3 units)
        - ▪ **ACCTG 22**, Advanced Bookkeeping (3 units)
        - ▪ **ACCTG 23,** Payroll Accounting (3 units)
      - ▪ Elective (3 units)
        - ▪ **ACCTG 31A**, Excel for Accounting (3 units)
        - ▪ **ACCTG 31B**, Advanced Excel for Accounting (3 units)

- **CIS 35A**, QuickBooks Desktop (3 units)
- **CIS 31B**, QuickBooks Online (3 units)

- **Sustainability in Business Certificate of Achievement:**
  - **BUS 7,** Introduction to Sustainability in Business (3 units)
  - **BUS 7B,** Sustainability Reporting in Business (3 units)
  - **BUS 7C,** Corporate Sustainability Strategies in Business (3 units)
  - **BUS 7D,** Business Strategies and Social Sustainability (3 units)

- **Human Resources Management Certificate of Achievement:**
  - **BUS 72,** Organizational Management and Leadership (3 units)
  - **BUS 76,** Human Resources Management (3 units)
  - **BUS 76A,** Compensation and Benefits (3 units)
  - **BUS 79**, Bargaining and Negotiations (3 units)

Action: The Board Members recommended the development of the above certificates.

- Closing Remarks: The Chair thanked the Advisory Board Members for taking the time to provide their input and support.

- Meeting adjourned at 3:20 p.m. with thanks to all participants.

Draft minutes taken by Peter Murray, staff, for approval.

Santa Monica College
Program Of Study
Substantial Change: Business Bookkeeping (Formerly Computer Accounting)
Certificate of Achievement

This certificate is designed to provide students with basic accounting skills and knowledge necessary to obtain entry-level accounting and other accounting support positions in small and medium sized businesses.

This bookkeeping certificate curriculum also prepares students for the exams for Intuit bookkeeping certificate and for bookkeeping professional license offered by the American Institute of Professional Bookkeepers (AIPB). For information on the Intuit bookkeeping certificate exam, please see:
https://certiport.pearsonvue.com/Certifications/Intuit/Certifications/Certify/Certified-Bookkeeping.aspx

For information on the professional licensing exam, please see: https://aipb.org/wp-content/uploads/dlm_uploads/2019/08/AIPB-CB-Designation.pdf

Program Learning Outcomes:
Upon completion of the program, students will demonstrate basic accounting skills to classify, analyze, record business and payroll transactions, prepare financial reports and closing entries at the end of an accounting cycle.

Required Courses:	Units: 9.0
ACCTG 21DE Business Bookkeeping	3.0
ACCTG 22DE Advanced Bookkeeping	3.0
ACCTG 23DE Payroll Accounting	3.0

Select 1 course from the following	Units: 3.0
ACCTG 31ADE Excel for Accounting	3.0
ACCTG 31BDE Advanced Excel for Accounting	3.0
CIS 35ADE QuickBooks Desktop	3.0
CIS 35BDE QuickBooks Online	3.0
	Total: 12.0

Santa Monica College
Program Narrative
Substantial Change: Business Bookkeeping (Formerly Computer Accounting)
Certificate of Achievement

Program Goals and Objectives:

This certificate is designed to provide students with basic accounting skills and knowledge necessary to obtain entry-level accounting and other accounting support positions in small and medium sized businesses.

This bookkeeping certificate curriculum also prepares students for the exams for Intuit bookkeeping certificate and for bookkeeping professional license offered by the American Institute of Professional Bookkeepers (AIPB). For information on the Intuit bookkeeping certificate exam, please see: https://certiport.pearsonvue.com/Certifications/Intuit/Certifications/Certify/Certified-Bookkeeping.aspx

For information on the professional licensing exam, please see: https://aipb.org/wp-content/uploads/dlm_uploads/2019/08/AIPB-CB-Designation.pdf

Program Learning Outcomes:

Upon completion of the program, students will demonstrate basic accounting skills to classify, analyze, record business and payroll transactions, prepare financial reports and closing entries at the end of an accounting cycle.

Catalog Description:

This certificate is designed to provide students with basic accounting skills and knowledge necessary to obtain entry-level accounting and other accounting support positions in small and medium sized businesses.

This bookkeeping certificate curriculum also prepares students for the exams for Intuit bookkeeping certificate and for bookkeeping professional license offered by the American Institute of Professional Bookkeepers (AIPB). For information on the Intuit bookkeeping certificate exam, please see: https://certiport.pearsonvue.com/Certifications/Intuit/Certifications/Certify/Certified-Bookkeeping.aspx

For information on the professional licensing exam, please see: https://aipb.org/wp-content/uploads/dlm_uploads/2019/08/AIPB-CB-Designation.pdf

Program Learning Outcomes:

Upon completion of the program, students will demonstrate basic accounting skills to classify, analyze, record business and payroll transactions, prepare financial reports and closing entries at the end of an accounting cycle.

Program Requirements:

Required Courses:	Units: 9.0
ACCTG 21DE Business Bookkeeping	3.0
ACCTG 22DE Advanced Bookkeeping	3.0
ACCTG 23DE Payroll Accounting	3.0
Select 1 course from the following	Units: 3.0
ACCTG 31ADE Excel for Accounting	3.0
ACCTG 31BDE Advanced Excel for Accounting	3.0
CIS 35ADE QuickBooks Desktop	3.0
CIS 35BDE QuickBooks Online	3.0
	Total: 12.0

Master Planning:

This certificate will encourage students to enter the bookkeeping field and contribute to the community by providing essential bookkeeping services for small and medium size businesses.

Enrollment and Completer Projections:

We estimate 20 students will complete this certificate annually

Place of Program in Curriculum/Similar Programs:

This certificate will be offered in the Business Department under the Accounting subject area. This certificate will replace the Department Certificate for Business Bookkeeping.

Similar Programs at Other Colleges in Service Area:

Accounting – Bookkeeping Certificate : Mt. San Antonio College
Bookkeeping Certificate of Career Preparation: San Bernandino Valley College
Bookkeeping specialization: UCLA Extension

Labor Market Analysis: 0502.00/Accounting
Business Bookkeeping (Certificate requiring 8 to fewer than 16 semester units)
Los Angeles Center of Excellence, April 2023

Summary

Program Endorsement:	Endorsed: All Criteria Met	☐	Endorsed: Some Criteria Met	☒	Not Endorsed	☐
Program Endorsement Criteria						
Supply Gap:	Yes ☑			No ☐		
Living Wage: (Entry-Level, 25th)	Yes ☐			No ☑		
Education:	Yes ☑			No ☐		
Emerging Occupation(s)						
Yes ☐				No ☑		

The Los Angeles Center of Excellence for Labor Market Research (LA COE) prepared this report to provide regional labor market supply and demand data related to two middle-skill occupations:

- ***Bookkeeping, Accounting, and Auditing Clerks*** **(43-3031)** Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.[1]

- ***Payroll and Timekeeping Clerks*** **(43-3051)** Compile and record employee time and payroll data. May compute employees' time worked, production, and commission. May compute and post wages and deductions, or prepare paychecks.[2]

Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree.[3] This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with the relevant occupations.

Based on the available data, there appears to be a supply gap for these middle-skill bookkeeping occupations in the region. The majority of annual openings have entry-level wages that are lower than the self-sufficiency standard wage in both Los Angeles and Orange counties,

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[1] Bookkeeping, Accounting, and Auditing Clerks : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)
[2] Payroll and Timekeeping Clerks (bls.gov)
[3] The COE classifies middle-skill jobs as the following:
- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

yet typically require some college, but no degree. **Therefore, due to some of the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:

- *Supply Gap Criteria –* Over the next five years, **10,885 jobs are projected to be available annually** in the region due to new job growth and replacements, **which is more than the three-year average of 1,949 awards conferred** by educational institutions in the region.
- *Living Wage Criteria –* Within Los Angeles County, the majority (92%) of annual job openings for these **middle-skill bookkeeping occupations have entry-level wages below the self-sufficiency standard hourly wage** ($18.10/hour).[4]
- *Educational Criteria –* Within the greater LA/OC region, **92% of the annual job openings** for these middle-skill occupations related to bookkeeping **typically require some college, but no degree.**
  - Furthermore, the national-level educational attainment data indicates **between 48% and 49% of workers in the field have completed some college or an associate degree.**

Supply:

- **All 28 community colleges** in the greater LA/OC region issue awards related to accounting, conferring an average of **1,885 awards annually** between 2018 and 2021.
- Between 2017 and 2020, there was an average of **64 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

Occupational Demand

Exhibit 1 shows the five-year occupational demand projections for these middle-skill bookkeeping occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 2% through 2026. There will be nearly 10,900 job openings per year through 2026 due to job growth and replacements.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[5]

Geography	2021 Jobs	2026 Jobs	2021-2026 Change	2021-2026 % Change	Annual Openings
Los Angeles	60,962	62,362	1,400	2%	7,891
Orange	23,187	23,731	544	2%	2,994
Total	**84,149**	**86,092**	**1,944**	**2%**	**10,885**

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[4] Self-Sufficiency Standard wage data was pulled from The Self-Sufficiency Standard Tool for California. For more information, visit: http://selfsufficiencystandard.org/california.
[5] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages

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

Los Angeles County

The majority (92%) of annual openings for middle-skill bookkeeping occupations have entry-level wages <u>below</u> the self-sufficiency standard wage for one adult ($18.10 in Los Angeles County). Typical entry-level hourly wages are in a range between $17.95 and $22.15. One occupation in this report has typical entry-level wages above the county's self-sufficiency standard: *payroll and timekeeping clerks* ($22.15). Experienced workers can expect to earn wages between $29.69 and $30.46, which are higher than the self-sufficiency standard.

Exhibit 2: Earnings for Occupations in LA County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Bookkeeping, Accounting, and Auditing Clerks (43-3031)	$17.95	$23.02	$29.69	$47,900
Payroll and Timekeeping Clerks (43-3051)	$22.15	$28.87	$30.46	$60,000

*rounded to the nearest $100

Orange County

The majority (92%) of annual openings for middle-skill bookkeeping occupations have entry-level wages <u>below</u> the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $17.97 and $21.54. One occupation in this report has typical entry-level wages above the county's self-sufficiency standard: *payroll and timekeeping clerks* ($21.54). Experienced workers can expect to earn wages between $29.22 and $29.42, which are higher than the self-sufficiency standard.

Exhibit 3: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Bookkeeping, Accounting, and Auditing Clerks (43-3031)	$17.97	$22.84	$29.22	$47,500
Payroll and Timekeeping Clerks (43-3051)	$21.54	$27.84	$29.42	$57,900

*rounded to the nearest $100

On average, the entry-level earnings for the occupations in this report are $19.98; this is above the living wage for one single adult in Los Angeles County ($18.10). Exhibit 4 shows the average wage for the occupations in this report, from entry-level to experienced workers.

Exhibit 4: Average Hourly Earnings for Middle-Skill Bookkeeping Occupations in LA/OC
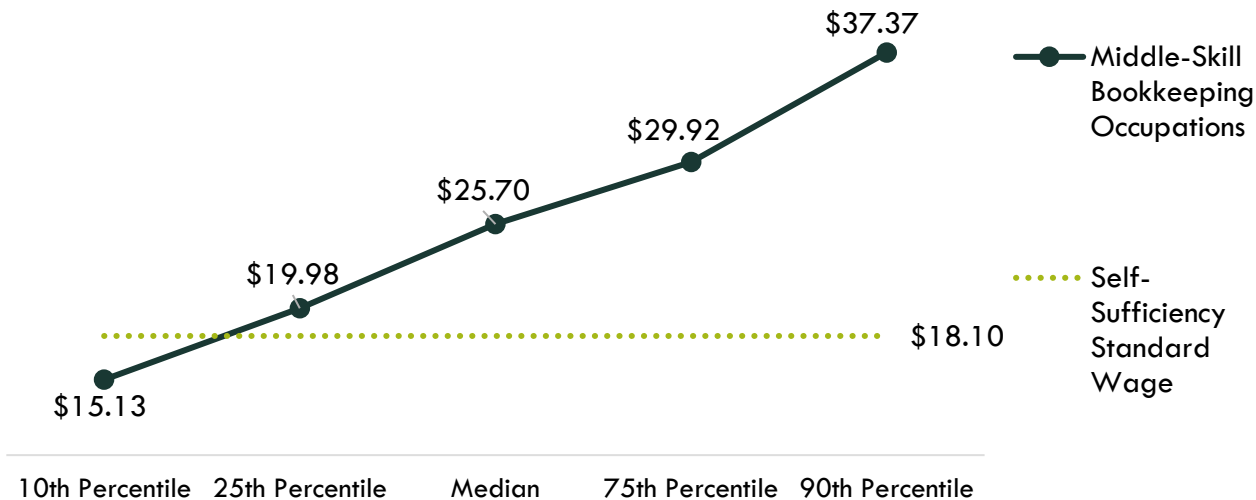
Job Postings

There were 25,457 online middle-skill job postings related to bookkeeping listed in the past 12 months. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (83%) were for *bookkeeping, accounting, and auditing clerks*, followed by *payroll and timekeeping clerks* (17%). The highest number of job postings were for accounting clerks, accounts payable specialists, bookkeepers, accounts payable clerks, and payroll specialists. The top skills were accounting, accounts payable, invoicing, accounts receivable, and bookkeeping. The top three employers, by number of job postings, in the region were all staffing companies Robert Half, AppleOne, and Aston Carter. The top companies (not staffing companies) were Rice Gorton Pictures, Intuit, and U.S. Customs and Border Production.

Exhibit 5: Job postings by occupation (last 12 months)
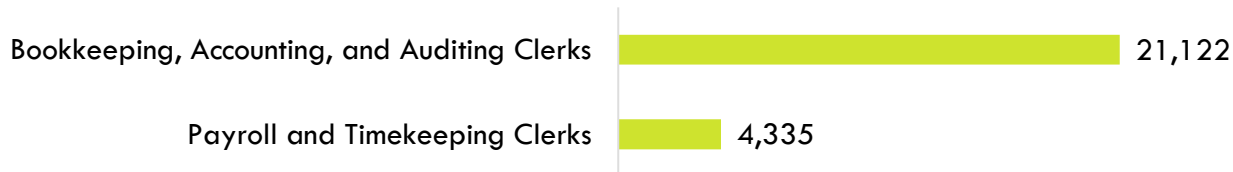
Bookkeeping, Accounting, and Auditing Clerks	21,122
Payroll and Timekeeping Clerks	4,335

Educational Attainment

The Bureau of Labor Statistics (BLS) lists the following typical entry-level education levels for the occupations in this report:

- **Some college, no degree:** *Bookkeeping, accounting, and auditing clerks*
- **High school diploma or equivalent:** *Payroll and timekeeping clerks*

In the greater LA/OC region, the majority of annual job openings (92%) typically require some college, but no degree. Furthermore, the national-level educational attainment data indicates between 48% and 49% of workers in the field have completed some college or an associate degree. Of the 54% of middle-skill bookkeeping job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 39% (13,728) requested high school or vocational training, 19% (2,673) requested an associate degree, and 42% (5,720) requested a bachelor's degree.

Educational Supply

Community College Supply

Exhibit 6 shows the annual and three-year average number of awards conferred by community colleges in the related TOP code: Accounting (0502.00). The colleges with the most completions in the region are East LA, Irvine, and Mt. San Antonio.

Exhibit 6: Regional community college awards (certificates and degrees), 2018-2021

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
0502.00	Accounting	Cerritos	29	49	22	33
		Citrus	18	18	22	19
		Compton	1	-	-	0
		East LA	635	577	335	516
		El Camino	16	13	15	15
		Glendale	63	63	79	68
		LA City	5	7	16	9
		LA Harbor	8	15	33	19
		LA Mission	8	26	33	22
		LA Pierce	29	39	35	34
		LA Southwest	1	-	2	1
		LA Trade-Tech	21	12	10	14
		LA Valley	34	46	51	44
		Long Beach	42	63	49	51
		Mt San Antonio	174	187	186	182
		Pasadena	23	16	23	21
		Rio Hondo	14	18	30	21
		Santa Monica	78	217	195	163
		West LA	15	6	16	12
		LA Subtotal	**1,214**	**1,372**	**1,152**	**1,246**
		Coastline	49	40	51	47
		Cypress	8	6	3	6

TOP	Program	College	2018-19 Awards	2019-20 Awards	2020-21 Awards	3-Year Average
		Fullerton	17	9	25	17
		Golden West	36	17	30	28
		Irvine	201	316	208	242
		Orange Coast	104	124	94	107
		Saddleback	38	36	19	31
		Santa Ana	198	125	104	142
		Santiago Canyon	7	6	46	20
		OC Subtotal	**658**	**679**	**580**	**639**
		Supply Total/Average	**1,872**	**2,051**	**1,732**	**1,885**

Non-Community College Supply

For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for middle-skill bookkeeping occupations. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent three-year period of available data is from 2017 to 2020. Between 2017 and 2020, non-community college institutions in the region conferred an average of 64 sub-baccalaureate awards. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards.

Exhibit 7: Regional non-community college awards, 2017-2020

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
52.0301	Accounting	Abraham Lincoln Univ.	-	-	1	0
		LA Pacific College	-	10	7	6
		Pomona USD Adult and Career Education	3	-	-	1
52.0302	Accounting Technology/ Technician and Bookkeeping	ABC Adult School	19	22	21	21
		Advanced College	2	1	-	1
		Hacienda La Puente Adult Education	24	20	10	18
		InterCoast Colleges-Santa Ana	1	1	-	1
		LA Pacific College	-	-	4	1
		Premiere Career College	4	2	-	2
		Trident Univ. Int'l	-	5	-	2

CIP	Program	Institution	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-Year Average
52.0305	Accounting and Business/ Management	Abraham Lincoln Univ.	-	-	1	0
		National Career College	9	8	10	9
52.0399	Accounting and Related Services, Other	LA Pacific College	-	7	-	2
		Supply Total/Average	**62**	**76**	**54**	**64**

Exhibit 8 shows the proportion of community college awards conferred in LA/OC compared to the number of non-community college awards for the programs in this report. Nearly all awards conferred in these programs are awarded by community colleges in the LA/OC region.

Exhibit 8: Community College Awards Compared to Non-Community College Awards in LA/OC Region, 3-Year Average

Non-Community College Awards 3%

Community Colleges 97%
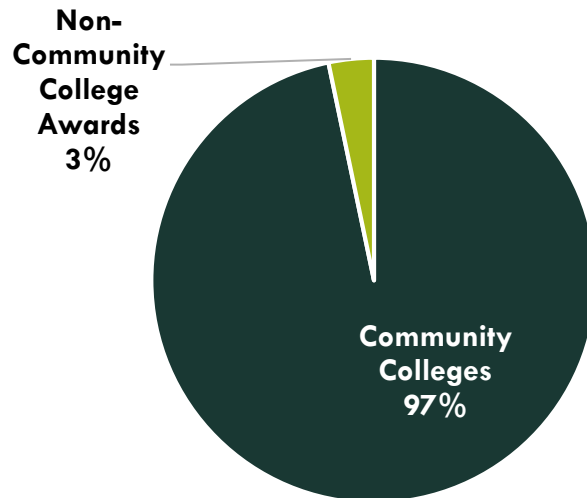
Appendix A: Occupational demand and wage data by county

Exhibit 9. Los Angeles County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Bookkeeping, Accounting, and Auditing Clerks (43-3031)	55,619	57,036	1,417	3%	7,273	$17.95	$23.02	$29.69
Payroll and Timekeeping Clerks (43-3051)	5,343	5,326	(17)	(0%)	618	$22.15	$28.87	$30.46
Total	**60,962**	**62,362**	**1,400**	**2%**	**7,891**	**-**	**-**	**-**

Exhibit 10. Orange County

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Bookkeeping, Accounting, and Auditing Clerks (43-3031)	21,161	21,752	591	3%	2,768	$17.97	$22.84	$29.22
Payroll and Timekeeping Clerks (43-3051)	2,026	1,979	(47)	(2%)	225	$21.54	$27.84	$29.42
Total	**23,187**	**23,731**	**544**	**2%**	**2,994**	**-**	**-**	**-**

Exhibit 11. Los Angeles and Orange Counties

Occupation (SOC)	2021 Jobs	2026 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	% Age 55 and older*	Typical Entry-Level Education
Bookkeeping, Accounting, and Auditing Clerks (43-3031)	76,780	78,787	2,008	3%	10,041	40%	Some college, no degree
Payroll and Timekeeping Clerks (43-3051)	7,369	7,305	(64)	(1%)	844	29%	HS diploma or equivalent
Total	**84,149**	**86,092**	**1,944**	**2%**	**10,885**	**-**	**-**

*The average percentage of workers age 55 and older across all occupations in the greater LA/OC region is 27%. *Bookkeeping, accounting, and auditing clerks* have a larger share of older workers, which typically indicates greater replacements needs to offset the amount of impending retirements.

Appendix B: Sources

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

For more information, please contact:

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FOR LABOR MARKET RESEARCH

**SANTA MONICA COLLEGE
GENERAL BUSINESS
ADVISORY BOARD MEETING MINUTES**

Date: April 21, 2023
Time: 1 p.m., Virtual Zoom Meeting
Facilitators: Dana Nasser and Enrique Lopez

In Attendance
Santa Monica College Faculty and Staff
Victoria Charles – Earth Science Faculty
Aileen Huang – Business Faculty
Raymond Hunter – Business Faculty
Nathan Khalil – Business Faculty
Enrique Lopez – Business Faculty
Ming Lu – Business Faculty
Erin Moore – Business Faculty
Dana Nasser – Business Department Chair
Jenny Resnick – Business Faculty
Cassie Rockwell – Business Faculty
Brenda Rothaupt – CSIS & Business Faculty
Cesar Rubio – Business Faculty
Steven Sedky – Business Faculty

Advisory Board
Don Crawford – Deloitte, Partner, Audit Department
Tricia Galloway, Cal CPA, Program Manager
Shelly Medina, Cal CPA, Program Manager
Melissa Pineda, Cal CPA, Senior Program Manager
Barbara Roll – NMC, Private Equity, Chief Marketing Officer (digital brands)
Jim Taylor – Farmer's Insurance, Executive in Claims Department
Stephen Williams – Fox Corporation, Marketing Executive

Agenda

- Welcome: Enrique Lopez, Professor Accounting
- SMC Faculty Introductions
- Advisors' Self-Introductions
- SMC Faculty Provided Program Highlights
    - Ming Lu introduced the upcoming Accounting Diversity Conference. Jenny Resnick discussed the benefits of the Personal Finance Workshops. Cesar Rubio presented the VITA program.

- **Panel Discussion** – questions and topics of discussion for advisors:

  - **Covid**
    Advisors discussed the following: students should note how zoom interaction/communication is different from in-person interaction; the struggles HR leaders are confronting including how to adjust their team members having two jobs, learning how to manage team members who are working through the Zoom platform, keeping the office/team/corporate culture alive when meeting online, reducing employee turnover, and managing team members who overwork themselves.

  - **Workforce skills and trends; existing and new curricula**
    Advisors did the following: affirmed the breadth and relevance of SMC's Business-Department course offerings; noted that workforce entry-level hirings are trending toward applicants with at least two years working experience and two years of education and trending away from those Bachelor's and Master's degrees with no experience.

    Advisors voiced their desire for students who can successfully navigate a hybrid work environment. They want students entering the work force to possess the ability to effectively work in the office and work from home simultaneously.

  - **Involvement as Board Member**
    Board members suggested more regular meetings. They were fine with the Zoom meeting format. They wanted more time to discuss each topic in-depth. They also would like to have students be a part of the meetings so they can hear directly from the source, the students' experience and perspective.

  - **Rotaract**
    Enrique Lopez informed the Board that SMC's Rotaract club has continued to be an effective vehicle for industry speakers to inform and guide students.

- Feedback Items for advisors:
  - **Dana Nasser highlighted new Certificate of Achievement** opportunities that the Business is set to establish:
    - **Business Bookkeeping Certificate of Achievement**
      - Required (9 units)
        - **ACCTG 21**, Business Bookkeeping (3 units)
        - **ACCTG 22**, Advanced Bookkeeping (3 units)
        - **ACCTG 23,** Payroll Accounting (3 units)
      - Elective (3 units)
        - **ACCTG 31A**, Excel for Accounting (3 units)
        - **ACCTG 31B**, Advanced Excel for Accounting (3 units)

- **CIS 35A**, QuickBooks Desktop (3 units)
- **CIS 31B**, QuickBooks Online (3 units)

- **Sustainability in Business Certificate of Achievement:**
  - **BUS 7,** Introduction to Sustainability in Business (3 units)
  - **BUS 7B,** Sustainability Reporting in Business (3 units)
  - **BUS 7C,** Corporate Sustainability Strategies in Business (3 units)
  - **BUS 7D,** Business Strategies and Social Sustainability (3 units)

- **Human Resources Management Certificate of Achievement:**
  - **BUS 72,** Organizational Management and Leadership (3 units)
  - **BUS 76,** Human Resources Management (3 units)
  - **BUS 76A,** Compensation and Benefits (3 units)
  - **BUS 79**, Bargaining and Negotiations (3 units)

Action: The Board Members recommended the development of the above certificates.

- Closing Remarks: The Chair thanked the Advisory Board Members for taking the time to provide their input and support.

- Meeting adjourned at 3:20 p.m. with thanks to all participants.

Draft minutes taken by Peter Murray, staff, for approval.