



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, March 6, 2024, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
Join Zoom Meeting: <https://smc-edu.zoom.us/j/85334158437>

Meeting ID: 853 3415 8437

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Meeting ID: 853 3415 8437

Members:

- | | | | |
|--|------------------|-------------------|-------------------------|
| Redelia Shaw, <i>Chair</i> | Javier Cambron | Aileen Huang | Scott Silverman |
| Dione Carter Hodges, <i>Vice Chair</i> | Evelyn Chantani | Alex Ibaraki | Bobby Simmons |
| Jason Beardsley | Lisa Collins | Sharlene Joachim | Briana Simmons |
| Mary Bober | Rachel Demski | Justin Liu (A.S.) | Lydia Strong |
| Fariba Bolandhemat | Susan Fila | Jesus Lopez | Audra Wells |
| Walter Butler | Christina Gabler | Jacqueline Monge | Associated Students Rep |
| Susan Caggiano | Walker Griffy | Estela Narrie | |

Interested Parties:

- | | | | |
|-------------------|-------------------|----------------------|-------------------|
| Stephanie Amerian | Nathaniel Donahue | Cecilia Jeong (A.S.) | Esau Tovar |
| Clare Battista | Kiersten Elliott | Matt Larcin | Guadalupe Salgado |
| Maria Bonin | Tracie Hunter | Stacy Neal | Olivia Vallejo |
| Department Chairs | Maral Hyeler | Patricia Ramos | Tammara Whitaker |
| Nick Chambers | | | |

Ex-Officio Members:

- Jamar London

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

- I. Call to Order and Approval of Agenda
- II. Public Comments (*Two minutes is allotted to any member of the public who wishes to address the Committee.*)
- III. Announcements
- IV. Approval of Minutes (February 21, 2024).....3
- V. Chair’s Report

VI. Information Items

- 1. International Baccalaureate Exams Course Equivalencies
- 2. Associate Degree for Transfer Updates (AB 928)

VII. Action Items

(Courses: New)

- a. REAL ES 1 Real Estate Principles 7
- b. REAL ES 4 Real Estate Finance 11

(Courses: Distance Education)

- c. REAL ES 1 Real Estate Principles 9
- d. REAL ES 4 Real Estate Finance 13

(Courses: Substantial Changes)

- e. SMM 1 Introduction to Sustainable Materials Management (changed: prefix (was RRM), course name, course description, SLOs, course content, course objectives, methods of presentation, methods of evaluation, textbooks, assignments, DE language) 15
- f. SMM 2 Culture and Zero Waste (changed: prefix (was RRM), course description, course objectives, methods of presentation, textbooks, assignments, DE language) 18
- g. SMM 3 Sustainable Materials Management and Zero Waste for Communities (changed: prefix (was RRM), course name, course description, SLOs, course objectives, methods of presentation, textbooks, assignments, DE language) 20
- h. SMM 4 Sustainable Materials Management and Zero Waste in Business (changed: prefix (was RRM), course name, course description, SLOs, course content, course objectives, methods of presentation, textbooks) 22

(Programs: Revisions)

- i. Sustainable Materials Management AS/Certificate of Achievement 24
 - Changed: program name, program description, change to electives groups: 1 electives group of 6 units (no more than 3 units of counseling) to: Electives: Group A (3 units) and Electives Group B (3 units); added electives: ANTHRO 19, BIOL 10, BUS 7, BUS 7B, BUS 7C, BUS 7D, ECON 4, GEOG 3, GEOG 25, GEOG 26, GEOL 1, GEOL 3, GEOL 4, GEOL 9, GEOL 31, GIS 27, HIST/ENVRN 14, HIST/ENVRN 32, IARC 55
- j. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

- SMC General Education: Global Citizenship
- SMC General Education and the Cal-GETC: Ethnic Studies

X. Adjournment

Please notify Redelia Shaw, Dione Carter Hodges, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is March 20, 2024.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, February 21, 2024, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, <i>Chair</i>	Javier Cambron	Walker Griffy	Jacqueline Monge
Dione Carter Hodges, <i>Vice Chair</i>	Evelyn Chantani	Aileen Huang	Estela Narrie
Jason Beardsley	Lisa Collins	Alex Ibaraki	Bobby Simmons
Mary Bober	Rachel Demski	Sharlene Joachim	Briana Simmons
Fariba Bolandhemat	Susan Fila	Luis Jauregui*	Audra Wells
Walter Butler	Christina Gabler	Jesus Lopez	
Susan Caggiano			

**Luis Jauregui sitting in for Scott Silverman*

Members Absent:

Justin Liu (A.S.) Scott Silverman** Lydia Strong

***Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on Zoom but cannot move or vote on action items.*

Others Present:

Chanté DeLoach	Nancy Grass	Howard Stahl	Olivia Vallejo
Lynn Dickinson	Steven Sedky		

(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 3:07 pm. Motion to approve the agenda with revision to table EMERITUS OCC E14 Computer Based Presentations and the DE application (VII. c. and VII. k.)

Motion made by: Lisa Collins; **Seconded by:** Walker Griffy
The motion passed unanimously. *(Mary Bober not present for vote)*

II. Public Comments

None

III. Announcements

Congratulations to Jason Beardsley, Vice President of Academic Affairs!

IV. Approval of Minutes

Motion to approve the minutes of November 29, 2023 with no revisions.

Motion made by: Audra Wells; **Seconded by:** Jason Beardsley
The motion passed unanimously. *(Mary Bober not present for vote)*

V. Chair’s Report

Welcome to our new curriculum representatives Evelyn Chantani (Library) and Bobby Simmons (Communication and Media Studies)!

VI. Information Items

1. Addition of new prefix/discipline in the Business Department: Real Estate (REAL ES)
The Business department is working on new courses and a certificate program in Real Estate.
2. Cal-GETC Version 1.1 update – review the [Cal-GETC standards version 1.1 on the ICAS website](#)
 - IGETC courses are automatically approved for the Cal-GETC for the time being (with the exception of the new area of 1C Oral Communication which will be submitted in December)
 - Arts and Humanities requirement (formerly IGETC/CSUGE 3 courses/9 units) will now require 2 courses/6 units – 1 course from Arts, 1 from Humanities
 - Social Sciences (formerly 3 courses/9 units on IGETC/CSUGE) will now require 2 courses/6 units from two academic disciplines
 - The CSUGE areas of Lifelong Learning and US History, Constitution, and American Ideals; and the IGETC area Language Other Than English (LOTE) will not be part of the Cal-GETC, but will remain as graduation requirements at the CSUs and UCs respectively.
 - Estela has been meeting with faculty in Communication Studies to discuss the 1C Oral Communication requirement, and courses to be submitted in December.
3. Distance Education Title 5 changes – see presentation on page 42
We're working on this with the Distance Education committee to determine what changes will need to be made to the Distance Education application in META and brought to curriculum.
4. SLO Ambassadors and SLO Faculty Leader ~~Coordinator~~ Update
The SLO Coordinator has been retitled to SLO Faculty Leader and is pending reviews by the Senate. Spreadsheets coming soon with exports of SLO and PLO data from WebISIS and META. Meetings for SLO Ambassadors will be scheduled soon.

VII. Action Items

(Courses: New)

- ~~a. EMERITUS HME EC E60 American History Through Cooking~~
Tabled for future meeting for further discussion on course content.
- b. EMERITUS HUMDEV E00 Introduction to the Emeritus Program of Santa Monica College
Motion to approve EMERITUS HUMDEV E00 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Christina Gabler
The motion passed unanimously.
- ~~c. EMERITUS OCC E14 Computer Based Presentations~~
EMERITUS OCC E14 Computer Based Presentations tabled with approval of the agenda. (I.)
- d. EMERITUS POL SC E50 Technopolitics: Exploring the Intersection of Technology and Governance
Motion to approve EMERITUS POL SC E50 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Lisa Collins
The motion passed unanimously.
- e. FILM 3 Introduction to Documentary
Motion to approve FILM 3 with revision for GE to be submitted for Cal-GETC Area 3A.
Motion made by: Estela Narrie; **Seconded by:** Bobby Simmons
The motion passed unanimously.
- f. MEDIA 310 Race, Gender, and Computing
Motion to approve MEDIA 310 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

(Courses: Substantial Changes)

- g. ECE 5 Math and Science for the Young Child (changed: course description, SLOs, objectives, content, methods of presentation, assignments, textbooks, DE application language – *DE already approved*)
Motion to approve changes to ECE 5 with no additional revisions.
Motion made by: Alex Ibaraki; **Seconded by:** Dione Carter Hodges
The motion passed unanimously.
- h. PSYCH 1 General Psychology (changed: course description, SLOs, objectives, content, methods of presentation, textbooks, methods of evaluation)
Motion to approve changes to PSYCH 1 with additional revision to the Methods of Evaluation; adding a note of “in-class activities” for “Class Participation”
Motion made by: Dione Carter Hodges; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Courses: Distance Education)

- ~~i. EMERITUS HME EC E60 American History Through Cooking
Tabled for future meeting.~~
- j. EMERITUS HUMDEV E00 Introduction to the Emeritus Program of Santa Monica College
Motion to approve distance education for EMERITUS HUMDEV E00 with no revisions.
Motion made by: Audra Wells; **Seconded by:** Dione Carter Hodges
The motion passed unanimously.
- ~~k. EMERITUS OCC E14 Computer Based Presentations
EMERITUS OCC E14 Computer Based Presentations tabled with approval of the agenda. (l.)~~
- l. EMERITUS POL SC E15 Pop Culture, Politics and Social Change
Motion to approve distance education for EMERITUS POL SC E15 with no revisions.
Motion made by: Susan Fila; **Seconded by:** Sharlene Joachim
The motion passed unanimously.
- m. EMERITUS POL SC E50 Technopolitics: Exploring the Intersection of Technology and Governance
Motion to approve distance education for EMERITUS POL SC E50 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Lisa Collins
The motion passed unanimously.
- n. FILM 3 Introduction to Documentary
Motion to approve distance education for FILM 3 with revision to “Instructors Technical Qualifications” to remove training requirement.
Motion made by: Susan Caggiano; **Seconded by:** Lisa Collins
The motion passed unanimously.
- o. MEDIA 310 Race, Gender, and Computing
Motion to approve distance education for MEDIA 310 with no revisions.
Motion made by: Walter Butler; **Seconded by:** Dione Carter Hodges
The motion passed unanimously.

(Programs: Revisions)

- p. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
- q. Motion to approve to changes to degrees, certificates, and program maps as a result of courses considered on this agenda
- Add FILM 3 to Film Studies AA (electives) and Film Production AS/Certificate of Achievement (elective courses)
- Motion made by:** Estela Narrie; **Seconded by:** Christina Gabler
The motion passed unanimously.

VIII. New Business

- SMC General Education Requirements Title 5 changes discussion
 - Addition of Ethnic Studies requirement
 - Addition of Oral Communication and Critical Thinking requirement (1 class)
 - Change to Social and - Behavioral Sciences requirement (new pattern only requires 1 class – we currently require 2 – we’re merging the two areas)
 - Minimum unit requirement increase from 18 to 21 units
 - Global Citizenship

Sang Chi from the Ethnic Studies Task Force will attend the next Curriculum Committee meeting to discuss the Ethnic Studies GE requirements. We currently only have ETH ST 1 approved for IGETC Area 7/CSUGE Area F. We currently have a lot of students waitlisted for enrolling in ETH ST 1, so we’re working to hire additional faculty for Ethnic Studies as soon as possible.

The committee will need to discuss/determine what happens with the Global Citizenship local GE requirement (as it would be in addition to the existing new local GE requirements and would increase the units from 21 to 24.

Ethnic Studies is its own discipline, with its own minimum qualifications, so the Ethnic Studies requirement won’t “replace” Global Citizenship – there won’t be an “Ethnic Studies Application” for submitting courses across disciplines to meet the Ethnic Studies local GE requirement.

Courses for the new Oral Communication and Critical Thinking area will be decided locally.

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:28 pm.

Motion made by: Dione Carter Hodges; **Seconded by:** Lisa Collins

The motion passed unanimously.

New Course: REAL ESTATE 1, Real Estate Principles

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
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2024
TOP/SAM Code:	051100 - Real Estate / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business, Real Estate
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate This course is part of a 3-course series that will prepare and qualify students to sit for their real estate salesperson license exam. The certificate will be earned by completing the 3-course series.

Rationale

This course is in alignment with career education goals for preparing students to enter the entry-level workforce. The target population is students interested in entering the real estate industry specifically for positions within the real estate brokerage and mortgage industry.

I. Catalog Description

This course provides a fundamental overview of real estate principles; the nature of real estate economics/markets, property rights and laws, determination of property values, financing and the real estate transaction process. Topics covered include conveying property interest, encumbrances, valuations using the sales comparison, cost and income approach, residential mortgage types, liens, real estate mathematics, and real estate contracts. The course also explores financing and investing in real estate. Sample contracts are reviewed, and real-world case studies are analyzed. This class covers the information needed to obtain a real estate license.

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. Real Estate Principles: A Value Approach, 7th, David C. Ling, Wayne R. Archer, McGraw-Hill © 2024, ISBN: 978-1-264-50018-5
2. California Real Estate Principles, 12, Charles O. Stapleton III, Dearborn Real Estate Education © 2022, ISBN: 978-1078830461

III. Course Objectives

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

1. Describe the real estate market and how it differs from other markets.
2. Understand what real property and the bundle of rights are and how those rights are affected by laws, governments, encumbrances, and liens.
3. Demonstrate an understanding of conveyance of real property, title, and land descriptions.
4. Analyze property values using the three appraisal methods: cost, income, and sales comparison approach.
5. Explain financing home ownership using key concepts such as interest rates, mortgage types, & deeds of trust.
6. Calculate basic mortgage computations for fixed-rate mortgages and adjustable-rate mortgages.
7. Demonstrate an understanding the role of Brokerages and the Law of Agency.
8. Navigate listing contracts and other real estate documents.
9. Analyze a simple real estate investment.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Projects, Group Work

V. **Course Content**

% of Course	Topic
5.000%	Market Research
15.000%	Financing Home Ownership
10.000%	Mortgage Calculations & Decisions
10.000%	Brokering - Law of Agency
10.000%	Contracts for Sale & Closing
10.000%	Real Estate Investments
20.000%	Market Valuation and Appraisal: Using Cost, Income and Sales Comparison Approach
5.000%	Government Controls
5.000%	Conveying Real Property Interests
5.000%	Legal Foundations - The Bundle of Rights
5.000%	Overview and Structure of the Real Estate Industry & Markets
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
10%	Class Participation: in-class discussions
30%	Exams/Tests: 2 Exams (Midterm and Final, 15% each)
20%	Quizzes: 10 chapter quizzes, 2% each
20%	Homework
20%	Oral Presentation
100%	Total

VII. **Sample Assignments:**

Case Study: Write an analysis of a potential investment as if it were a memo that will be read by investment partners at their next meeting. Discuss and answer what the project value is using the sales comparison approach and what are the financial and non-financial risk associated with the project. The memo should be 1-2 pages in length.

Group Presentation: Prepare a 10-minute oral presentation in groups of 2-3 students. For this assignment, find real property that is active on the market and do the following in your presentation: A. Describe the current real estate market (buyers/sellers) and what economic factors are influencing current prices. B. Note the type of real property you selected (single-family, condo) and how the bundle of rights is affected (liens, encumbrances, government controls, etc.) C. Use one of the 3 methods (sales comparison, cost, or income) to determine the value of the subject property and compare it to the listed price. D. Determine a financing option for the subject property and describe the PITI payment and the LTV.

VIII. **Student Learning Outcomes:**

1. Students will be able to build vocabulary to describe various terminology and to prepare and complete standard real estate industry forms and documents.
2. Students will be able to identify the various property rights and the various methods of holding title to real property.
3. Students will be able to calculate financial transactions related to sales, leasing, financing, appraisal, taxes, and investments.
4. Students will be able to demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

REAL ES 1 Distance Education Application

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

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome email, and a video which includes pertinent details regarding the course and how the instructor will be in communication with the students. The instructor will also post a video on "Meet the Instructor" to personalize and humanize the course. The students will be asked to post a self-introduction video to the class. If the student doesn't feel comfortable showing face, then a typed message or an audio file will suffice as well. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted, and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email, office hours, and through the "General Questions" discussion board for administrative type questions. The instructor will also respond in a timely manner to questions related to homework assignments and course content via the "Homework Q&A" discussion board, emails, and office hours.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. The students can also view and comment on each other's self-introduction posts.

1c. Student - Content Interaction:

The class is organized through weekly course modules. Each module will cover readings from the required textbooks. Students will read the selected texts for the course. Supplemental materials will also be provided via captioned lecture videos for each module and current articles and relevant websites on topics in the homeless response system. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Study and/or Review Sessions	Prior to an exam, the instructor will host a review session via the Review Session Q&A Discussion Thread. The instructor will also host a live review session via Zoom which will be recorded for later viewing. Students who are not able to attend the live review session can watch the recording at their own time, and review the comments posted on the Review Session Q&A Discussion Thread.	10.00%
Written assignments	Students will have at least three written assignments in the class. Prior to the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "Homework Q&A" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	10.00%
Project Presentation	Students will conduct research on a specific real estate principles topic studied in class and construct a media presentation to be given in class or posted online.	10.00%
Online Lecture	Students will watch captioned video lectures on topics chosen from the required texts. Or live lectures will be presented in a synchronous online class.	40.00%
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interactions on various topics.	30.00%

2. Organization of Content:

The content will be organized into weekly modules. Each module will capture a chapter in the required textbook. There will be a homework assignment, discussion topic and quiz under each module. There will also be a separate module for the midterm and for the final exam and project.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Discussion Boards	The discussion boards will be assessed based on participation, application, and completeness.
15.00%	Homework	Homework will be assessed based on application and completion.
20.00%	Presentation	The presentation will be assessed based on a detailed rubric.
10.00%	Midterm	The multiple-choice midterm exam will test concepts and theories presented in the class up to that point.
10.00%	Final Report	The Final Report will be assessed based on critical thinking and application of course content.
15.00%	Final Exam	The multiple-choice final exam will test concepts and theories presented in the class.

4. Instructor's Technical Qualifications:

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:

The student will need access to a computer, WiFi network and a camera. Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number and other related student support services. Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes.

6. Accessibility Requirements:

All videos in this course will be captioned to be in compliance with the regulations of Section 508. All images will use descriptive alternative text. Also, any content pages and texts will be organized by heading and paragraph designations.

7. Representative Online Lesson or Activity:

Students will be able to analyze a simple real estate investment by writing an analysis of a potential investment as if it were a memo that will be read by investment partners at their next meeting. Discuss and answer what the project value is using the sales comparison approach and what are the financial and non-financial risk associated with the project. The memo should be 1-2 pages in length. Project will be submitted online for peer review and critique.

New Course: REAL ESTATE 4, Real Estate Finance

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:	February 2024
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2024
TOP/SAM Code:	051100 - Real Estate / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	
Minimum Qualification:	Business, Real Estate
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • This course is part of a 3-course series that will prepare and qualify students to sit for their real estate salesperson license exam. The certificate will be earned by completing the 3-course series.

Rationale

This course is in alignment with career education goals for preparing students to enter the entry-level workforce. The target population is students interested in entering the real estate industry specifically for positions within the real estate brokerage and mortgage industry.

I. Catalog Description

This course provides an overview of the methods and techniques of financing residential and non-residential real estate while also identifying the various financial instruments used. Topics covered include sources, characteristics, and parameters of mortgage capital; fixed, variable rate, and other alternative types of mortgages; government-assisted financing; the secondary mortgage market; mathematical analysis of finance transactions; and the impact of how title is held; comparison of investment choices; plus syndication and other equity sharing issues. The course also explores financing and investing in real estate. Case studies for financing proposals for single-family, multifamily, and/or commercial transactions are featured. This class covers the information needed to obtain a real estate license.

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. Real Estate Finance & Investments, 17th, William B. Brueggeman, Jeffrey Fisher, McGraw-Hill © 2022, ISBN: 978-1-260-73430-0
2. Real Estate Investment & Finance, David Hartzell, Andrew E. Baum, Wiley © 2021, ISBN: 978-1-119-52609-4

III. Course Objectives

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

1. Calculate the present and future value of a single sum and an annuity.
2. Explain the characteristics of constant payment (CPM, constant amortization (CAM), and graduated payment mortgages (GPM).
3. Calculate loan payments, loan balance, APR, and interest charges on fixed rate mortgages and ARMs.
4. Compare and contrast the sales comparison approach, the cost approach, and the income approach to real estate investments and how they are used in real estate underwriting.
5. Apply techniques to estimate value of the real estate (income approach, operating expenses, and capitalization rate).

IV. Methods of Presentation:

Distance Education, Discussion, Projects, Group Work

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
5.000%	Overview and Structure of Real Estate Terms, Notes & Mortgages
10.000%	Mortgage Foundations: Time Value of Money
25.000%	Mortgage Loans: Fixed & Floating Rate and Additional Concepts
5.000%	Residential Housing: Pricing, Investment & Taxes
10.000%	Residential Financing: Underwriting
10.000%	Income Properties
15.000%	Real Estate Investments
10.000%	Real Estate Securities & Markets
10.000%	Real Estate Investment Performance
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation: in-class discussions
30%	Exams/Tests: 2 Exams (Midterm and Final, 15% each)
20%	Quizzes: 10 chapter quizzes, 2% each
20%	Homework
20%	Oral Presentation
100%	Total

VII. **Sample Assignments:**

Case Study: Write an analysis of the financing of a real estate property, as if it were a memo that will be read by investment partners at their next meeting. Discuss and answer what the amortized payments will be for PITI (principal, interest, taxes and insurance) over the amortization period, and what the financial and underwriting risk associated with the property are. The memo should be 1-2 pages in length.

Group Presentation: 10-minute oral presentation in groups of 2-3 students. For this assignment, find real property that is active on the market and do the following in your presentation:

A. Describe the current economic factors that are influencing current interest rates. Make some assumptions on where you expect interest rates to be in the future, discuss key metrics such as: inventory and inflation.

B. Select an income-producing property (single-family, condo, multi-family, commercial) and describe some of the underwriting requirements and the different financing alternatives available to you for the subject property.

C. Determine the following financing options for the subject property based on the current list price and describe the PITI payment and the LTV, include annual amortization schedules and charts for one of the following type of loans:

- a. Interest-Only
- b. ARM
- c. Fixed
- d. DSCR

D. Create a pro-forma income statement that includes gross potential rent, vacancy rates, taxes and management fees, net operating income, debt service, and after-tax cash flows. Determine your IRR for the subject property.

VIII. **Student Learning Outcomes:**

1. Students will be able to apply time-value-of-money techniques to financing and valuing real estate, mortgages, and pooled real estate investments.
2. Students will be able to identify financial risks and other attributes of real estate investments and evaluate the financial merit of a real estate investment.
3. Students will be able to understand how real estate properties are created, financed, and made into public and private investments.
4. Students will be able to demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

REAL ES 4 Distance Education Application

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

1a. Instructor - Student Interaction:

The course will begin with a detailed welcome email, and a video which includes pertinent details regarding the course and how the instructor will be in communication with the students. The instructor will also post a video on "Meet the Instructor" to personalize and humanize the course. The students will be asked to post a self-introduction video to the class. If the student doesn't feel comfortable showing face, then a typed message or an audio file will suffice as well. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted, and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email, office hours, and through the "General Questions" discussion board for administrative type questions. The instructor will also respond in a timely manner to questions related to homework assignments and course content via the "Homework Q&A" discussion board, emails, and office hours.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. The students can also view and comment on each other's self-introduction posts.

1c. Student - Content Interaction:

The class is organized through weekly course modules. Each module will cover readings from the required textbooks. Students will read the selected texts for the course. Supplemental materials will also be provided via captioned lecture videos for each module and current articles and relevant websites on topics in the homeless response system. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interactions on various topics.	30.00%
Online Lecture	Students will watch captioned video lectures on topics chosen from the required texts. Or live lectures will be presented in a synchronous online class.	40.00%
Project Presentation	Students will conduct research on a specific real estate finance topic studied in class and construct a media presentation to be given in class or posted online.	-8.00%
Study and/or Review Sessions	Prior to an exam, the instructor will host a review session via the Review Session Q&A Discussion Thread. The instructor will also host a live review session via Zoom which will be recorded for later viewing. Students who are not able to attend the live review session can watch the recording at their own time, and review the comments posted on the Review Session Q&A Discussion Thread.	10.00%
Written assignments	Students will have at least three written assignments in the class. Prior to the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "Homework Q&A" discussion board. These questions will be visible to other students so	10.00%

	that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	
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2. Organization of Content:

The content will be organized into weekly modules. Each module will capture a chapter in the required textbook. There will be a homework assignment, a discussion topic and a quiz under each module. There will also be a separate module for the midterm, final exam and the project.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Discussion Boards	The discussion boards will be assessed based on participation, application, and completeness.
15.00%	Homework	Homework will be assessed based on application and completion.
20.00%	Presentation	The presentation will be assessed based on a detailed rubric.
10.00%	Mid-Term	The multiple-choice midterm exam will test concepts and theories presented in the class up to that point.
10.00%	Final Report	The Final Report will be assessed based on critical thinking and application of course content.
15.00%	Final Exam	The multiple-choice final exam will test concepts and theories presented in the class.

4. Instructor's Technical Qualifications:

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services:

The student will need access to a computer, WiFi network and a camera. Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number and other related student support services. Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes.

6. Accessibility Requirements:

All videos in this course will be captioned to be in compliance with the regulations of Section 508. All images will use descriptive alternative text. Also, any content pages and texts will be organized by heading and paragraph designations.

7. Representative Online Lesson or Activity:

Students will calculate loan payments, loan balance, APR, and interest charges on fixed rate mortgages and ARMs by writing an analysis of the financing of a real estate property, as if it were a memo that will be read by investment partners at their next meeting. They will discuss and answer what the amortized payments will be for PITI (principal, interest, taxes and insurance) over the amortization period, and what the financial and underwriting risk associated with the property are. The memo should be 1-2 pages in length. It will be posted in an open discussion board for other classmates to review, critique and provide feedback on.

Substantial Change: SUSTAINABLE MATERIALS MANAGEMENT 1, Introduction to Sustainable Materials Management

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
Degree Applicability:	Credit - Degree Applicable

Rationale

Updates for course: Name Change RRM 1 Introduction to Recycling and Resource Management will be renamed to SMM 1 Introduction to Sustainable Materials Management to align with industry terminology and standards such as the EPA. Sustainable Materials Management (SMM) is a methodical approach to maximizing the efficient utilization and reutilization of materials throughout their complete life cycles. This transition signifies a shift in our society's perspective on the utilization of natural resources and environmental conservation. This name change also aligns best with the current curriculum of the courses in the current RRM program (program name change to Sustainable Materials Management).

I. Catalog Description

This course introduces general terminology and principles regarding waste, and Sustainable Materials Management systems. The history of waste and materials management in California, including residential, commercial and institutional reuse, recycling, food recovery and composting programs, is addressed. An overview of state, national and global legislation and regulations related to Sustainable Materials Management systems is provided. The course covers waste diversion practices such as reduce, reuse, recycle, and also introduces principles in recovery, re-manufacturing, redesign and repurchasing.

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. Resisting Garbage: The politics of waste management in American Cities, Lily Baum Pollan, University of Texas Press © 2021, ISBN: 9781477323700
2. Gone Tomorrow: The Hidden Life of Garbage, 69th edition, Heather Rogers, The New Press; 607 © 2006, ISBN: 1595581200
3. Garbage in Popular Culture: Consumption and the Aesthetics of Waste, Mehita Iqani, State University of New York Press (sunypress.edu) © 2020, ISBN: 9781438480183
4. <https://www.epa.gov/ghgemissions/overview-greenhouse-gases> <https://ww2.arb.ca.gov/our-work/programs/ab-32-climate-change-scoping-plan> <https://www.ipcc.ch/assessment-report/ar6/> <https://calrecycle.ca.gov/Climate/> ZW Systems Design Preview the document <https://youtu.be/pC1u6rJkyZA>

III. Course Objectives

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

1. Articulate and describe the fundamental principles and ideas that support Sustainable Materials Management, including key concepts like Zero Waste and the Circular Economy.
2. Explain the integral role of Sustainable Materials Management within community and corporate sustainability strategies. Illustrate how Sustainable Materials Management practices can play a pivotal role in mitigating greenhouse gas emissions, thus contributing to the global effort to combat climate change.
3. Identify various job roles within the industry and outline the essential skill sets required to secure employment in these positions.
4. Analyze the role of markets and local, national and international policies in driving successful waste diversion and materials recovery techniques such as reusing, recycling, food recovery and composting.
5. Examine historical trends in Sustainable Materials Management and identify areas for improvement

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Visiting Lecturers, Projects, Discussion, Field Trips, Field Experience, Observation and Demonstration, Group Work, Other: PowerPoint presentations, discussion threads, films, guest lecturers and field observations of local material management systems.

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
30.000%	Introduction to Sustainable Materials Management, and Rethinking Waste <ul style="list-style-type: none"> • Rethinking Wastes • How Sustainable Materials Management Works: as nature, as human construct, as legislation • Collecting and Processing Resources (Not Wastes) • Materials as Feedstock for Manufacturing • How Landfills Really Work • Integrated Sustainable Materials Management system • Eliminating Wastes • Public Involvement in Sustainable Materials Management system and purchase of Recycled materials • Public Understanding of Goals
30.000%	Principles of Zero Waste <ul style="list-style-type: none"> • Definition of Zero Waste • Climate Change and Sustainable Materials Management paradigms • Community Case Studies • Business Case Studies • History (and Culture) of Waste and Recycling • Recycling Legislation Zero Waste Upstream: Producer responsibility and eliminating toxicity • Service Opportunities Analyzes • Sources, Types and Values of Materials: 12 market categories • Special Discards (Ewaste, HHW, Regulated materials) • Zero Waste Infrastructure
15.000%	Composting <ul style="list-style-type: none"> • The Science of Composting • Major Composting Methods • Organics Material Collection • Compost Uses and Markets
10.000%	Construction and Demolition (C&D)
15.000%	Professional Development and Field Work <ul style="list-style-type: none"> • Jobs and Careers • Tours: Reuse retail store, Material Recovery Facility, Food recovery programs, Composting, Landfill
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests
15%	Quizzes
40%	Projects: individual projects (3) Waste assessment individual Professional Interview City information research
20%	Class Participation
100%	Total

VII. **Sample Assignments:**

Personal Waste Assessment: Conduct a personal waste assessment that identifies and analyzes waste streams and how to sort discarded materials. By completing this activity, you will gain the following skills: • Conducting a simple waste assessment • Recognizing different materials in a waste stream, such as plastics, paper, and organic matter • Reflecting on your own waste habits • Gaining a better understanding of how to reduce your waste In this project, you will: Record your at-home, aboard, and food waste SEPARATELY. Write your reflection by Sunday.

Instructions Categories: ♣ **At Home:** To make sure your trash bin doesn't smell, it's a good idea to separate your food waste. You can freeze it in a durable container and keep track of it by recording each food item or by supplying a total weight collected. We suggest doing both. ♣ **ABROAD:** When you're away from home, remember to record any trash you accumulate and dispose of. Taking a photo of what you're discarding can be a helpful reminder to record later. ♣ **FOOD WASTE:** Keep track of the food waste in your home by recording each food item and its weight. This will help you get a better understanding of how much food you are throwing away. A. On Saturday, it's time to get organized! To make sorting your discards easier, lay out a tarp or old shower curtain. Make sure to keep the three categories separate: record each item individually on the template provided. This includes straws, cigarette butts, plastic wrap, coffee cups lids, coffee cup sleeves, soy aseptic containers, fast food wrappers, food peelings, ink pens, and anything else you find. B. To complete this assignment, please download the "Record of Personal Waste Analysis" template from CANVAS. Once you have the template, fill in the tables for each category (at home, abroad, and food wastes). Please note that any changes to the information in the tables will not be accepted as part of the assignment. C. Column "Identified Discards": Put here the name of the item you discarded (i.e. coffee cup) 1) Column "Discard Total/Quantity": Include here the total amount of a discarded item. (ie you used 3 coffee cups, then put the number 3) additional you can also weigh the items, but not required. 2) Column "Describe Material Type": Put here a description of the type of material (i.e. wax lined coffee cup) 3) Column "Type of Resource": Record Yes or No whether the product is Reusable, Recyclable, Compostable, Landfill or Special discard. 4) Column "Eco Alternative": Put here the product's eco alternative. If there isn't one, write the word "no." (i.e. reusable coffee mug) Reflect on your findings by answering the questions at the end of the document. Make sure to use 12-point font size, Times New Roman or Calibri, and double-spaced lines when writing your response. E. SUBMIT through CANVAS

Professional Interview: Conduct a professional interview with a professional in the sustainable materials management industry using a set of questions. Instructions: ♣ Contact a professional working in a related RRM industry and conduct an interview with them using the questions below. If you need a contact, go to Resources below for a list of professionals or ask me. ♣ Be sure to call ahead of time and set an appointment. I suggest finding a professional early in the semester- Week 2 ♣ Select a few potential interviewees in case one doesn't work out. ♣ All interviews preferably take place in-person, ZOOM or over the phone. ♣ Please do not email them your questions for completion. If your interviewee is not available for a one-on-one conversation, please choose another candidate. ♣ Write a summary of your interview. Include the questions followed by the interviewee's answer ♣ Summary format: 12pt/Times New Roman/double space ♣ Submit into Canvas Week 7 Day 7 (Sunday)

City Information : Identify where your local waste goes by contacting the your city or waste hauler. Instructions: 1. Reach out to your local city to get the answers you need. It may take a few calls, but don't worry - students have been doing this for over 10 years, so the cities have the answers. If you can't get in touch with someone, try checking the waste hauler and city's website for more information. 2. When writing down your questions and answers, make sure to follow the instructions. This is an important part of the activity! Want to know where your city's waste goes? Here's what you need to find out: 1. After your waste is picked up from your residence, where does it go? 2. How much waste is produced annually in your city? 3. Where does your recycling go after it is picked up from the residence? 4. Does your recycling materials go to a CLEAN or DIRTY MRF? 5. What items are and aren't recyclable in your area? 6. Are there any special programs available such as e-waste, organics, HHW, etc.? 7. Are there any programs that your city is considering or that you would recommend based on the findings? 8. When do businesses in your city have to comply with SB 1383 before they are fined? 9. Does your city have a food waste-recycling program for businesses and/or residential areas?

VIII. Student Learning Outcomes:

1. Explain the principles of the Sustainable Materials Management system and provide tools to effectively eliminate waste and optimize material usage. Adopt a comprehensive lifecycle approach to Sustainable Materials Management.
2. Identify local markets for recovered products and materials to be used as resources for local manufacturing
3. Identify specific regulations that influence Sustainable Materials Management in California.

Substantial Change: SUSTAINABLE MATERIALS MANAGEMENT 2, Culture and Zero Waste

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
Degree Applicability:	Credit - Degree Applicable

Rationale

Updates for course name change RRM 2 Culture and Zero Waste will be renamed to SMM 2 Culture and Zero Waste to align with industry terminology and standards. Sustainable Materials Management (SMM) is a methodical approach to maximizing the efficient utilization and reutilization of materials throughout their complete life cycles. This transition signifies a shift in our society's perspective on the utilization of natural resources and environmental conservation. This name change also aligns best with the current curriculum of the courses in the RRM program.

I. Catalog Description

This course will provide an overview of our "throw-away" culture and the motivations behind consumerism and related waste disposal practices. Key issues of the course include carbon footprint, plastics in our environment, consumer laws and cultural mindsets. The course will identify key government agencies and policies and how to collaborate and obtain funding for outreach. Environmental educational skills, programs, and methods will be reviewed. Case studies of successful outreach campaigns will be explored and the basics of establishing strong educational programs examined.

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. Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing, McKenzie-Mohr, Doug, New Society Publishers © 2011, ISBN: 978-0865716421
2. Waste Prevention Policy and Behaviour: New Approaches to Reducing Waste Generation and its Environmental Impacts (Routledge Studies in Waste Management and Policy), Bortoletto, Ana, Routledge © 2014, ISBN: 978-0415737586
3. Garbology: Our Dirty Love Affair with Trash, Edward Humes, Avery; Reprint edition © 2013, ISBN: 978-1583335239
4. <https://youtu.be/nmfDTtduRh4>
5. <https://youtu.be/BqkekY5t7KY>
6. https://youtu.be/A6_q5ccJqjY
7. <https://www.fastcompany.com/90394048/uh-oh-silicon-valley-is-building-a-chinese-style-social-credit-system>
8. <https://www.greenbiz.com/article/detoxifying-chemistry-circular-future>
9. <https://www.nytimes.com/2023/01/01/headway/composting-food-leftovers.html>

III. Course Objectives

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

1. Explore a variety of techniques for reaching and engaging target audiences, shaping behavior, and measuring the effectiveness of various marketing tools.
2. Identify the essentials of effective public outreach strategies, including social media tools, used to sell the concepts of "Reduce, Reuse and Recycle" behaviors to the public.
3. Identify the job skills necessary for successful careers in Sustainable Materials Management, including sales, marketing, materials recovery, disposal, public servant, coordination, and educational programs.
4. Explain the history of consumerism and the current cultural shift toward Zero Waste principles.
5. Recognize the major stakeholders influencing legislation concerning sustainable materials management.

IV. Methods of Presentation:

Field Trips, Lecture and Discussion, Projects, Group Work, Visiting Lecturers, Discussion, Distance Education, Field Experience, Observation and Demonstration, Other: videos, PowerPoints, guest speakers and field trips to local industries

V. Course Content

<u>% of Course</u>	<u>Topic</u>
35.000%	Community-Based Social Marketing and Social Media <ul style="list-style-type: none"> • Public Communications & Relations • Recycling Education • Community Based Social Marketing Outreach Models: Case Studies • Electronic Marketing Tools & Social Media Marketing
20.000%	Consumerism <ul style="list-style-type: none"> • Disposable Society • Footprints: Eco, Carbon, Plastic
20.000%	Public Policies and Outreach Programs <ul style="list-style-type: none"> • Government Agencies • Zero Waste, Air Quality and Water Quality (NPDES – urban runoff,/storm drains, CARB) • Train the Trainer • Creating effective RFPs for Public Outreach
10.000%	Youth Education <ul style="list-style-type: none"> • Curriculum • Existing Programs • Community Service and Service-based learning • Youth Developed Campaigns: Case Studies • Zero Waste Schools: Case Studies
15.000%	Recycling and Resource Management Professional Job Skills <ul style="list-style-type: none"> • Career Planning • Education Planning • Public Speaking • Job skills: Diverse Communities, Professional writing, Public Speaking, technology skills • Soft skills: Time Management, communication skills, interpersonal skills
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Oral Presentation: Oral presentations: individual and/or group
30%	Other: Written analysis (2)
15%	Quizzes
25%	Exams/Tests
100%	Total

VII. **Sample Assignments:**

Community Based Social Marketing Campaign Group: Students will collaborate in designated teams to create a sustainability outreach campaign that fosters a sustainable behavior change, using the five key steps in the Community Based Social Marketing methodology. They will create and submit a Slide Deck Presentation and a Word document laying out their chosen behavior change, strategies and implementation plan.

Request for Proposal: Write a hypothetical Request for Proposal (RFP) pertaining to a Zero Waste initiative. This RFP outlines the task of creating a team-based presentation and paper on this initiative. The team is expected to submit the finished work through the Canvas platform.

VIII. **Student Learning Outcomes:**

1. Develop an effective outreach campaign strategy utilizing Social Media and Community-Based Marketing tools.
2. Identify key components of an effective Request for Proposal (RFP) for public outreach and Community-Based Social Marketing services.
3. Identify key components of successful Zero Waste curriculum and educational tools.
4. Recognize how consumerism and a disposable society are components of a cultural shift towards Zero Waste.

Substantial Change: SUSTAINABLE MATERIALS MANAGEMENT 3, Sustainable Materials Management and Zero Waste for Communities

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
Degree Applicability:	Credit - Degree Applicable

Rationale

Updates for course: The course formerly known as RRM 3 Resource Management and Zero Waste for Communities, renamed to SMM 3 Sustainable Materials Management and Zero Waste for Communities to align with the industry terminology and standards as outlined by the Environmental Protection Agency (EPA). Sustainable Materials Management (SMM) is a systematic approach to using and reusing materials more productively over their entire life cycles. It represents a change in how our society thinks about the use of natural resources and environmental protection.

I. Catalog Description

This course will identify how sustainable materials management systems and Zero Waste policies and programs are developed within a community, what type of planning and facilities are needed, and how to finance the systems. Students will also review sample sustainability and zero waste plans and will discuss different approaches communities have taken to developing Zero Waste goals. Students will also learn about tools for local government, best practices for RFPs (Request for Proposals) and contracts, enforcement options, design of resource recovery parks, performance reporting and financial records, Extended Producer Responsibility and Local Producer Responsibility policies and programs, bans, rules and incentives, and local markets and uses for discarded resources.

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 Zero Waste Solution: Untrashing the Planet One Community at a Time, Illustrated Edition, Paul Connett Ph.D., Chelsea Green Publishing; © 2013, ISBN: 978-1603584890
2. Municipal Solid Waste Management Technologies: Review, Ikpe, Anieken and Ikechukwu Owunna, Scholars' Press © 2016, ISBN: 978-3659841651
3. Zero Waste International Alliance, Global Principles for Zero Waste Communities, <http://www.zwia.org/standards.html>

III. Course Objectives

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

1. Review sample Zero Waste community plans and discuss different approaches communities have taken to developing Zero Waste and circularity goals.
2. Identify what type of planning and facilities are needed for Zero Waste Communities and how to finance the systems.
3. Identify best practices for RFPs (Request for Proposals) and contracts for developing local markets and uses.
4. Identify Extended Producer Responsibility and Local Producer Responsibility policies and programs including bans, rules and incentives.

IV. Methods of Presentation:

Field Trips, Lecture and Discussion, Projects, Online instructor-provided resources, Discussion, Distance Education, Observation and Demonstration, Visiting Lecturers, Other: PowerPoint presentations, guest lecturers, videos, online discussions, and field trips to local Zero Waste communities and industries

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Zero Waste Community Plans, Programs, and Policies

20.000%	Implementing Local Programs (Commercial, Residential, Governmental, etc.)
10.000%	Enforcement (jurisdictions, prosecution, environmental health and safety issues)
15.000%	Designing Systems and Facilities to Support Maximum Resource Recovery
10.000%	Financing Programs and Systems (alternatives and grants)
20.000%	Extended Producer Responsibility and Waste Prevention
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests
30%	Oral Presentation: Oral presentations: individual and/or group
30%	Other: Written analysis (2)
15%	Quizzes
100%	Total

VII. **Sample Assignments:**

Community Service: 1. Plan to do community service, when, for how long and with who. Write a reflection on your experience entitled "What I Learned About This Experience and About Myself From This Experience".

Personal Zero Waste Project: Identify something you waste, and prepare a plan to eliminate that waste, and implement the plan to document the elimination.

Comparative Analysis of Zero Waste Initiatives in Two Communities: Write a Comparative Analysis of Zero Waste Initiatives in Two Communities

VIII. **Student Learning Outcomes:**

1. Explain how and why communities are adopting waste diversion goals and develop community plans to eliminate waste and use materials efficiently.
2. Compare policies, programs and facilities needed for communities to improve waste diversion and sustainable materials management systems.
3. Analyze the role of markets and local policies in driving successful waste diversion and sustainable materials management techniques such as reducing, reuse, recycling, food recovery, and composting.
4. Identify Local Producer Responsibility policies and programs and advocate for Extended Producer Responsibility policies and programs.

Substantial Change: SUSTAINABLE MATERIALS MANAGEMENT 4, Sustainable Materials Management and Zero Waste in Business

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
Degree Applicability:	Credit - Degree Applicable

Rationale

Updates for course: Name Change RRM 4 Resource Management and Zero Waste in Business will be renamed to SMM 4 Sustainable Materials Management and Zero Waste in Business to align with industry terminology and enhance the system's clarity. Sustainable Materials Management (SMM) is a methodical approach to maximizing the efficient utilization and reutilization of materials throughout their complete life cycles. This transition signifies a shift in our society's perspective on the utilization of natural resources and environmental conservation. This name change also aligns best with the current curriculum of the courses in the current RRM program.

I. Catalog Description

This course will provide hands-on applications and tools for businesses to design, implement and oversee waste reduction and Sustainable Materials Management programs. It will review a variety of best practices for successful waste diversion and recovery in businesses, detailing how businesses can implement those practices to achieve Zero Waste. Examination of case studies will be used to demonstrate how different companies have implemented successful waste diversion and sustainability programs, including triple bottom line business practices. This course will also provide students with an understanding of how to plan and implement commercial food and organics programs.

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 Business Guide to Sustainability: Practical Strategies and Tools for Organizations, 3rd, Hitchcock, D. and Willard, M., Routledge © 2015, ISBN: 978-1138786196

III. Course Objectives

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

1. Plan, implement and oversee waste reduction programs aimed at achieving Zero Waste in businesses
2. Identify best practices for waste diversion and Sustainable Materials recovery in businesses
3. Understand important local, state, and federal regulations relating to sustainability and waste diversion, including international ISO 14001 environmental standards
4. Explain the process and provide hands-on experience with conducting on-site assessments and waste audits

IV. Methods of Presentation:

Lecture and Discussion, Visiting Lecturers, Online instructor-provided resources, Projects, Discussion, Distance Education, Field Trips, Group Work, Other: PowerPoint Presentations, Videos, Guest lecturers and Field observations of industries

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.000%	Designing waste diversion and Sustainable Materials Management programs for businesses, including performing waste audits and setting zero waste goals.
15.000%	Producer Responsibility (marketing, redesigning packaging, product stewardship, life cycle analysis)
20.000%	Internal Business Drivers for Success (leadership, training, green procurement)

10.000%	Market and Economics (composting business, reuse business, sustainable materials management economics, triple bottom line)
25.000%	Implementing a commercial food and organics recycling program
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests
30%	Oral Presentation: Oral presentations: individual and/or group
30%	Other: Written analysis (2)
15%	Quizzes
100%	Total

VII. **Sample Assignments:**

Paper: 1. Prepare a paper that reviews a real business and then develops a Zero Waste plan identifying leadership's role, training strategies, goals, measurements, vendor relations, benchmarking, waste audits and corporate policies. 2. Conduct a mock business assessment and waste audit which includes an evaluation of on-site logistics and issues. The assessment will identify opportunities to design waste out and provide for vendors to take back products. Your assessment should provide an estimate of the recoverable reusables, organics and recyclables, as well as a cost and service proposal using appropriate assumptions about service pricing.

Develop a Zero Waste Plan for a Business: Develop a Zero Waste Plan for a Business

VIII. **Student Learning Outcomes:**

1. Compare and analyze waste diversion programs utilized by different businesses.
2. Conduct an on-site waste audit, including observations of employee's behavior to determine how to overcome barriers in achieving Zero Waste for businesses.
3. Identify tools for businesses to design, implement and oversee waste reduction and Sustainable Materials Management programs.

Santa Monica College
Sustainable Materials Management
Associate in Science (AS) / Certificate of Achievement

Sustainable Materials Management (SMM) is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. The Sustainable Materials Management (SMM) curriculum emphasizes an interdisciplinary approach, exploring recycling and materials management from a variety of perspectives and in a variety of settings. Core curriculum will provide students with an in-depth study of waste diversion and materials management, emphasizing cultural, community, and business applications. Courses cover governmental and organizational policies, practices, and procedures in waste and materials management, including a circular economy, best management practices and successful community and educational zero waste programs.

Program Learning Outcomes:

Upon completion of this program students will demonstrate the ability to plan, implement, and oversee waste management programs aimed at implementing Zero Waste principles and sustainability practices for individuals, businesses, and the communities. Additionally, students will demonstrate the ability to write proposals and policy using correct terminology, principles and CA legislation and regulations regarding waste, recycling, sustainable resource management and zero waste systems.

Required courses: (12 units)	Units: 12.0
SMM 1 ^{DE} Introduction to Sustainable Materials Management (<i>formerly RRM 1</i>)	3.0
SMM 2 ^{DE} Culture and Zero Waste (<i>formerly RRM 2</i>)	3.0
SMM 3 ^{DE} Sustainable Materials Management and Zero Waste for Communities (<i>formerly RRM 3</i>)	3.0
SMM 4 ^{DE} Sustainable Materials Management and Zero Waste in Business (<i>formerly RRM 4</i>)	3.0

Electives: Group A: Select 3 units from the following	Units: 3.0
ANTHRO 19 ^{DE} The Culture of Food	3.0
BUS 7 ^{DE} 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
ECON 4 ^{DE} Environmental Economics (<i>same as: ENVRN 4</i>)	3.0
HIST 14 ^{DE} U.S. Environmental History (<i>same as: ENVRN 14</i>)	3.0
HIST 32 ^{DE} Global Environmental History (<i>same as: ENVRN 32</i>)	3.0
IARC 55 ^{DE} Sustainable Design	3.0
PHILOS 20 ^{DE} Environmental Ethics (<i>same as: ENVRN 20</i>)	3.0
POL SC 22 Environmental Politics and Policies (<i>same as: ENVRN 22</i>)	3.0
PSYCH 40 ^{DE} Environmental Psychology (<i>same as: ENVRN 40</i>)	3.0

Electives: Group B: Select 3 units from the following:	Units: 3.0
BIOL 9 ^{DE} Environmental Biology	3.0
BIOL 10 Applied Ecology and Conservation Biology	4.0
GEOG 3 ^{DE} Weather and Climate	3.0
GEOG 7 ^{DE} Introduction to Environmental Studies (<i>same as: ENVRN 7</i>)	3.0
GEOG 25 ^{DE} Introduction to Cartography (<i>same as: GIS 25</i>)	3.0
GEOG 26 ^{DE} Introduction to Remote Sensing (<i>same as: GIS 26</i>)	3.0
GEOL 1 ^{DE} Physical Geology without Lab	3.0
GEOL 3 ^{DE} Introduction to Environmental Geology	3.0
GEOL 4 ^{DE} Physical Geology with Lab	4.0
GEOL 9 Climate Change	3.0
GEOL 31 ^{DE} Introduction to Physical Oceanography	3.0
GIS 27 ^{DE} Applications in Geographic Information Systems	3.0

Total: 18.0