SANTA MONICA COLLEGE
ACADEMIC
SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Curriculum Agenda Addendum Additions (see page 4)

Wednesday, November 15, 2023, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
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*
Dione Carter, *Vice Chair*
Jason Beardsley
Mary Bober
Fariba Bolandhemat
Walter Butler
Susan Caggiano
Javier Cambron
Evelyn Chantani
Lisa Collins
Rachel Demski
Susan Fila
Christina Gabler
Walker Griffy
Aileen Huang
Alex Ibaraki
Sharlene Joachim
Jutsin Liu (A.S.)
Jesus Lopez
Jacqueline Monge
Estela Narrie
Redelia Shaw
Scott Silverman
Briana Simmons
Lydia Strong
Audra Wells
Associated Students Rep

Interested Parties:

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

Ex-Officio Members:

Jamar London

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

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(Courses: Substantial Changes)
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(Addendum: Distance Education)

(Addendum: Courses: Substantial Changes)

(Addendum Additions: New Programs)

VIII. New Business

IX. Old Business

X. Adjournment

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

The last Curriculum Committee meeting for Fall 2023 will be November 29, 2023.

SANTA MONICA COLLEGE ACADEMIC SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, November 1, 2023, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Sal Veas, *Chair*	Susan Caggiano	Susan Fila	Jesus Lopez
Dione Carter, *Vice Chair*	Javier Cambron	Christina Gabler	Redelia Shaw
Jason Beardsley	Evelyn Chantani	Walker Griffy	Scott Silverman
Mary Bober	Lisa Collins	Esmeralda Hernandez (A.S.)	Briana Simmons
Fariba Bolandhemat	Rachel Demski	Sharlene Joachim	Audra Wells
Walter Butler			

Members Absent:

Aileen Huang*	Jacqueline Monge*	Estela Narrie	Lydia Strong*
Alex Ibaraki	Justin Liu (A.S.)		

**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:

Garen Baghdasarian	Sheila Cordova	Brian Driscoll	Sri Susilowati
Scott Bishop	Andria Denmon	Steven Sedky	Olivia Vallejo
James Cheesman			

(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 3:05 pm. Motion to approve the agenda with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.

II. Public Comments

None

III. Announcements

- Justin Liu is absent today – Esmeralda Hernandez will be filling in as A.S. representative today.
- Jason Beardsley announced an email will be sent soon regarding the SLO ambassador project. Curriculum Representatives will have first consideration – if you're interested, please notify your department chair. There will be another meeting with Academic Affairs, the Academic Senate, and the Faculty Association to finalize details for the SLO/PLO Coordinator position. Currently, the ambassador program is a limited time project for Spring 2024. But the goal is to get the Coordinator on board for longer term work and goals. The goal is to hire the SLO/PLO Coordinator by the Spring 2024 semester.

IV. Approval of Minutes (October 18, 2023)

Motion to approve the minutes of October 18, 2023 with no revisions.
Motion made by: Audra Wells; **Seconded by:** Scott Silverman
The motion passed with the following vote: Y 16; N 0; A 1 (Redelia Shaw)

V. Chair's Report

- Emeritus updates: Because of the META workflow, and due to no full-time faculty in Emeritus, the new and changed Emeritus courses are being worked on by Sal and Rostom Sarkissian. The courses coming through are related to the courses that were on the last agenda for May.
- We are meeting every Monday for Tech Review for the last two meetings for Fall. The November 15th agenda is set, and will be sent out this Friday. The November 29th agenda will go out on November 17th. If anything comes in "last minute", we will add it as an addendum to the agenda as long as it meets the timeline requirements of the Brown Act.
- We're trying to come up with new feedback system for member comments before the meetings – possibly a Microsoft 365 spreadsheet? The META comments is lacking features (no notifications, very small text box, etc.)

VI. Information Items

1. Curriculum Orientation *(continued)*
   - Printed agendas
   - Meetings and related actions
   - Brown Act Requirements
   - Past Practices

   If you no longer want a printed copy of the agenda mailed, please email Sal and Rachel.

   The Brown Act requires agendas (or addendums to the agenda) to have at minimum 72 hours notice (the Friday before the Curriculum Committee meeting). The Brown Act also requires roll-call voting (with names) to be reflected in the minutes when an item does not pass unanimously.

2. Annual Curriculum Auto-Approval Certification
   We have signed and submitted the Annual Curriculum Auto-Approval Certification to the Chancellor's Office, which allows for automatic approval of certain courses and programs when uploaded to COCI.

3. Work-Based Learning Catapult Training
   You should have received an email re: catapult training. We're piloting it this semester. Steven will send out additional information next week. Eight other schools are participating.

4. UC 2023-2024
   - APPROVED:
     - AQUA 1, 10A
     - BIOL 32, 35
     - DANCE 31B, 32B
     - ETH ST 6, 7, 8
     - ENGL 63
     - HIST 51
     - GEOG 12/GEOL 12
     - KIN PE 34D
     - PSYCH 33
     - SPAN 1A/1B
     - VAR PE 11D
   - DENIED:
     - AQUA 3
     - BIOL 31
     - ENGL 71, 72, 73, 74
     - GEOL 6
     - KOREAN 3

(Non-Substantial Changes)

5. ACCTG 40A Data Analytics for Accounting (minor updates to course description)
6. DANCE 5 Dance History (minor updates to course description; SLOs; course objectives; course content; methods of presentation; textbooks; assignments)
7. DANCE 20 World Dance Styles and Forms (minor updates to course description)
8. MUSIC 33 Jazz in American Culture (minor updates to course description; SLOs; objectives; methods of presentation; methods of evaluation; textbooks)
9. PHOTO 1 Introduction to Photography (minor updates to course description; SLOs; course content; methods of evaluation; assignments; DE application)

VII. Action Items

(Consent Agenda: Program Maps)

a. Esthetician Certificate of Achievement Program Map
Motion to approve the Esthetician Certificate of Achievement Program Map with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Lisa Collins
The motion passed unanimously.

(Courses: New)

b. EMERITUS OCC E21 The Perils of Social Media
Motion to approve EMERITUS OCC E21 with revisions to the course description (addition of "X (formerly known as Twitter")), SLOs, and course objectives.
Motion made by: Redelia Shaw; **Seconded by:** Dione Carter
The motion passed unanimously.

(Courses: Substantial Changes)

c. ACCTG 45/BUS 45 Individual Financial Planning (prerequisite: MATH 31 to "Elementary Algebra")
Motion to approve prerequisite change to ACCTG 45/BUS 45 with no additional revisions.
Motion made by: Walker Griffy; **Seconded by:** Jason Beardsley
The motion passed unanimously.

d. ARC 11 Design Communication 1 (changed: hours 1.5 lecture/4.5 lab to 2 lecture/3 lab (no change in units)
e. ARC 21 Design Communication 2 (changed: course description/notes; hours: 1.5 lecture/4.5 lab to 2 lecture/3 lab – no change in units)
f. ARC 31 Design Communication 3 (changed: course notes; hours: 1.5 lecture/4.5 lab to 2 lecture/3 lab – no change in units)
g. ARC 41 Design Communication 4 (changed: course description/notes; hours 1.5 lecture/4.5 lab to 2 lecture/3 lab – no change in units)
h. ARC 51 Design Communication 5 (changed: course description; hours 1.5 lecture/4.5 lab to 2 lecture/3 lab – no change in units)
i. ARC 70 Portfolio (changed: hours/units: 0.5 lecture/1.5 lab/1 unit to 1 lecture/3 lab/2 units)
Motion to approve changes to ARC 11 (VII. d.), ARC 21 (VII. e.), ARC 31 (VII. f.), ARC 41 (VII. g.), ARC 51 (VII. h.), and ARC 70 (VII. io.) as a block with no additional revisions.
Motion made by: Mary Bober; **Seconded by:** Scott Silverman
The motion passed unanimously.

j. BIOL 31 Fundamentals of Biotechnology 2: From Genes to Proteins (changed: SLOs)
Motion to approve changes to BIOL 31 with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Lisa Collins
The motion passed unanimously.

k. BIOL 32 Cell Culture Methods & Techniques (changed: SLOs)
Motion to approve changes to BIOL 32 with no additional revisions.
Motion made by: Redelia Shaw; **Seconded by:** Audra Wells
The motion passed unanimously.

l. BIOL 33 Immunoassay Methods (changed: SLOs; course objectives)
Motion to approve changes to BIOL 33 with no additional revisions.
Motion made by: Jason Beardsley; **Seconded by:** Dione Carter
The motion passed unanimously.

m. BIOL 35 Nanobiotechnology (changed: SLOs; course objectives; sample assignments)
Motion to approve changes to BIOL 35 with no additional revisions.
Motion made by: Lisa Collins; **Seconded by:** Redelia Shaw
The motion passed unanimously.

n. COUNS 910 ABI Connections (changed: hours: 7.5 lecture to 5 lecture (units N/A – noncredit))
Motion to approve changes to COUNS 910 with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.

(Courses: Distance Education)
o. EMERITUS OCC E21 The Perils of Social Media
Motion to approve distance education for EMERITUS OCC E21 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Walker Griffy
The motion passed unanimously.

(Courses: Global Citizenship)
p. DANCE 5 Dance History
Motion to approve Global Citizenship for DANCE 5 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Christina Gabler
The motion passed unanimously.

(Courses: Deactivation)
q. GR DES 18 Introduction to Graphic Design Applications
r. GR DES 21 Electronic Prepress and Publishing
s. GR DES 32 Marker Techniques
t. GR DES 34 Publication and Page Design I
u. GR DES 34S Gr Des 34s
v. GR DES 35 Sketching for Graphic Design
w. GR DES 41 Graphic Design Studio 2
x. GR DES 44 Publication and Page Design 2
y. GR DES 51 Graphic Design Studio 3
z. GR DES 54 Digital Illustration 2
aa. GR DES 60 Design Research
bb. GR DES 64 Digital Imaging for Design
cc. GR DES 87 Gr Des 87
Motion to approve deactivation of GR DES 18 (VII. q.), GR DES 21 (VII. r.), GR DES 32 (VII. s.), GR DES 34 (VII. t.), GR DES 34S (VII. u.), GR DES 35 (VII. v.), GR DES 41 (VII. w.), GR DES 44 (VII. x.), GR DES 51 (VII. y.), GR DES 54 (VII. z.), GR DES 60 (VII. aa.), GR DES 64 (VII. bb.), GR DES 87 (VII. cc.) as a block with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Dione Carter
The motion passed unanimously.

(Programs: New)
dd. Applied Music Certificate of Achievement
Motion to approve Applied Music Certificate of Achievement with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.

ee. Guitar Certificate of Achievement

The Guitar Certificate of Achievement will be moved to the November 15 Curriculum Committee meeting, as it includes a required course (MUSIC 49) that will appear on the November 15 agenda.

(Programs: Revisions)

ff. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda.
Motion made by: Jason Beardsley; **Seconded by:** Susan Fila
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:57 pm.
Motion made by: Redelia Shaw; **Seconded by:** Jesus Lopez
The motion passed unanimously.

	Barbering CoA						SMC GE				
	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
SEMESTER 1	COSM 10A	1	PR			1	3			YES	1st 8 weeks
	COSM 10B	2	PR			1	3			YES	1st 8 weeks
	COSM 11A	3	PR			1	3			YES	1st 8 weeks
	COSM 11B	4	PR			1	3			YES	1st 8 weeks
	COSM 11C	5	PR			1	3			YES	1st 8 weeks
	COSM 11D	6	PR			1	3			YES	1st 8 weeks
	COSM 20	7	PR			1	3			YES	2nd 8 weeks
	COSM 21A	8	PR			1	3		COSM 11A (P)		2nd 8 weeks
	COSM 21B	9	PR			1	3		COSM 11B (P)		2nd 8 weeks
	COSM 21C	10	PR			1	3		COSM 11C (P)		2nd 8 weeks
	COSM 21E	11	PR			1	3				2nd 8 weeks
	COSM 42	12	PR			1	6		COSM 11A (P)		2nd 8 weeks
	COUNS 20		EL			3	9			YES	
						15	**45**				
SEMESTER 2	COSM 30	1	PR			1	3			YES	1st 8 weeks
	COSM 31A	2	PR			1	3		COSM 11A (P)		1st 8 weeks
	COSM 31C	3	PR			1	3		COSM 11C (P)		1st 8 weeks
	COSM 31E	4	PR			1	3				1st 8 weeks
	COSM 77	5	PR			2	6		COSM 11A (P)	YES	1st 8 weeks
	COSM 64	6	PR			2	6			YES	2nd 8 weeks
	COSM 78	7	PR			2	6		COSM 11A (P)	YES	2nd 8 weeks
	COSM 50R	9	PR			1	3				2nd 8 weeks
	COSM 95	8	PR			1	3		Completion of 300 hours	YES	2nd 8 weeks / COSM 95A, B, C or D
	ENGL 1		GE	AREA IV A		3	9				
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	GE		GE	AREA III		3	9		ENGL 1 (P)		Recommend ENGL 2 for transfer options
	GE		GE	AREA IV B		3	9				
	GE		GE	AREA II A / GC		3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	GE		GE	AREA I / GC		3	9				
	GE		GE	AREA II B / GC		3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
	EL		EL			3	9				
	TOTAL Semester 4					**15**	**45**				

New Course: BUSINESS 36B, Introduction to Salesforce Marketing Cloud

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:	Fall 2024
TOP/SAM Code:	050900 - Marketing and Distribution / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Business Education; Management; Marketing
Program Impact:	Business AS; Management/Leadership AS/Certificate of Achievement

Rationale
Marketing continues to be a central part of the customer experience. Marketing training is in high demand from all types of organizations and businesses.

I. **Catalog Description**
This course is designed for students who want to learn the fundamentals of marketing while leveraging the Salesforce Marketing Cloud platform. Salesforce Marketing Cloud is a tool that allows businesses and organizations to communicate with customers using multiple channels. It develops a personalized digital experience with clients, it collects data from multiple sources, and it is also capable of managing data from social media interactions, advertising campaigns, email marketing, email content, design, delivery and tracking. At the end of this course, students could pursue the next step towards the Marketing Cloud Email Specialist Credential.

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. "Automating Salesforce Marketing Cloud: Reap all the benefits of the SFMC platform and increase your productivity with the help of real-world examples", Greg Gifford (Author), Jason Hanshaw (Author), Guilda Hilaire (Foreword), Packt Publishing © 2022, ISBN: ISBN-10 : 1803237198 ISBN-13 : 978-1803237190
2. "Salesforce Marketing Cloud A Complete Guide", Gerardus Blokdyk, 5STARCooks © 2021, ISBN: ISBN-10 : 0655916709 ISBN-13 : 978-0655916703

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Explain the concepts of Salesforce Marketing Cloud (SFMC)
2. Apply best practices for email marketing, email content, design, delivery and tracking.
3. Manage subscribers' information and other data within Salesforce Marketing Cloud.
4. Use Marketing Automation in Salesforce.
5. Leverage data and artificial intelligence to make every customer interaction relevant.
6. Measure, report, and optimize on marketing performance, impact, and customer loyalty.
7. Solve common marketing problems using troubleshooting guidance.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Discussion, Projects, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
10.000%	Audience Segmentation and customer journey basics.

10.000%	Marketing Content Creation.
10.000%	Marketing Cloud Products.
10.000%	Marketer Career Path.
10.000%	Marketing Cloud Campaigns, analytics and metrics.
10.000%	Subscriber and Data Management.
15.000%	Message Testing, Delivery, and Email Marketing Best Practices.
15.000%	Marketing Automation Strategies.
10.000%	Introduction to Salesforce Marketing Cloud.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation
30%	Quizzes: 6-8 Quizzes
25%	Group Projects
30%	Homework
100%	Total

VII. **Sample Assignments:**
Individual Project: Create an Email Marketing Campaign that motivates customers to buy a product.
Group Project: Analyze what skills are needed and what positions are available for Salesforce Marketing Cloud certified professionals. For example: Marketing Manager, Project Manager, Business Analyst, Email Marketer, Data Integration and Analytics Experts.

VIII. **Student Learning Outcomes:**
1. Describe Salesforce Marketing Cloud attributes including products, career paths and resources.
2. Formulate tactics and strategies to connect with customers through email, mobile, social, advertising, the web, and other emerging digital communication, using Salesforce Marketing Cloud.
3. Demonstrate a level of engagement in the subject matter that reveals an 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 your personal life.

BUS 36B 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 letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. 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. A variety of materials are offered for students to learn about the Salesforce Marketing Cloud concepts. Examples include the following: Videos, podcasts, case studies, guest speakers. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

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. Throughout the class, they will discuss different business concepts as well as any challenges using a Marketing Cloud platform. They

will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:
The class is organized through weekly course modules. A wealth of material is offered for students to learn business and the Salesforce Marketing Cloud concepts. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various types of customer service technology modalities, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. 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 interaction on various business concepts and activities.	30.00%
Online Lecture	Students will watch a video lecture on Salesforce ecosystem and the Marketing Cloud and how this platform is important in Marketing. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	30.00%
Study and/or Review Sessions	Prior to a quiz, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board or via zoom.	10.00%
Written assignments	Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "General Questions" 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.	20.00%
Peer Feedback	In discussion boards, students share ideas for where to find credible resources for their essays on the Salesforce Marketing Cloud and challenges. They will also share case studies they find in news articles. Students will be asked to provide input on these scenarios.	10.00%

2. Organization of Content:
The course is organized according to the major content headings in the syllabus. The first module provides an overview of the Marketing Cloud and workflow. The remaining modules are organized by various concepts and products of the Salesforce Marketing Cloud, including Artificial Intelligence and Data Analytics. To provide consistency and insure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Quizzes	Quizzes will consist of multiple choice and/or short essay questions. Prior to quizzes, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Gradebook.
35.00%	Discussion Boards	After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.

35.00%	Hands on Projects	Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

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:
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:
The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:
Learning objective: Describe Salesforce Marketing Cloud attributes including products, career paths and resources.

After reviewing the above learning objective, students will view the lecture video that describes the importance of CRM (Customer Relationship Management) and its importance in a company for connecting departments and providing customer satisfaction. Following the video viewing, students will participate in a discussion where they provide examples of the process for effectively analyzing customer data for their Marketing strategy.

New Course: COMPUTER SCIENCE 330, Cloud Operations Technologies and Tools

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
Prerequisite(s):	CS 320; Admission to the Bachelor degree program in Cloud Computing
Proposed Start:	Fall 2024
TOP/SAM Code:	070710 - Computer Programming / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Computer Science
Program Impact:	Cloud Computing Bachelor's Degree

I. **Catalog Description**

This course provides an understanding of the principles, practices, and technologies that enable organizations to achieve more reliable software and service development and deployment. Students will explore the collaboration between the development team and operations to automate testing and deployment processes while collecting continuous feedback and providing improvements. The course focuses on the essential tools and technologies used for configuration management to automate cloud infrastructure.

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. Design Patterns for Cloud Native Applications, Kasun Indrasiri and Sriskandarajah Suhothayan, O'Reilly © 2022, ISBN: 978-1492090717
2. The DevOps Handbook: How to Create World-Class Agility, Reliability, & Security in Technology Organizations , 2nd, Gene Kim, Jez Humble , IT Revolution © 2021, ISBN: 978-1950508402
3. Cloud Native DevOps with Kubernetes: Building, Deploying, and Scaling Modern Applications in the Cloud, Justin Domingus, John Arundel, O'Reilly Media © 2022, ISBN: 978-1098116828
4. Cloud Computing: Concepts, Technology And Architecture, 2, Thomas Erl, Ricardo Puttini and Zaigham Mahmood, Pearson © 2023, ISBN: 978-0138052256

III. **Course Objectives**

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

1. Employ the tools and technologies used for configuration management and automation in cloud infrastructure.
2. Apply the fundamental principles underlying cloud systems automation.
3. Utilize the principles of continuous integration and delivery

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Group Work, Distance Education

V. **Course Content**

% of Course	Topic
10.000%	Cloud workload forecast, support and maintenance.
10.000%	Infrastructure provisioning automation.
10.000%	Infrastructure design and administration.
10.000%	Application deployment and scalability techniques.
10.000%	Continuous integration/cloud deployment (CI/CD).
10.000%	Cloud metrics and reporting tools.

10.000%	Security information and event management (SIEM).
10.000%	Vulnerability assessment and mitigation.
10.000%	Performance and troubleshooting techniques.
10.000%	Cloud industry compliance and tools.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
20%	Final exam
20%	Group Projects
20%	Homework
20%	Quizzes
100%	Total

VII. **Sample Assignments:**

Assignment 1: Containerization and Orchestration: Objective: Containerize a microservices-based application and deploy it on a container orchestration platform. Description: For this assignment, you will design a microservices architecture for a sample application. Your task is to containerize each microservice using Docker and then deploy the containerized microservices on a container orchestration platform such as Kubernetes or Docker Swarm. Additionally, you will configure health checks and implement monitoring and logging solutions to ensure the reliability and performance of the microservices.

Assignment 2: DevOps with AWS and Terraform: Objective: Automate the provisioning and management of AWS cloud infrastructure using Terraform as an Infrastructure as Code (IaC) tool. Description: Automate the provisioning and management of AWS cloud infrastructure using Terraform, an Infrastructure as Code (IaC) tool. Define the infrastructure requirements for a scalable web application, including compute resources, networking, and storage. Write infrastructure code using Terraform to provision and configure the necessary AWS resources based on the defined requirements. Employ Terraform best practices such as modularity and parameterization. Utilize Git for version control and demonstrate collaboration and change management through branching and merging. Showcase the benefits of IaC by provisioning, modifying, and tearing down the infrastructure using Terraform commands. Emphasize the repeatability, consistency, and scalability achieved through the implementation of DevOps practices with AWS and Terraform.

VIII. **Student Learning Outcomes:**

1. Students will orchestrate containerized microservices to support various real-world scenarios
2. Students will efficiently deploy infrastructure-as-code to scale cloud resources

CS 330 Distance Education Application

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

1a. Instructor - Student Interaction:

Students get feedback on their assignments, which are assigned every other week, including how to improve and follow best practices. In the quizzes, which are assigned every other week, students get feedback on their errors and get suggestions on how to better study. In the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are, and what they can improve on. Students get feedback on their group projects from their peers and faculty.

1b. Student - Student Interaction:

Every week, students must post responses on to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:
Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	10.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20.00%
Exams	Midterm and Final Exam (2 Exams)	20.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%
Written assignments	Students submit written assignments and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

2. Organization of Content:
Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
10.00%	Midterm	Midterm reflects the students knowledge of the different aspects of the content covered
15.00%	Final Exam	Final Exam reflects the student's knowledge of the different aspects of the content covered
15.00%	Final Project	Students will get feedback on an organized final project.
30.00%	Homework Assignments	Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
20.00%	Quizzes	Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings. As per ACCJC requirements, upper-division classes must be taught by faculty who hold at least a master’s degree in Computer Science.

5. Student Support Services:
Through the syllabus, faculty will place links to library, bookstore, financial aid, disabled students center and counseling resources for students to access as needed.

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:
Automate the provisioning and management of AWS cloud infrastructure using Terraform as an Infrastructure as Code (IaC) tool. Automate the provisioning and management of AWS cloud infrastructure using Terraform. Define the infrastructure requirements for a scalable web application, including compute resources, networking, and storage. Employ best practices utilizing Git for version control and demonstrate collaboration and change management through branching and merging.

Prerequisite Checklist and Worksheet: CS 330
Prerequisite: Computer Science 320 – Cloud Developer

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.	**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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**x**	
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.	**x**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**x**	
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.	**x**	
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.	**x**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**x**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**x**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **Computer Science 330 – Cloud Operations Technologies and Tools**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Understand the use cases of different cloud services for application lifecycle management
B)	Build basic cloud-native applications using various cloud services
C)	Implement a continuous integration/continuous deployment cycle approach to the software development lifecycle

EXIT SKILLS (objectives) FOR **Computer Science 320 – Cloud Developer**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Understand the use cases of different cloud services for application lifecycle management
2.	Build basic cloud-native applications using various cloud services
3.	Implement a continuous integration/continuous deployment cycle approach to the software development lifecycle

		ENTRANCE SKILLS FOR CS 330							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR CS 320	1	x							
	2		x						
	3			x					
	4								
	5								
	6								

New Course: COMPUTER SCIENCE 340, System Virtualization Fundamentals

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
Prerequisite(s):	CS 310; Admission to the Bachelor degree program in Cloud Computing
Proposed Start:	Fall 2024
TOP/SAM Code:	070710 - Computer Programming / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Computer Science
Program Impact:	Cloud Computing Bachelor's Degree

I. **Catalog Description**

This course provides a comprehensive understanding of modern virtualization technologies around operating systems, networking, and storage. Students will receive hands-on experience installing, configuring, and managing various virtualization hypervisors. They will explore the applications of virtualization technologies in cloud infrastructures. The course highlights the virtualization of operating systems, networking components, and storage resources, with a focus on creating scalable and flexible IT environments. Students will backup, restore, and migrate virtual servers to a cloud platform.

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. Virtualization Essentials, 3rd, Matthew Portnoy, Sybex © 2023, ISBN: 978-1394181568
2. Building Cloud and Virtualization Infrastructure: A Hands-on Approach to Virtualization and Implementation of a Private Cloud Using Real-time Use-cases, 1st, Mrs.Lavanya S, Dr. Venkatachalam K, BPB Publications © 2021, ISBN: 978-9390684472
3. VMware Certified Professional Data Center Virtualization on vSphere 6.7 Study Guide: Exam 2V0-21.19 , Jon Hall, Joshua Andrews, Sybex © 2020, ISBN: 978-1119214694
4. Bill Wilder. Cloud Architecture Patterns, O'Reilly

III. **Course Objectives**

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

1. Develop a comprehensive understanding of virtualization technologies and their significance in cloud computing.
2. Explore the virtualization of operating systems, networking components, and storage resources in cloud environments.
3. Install, configure and manage various virtualization hypervisors

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Group Work, Distance Education

V. **Course Content**

% of Course	Topic
20.000%	Overview of virtualization and types including bare-metal, hosted and hardware-assisted.
20.000%	Hypervisor comparisons.
20.000%	Hardware and software virtualization.
20.000%	Storage virtualization and storage as a service (SAAS).

20.000%	Security and performance tuning.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
20%	Final exam
20%	Group Projects
20%	Homework
20%	Quizzes
100%	Total

VII. **Sample Assignments:**

Assignment 1: Hypervisor Installation and Configuration: In this assignment, select a virtualization hypervisor based on given requirements. Then proceed to install and configure the chosen hypervisor on a designated host machine or virtual environment. Once the hypervisor is set up, create a set of virtual machines with different configurations, such as varying operating systems and networking setups. Also optimize the settings of the virtual machines to ensure efficient performance. Throughout the process, you are required to document the installation and configuration steps, including any challenges encountered and the solutions implemented.

Assignment 2: Virtualization Performance Optimization: In this assignment, select a virtualized environment, such as a set of virtual machines running on a specific hypervisor. Conduct performance monitoring and analysis of the virtualized environment using appropriate tools. The goal is to identify any potential performance bottlenecks, whether they relate to CPU, memory, network, or storage limitations. Based on the analysis findings, implement optimization techniques to improve the performance of the virtualized environment. This may involve adjusting resource allocations, optimizing networking configurations, or utilizing advanced features provided by the hypervisor. To measure the effectiveness of the optimizations, perform performance tests and document the improvements achieved.

VIII. **Student Learning Outcomes:**

1. Students will deploy hypervisors balancing security, performance and cost concerns
2. Students will optimize virtualization performance by documenting throughout improvements that were achieved

CS 340 Distance Education Application

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

1a. Instructor - Student Interaction:

Students get feedback on their assignments, which are assigned every other week, including how to improve and follow best practices. In the quizzes, which are assigned every other week, students get feedback on their errors and get suggestions on how to better study. In the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are, and what they can improve on. Students get feedback on their group projects from their peers and instructor.

1b. Student - Student Interaction:

Every week, students must post responses on to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:

Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	10.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20.00%
Exams	Midterm and Final Exam (2 Exams)	20.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%
Written assignments	Students submit written assignments and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

2. Organization of Content:
Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
10.00%	Midterm	Midterm reflects the student's knowledge of the different aspects of the content covered
15.00%	Final Exam	Feedback on where the student can improve.
15.00%	Final Project	Students will get feedback on an organized final project.
30.00%	Homework Assignments	Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
20.00%	Quizzes	Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings. As per ACCJC requirements, upper-division classes must be taught by faculty who hold at least a master’s degree in Computer Science.

5. Student Support Services:
Through the syllabus, faculty will place links to library, bookstore, financial aid, disabled students center and counseling resources for students to access as needed.

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:
In the LMS create a discussion thread that requires each student to write an R program snippet to create a data frame using two given vectors and display the duplicated elements and unique rows of the said data frame.

Prerequisite Checklist and Worksheet: CS 340

Prerequisite: Computer Science 310 – Cloud Systems Programming

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.	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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	x	
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.	x	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	x	
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.	x	
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.	x	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	x	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **Computer Science 340 – System Virtualization**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Understand the basic concepts of system calls, error returns, the I/O operations and behaviors available via the system calls, and the use of available resources to uncover the details of how the system calls must be invoked and how they can be used.
B)	Develop small application programs using system calls for interprocess communications.
C)	Understand the basics of using graphs to analyze system communications interactions for synchronous and asynchronous communications.

EXIT SKILLS (objectives) FOR **Computer Science 310 – Cloud Systems Programming**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Understand the basic concepts of system calls, error returns, the I/O operations and behaviors available via the system calls, and the use of available resources to uncover the details of how the system calls must be invoked and how they can be used.
2.	Develop small application programs using system calls for interprocess communications.
3.	Understand the basics of using graphs to analyze system communications interactions for synchronous and asynchronous communications.

		ENTRANCE SKILLS FOR CS 340							
EXIT SKILLS FOR CS 310		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4								
	5								
	6								

New Course: COMPUTER SCIENCE 350, Collaboration Technologies and Tools

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
Prerequisite(s):	Admission to the Bachelor degree program in Cloud Computing
Proposed Start:	Fall 2024
TOP/SAM Code:	070710 - Computer Programming / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Computer Science
Program Impact:	Cloud Computing Bachelor's Degree

I. **Catalog Description**

This course is aimed to provide students with the necessary abilities to thrive as modern information workers and valued team members. Students will obtain knowledge and practical expertise in a variety of collaborative tools through a combination of case studies, demonstrations, and hands-on activities. Collaboration, communication, connection, mobility, crowdsourcing, productivity, and messaging will all be covered in this course. Students will learn how to interact with process automation software, how to use messaging and collaboration tools effectively, how to use visual collaboration software, and how to draw insights from interactive data visualization tools. To improve problem-solving abilities and build effective communication skills, real-world scenarios, and interactive activities will be interwoven.

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. Collaboration Tools for Project Managers, 1st, Elizabeth Harrin, Project Management Institute © 2020, ISBN: 978-1628251135
2. Visual Collaboration: A Powerful Toolkit for Improving Meetings, Projects, and Processes, 1st, Loa Baastrup and Ole Qvist-Sorensen , Wiley Publishers © 2020, ISBN: 978-1119611042
3. Mastering Microsoft Teams, 1st, Melissa Hubbard and Matthew J. Bailey, Apress Publishers © 2020, ISBN: 978-1484236697
4. Cloud Computing: Concepts, Technology And Architecture, 2, Thomas Erl, Ricardo Puttini and Zaigham Mahmood, Pearson © 2023, ISBN: 978-0138052256

III. **Course Objectives**

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

1. Develop skills needed to effectively drive video telephony software platforms.
2. Utilize messaging and collaboration tools
3. Develop effective teamwork and collaboration skills

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Group Work, Distance Education

V. **Course Content**

% of Course	Topic
20.000%	Team communication tools and skills.
20.000%	Team collaboration tools and skills.
20.000%	Team-based projects.
20.000%	Mobility and crowd sourcing tools.

20.000%	Co-pilot AI tools.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
20%	Final exam
20%	Group Projects
20%	Homework
20%	Quizzes
100%	Total

VII. **Sample Assignments:**
Assignment1 - Web Scraping Automation: Utilize automation tools to create .csv files by scraping from common websites, such as Amazon product listings.
Assignment2 - Messaging: Using collaboration software, build a group collaboration site with public and private channel. Invite your project team members in and facilitate group communication.

VIII. **Student Learning Outcomes:**
1. Students will develop skills associated with the new world of work
2. Students will master the tools and technologies that foster successful collaborative teams

CS 350 Distance Education Application

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

1a. Instructor - Student Interaction:
Students get feedback on their assignments, which are assigned every other week, including how to improve and follow best practices. In the quizzes, which are assigned every other week, students get feedback on their errors and get suggestions on how to better study. In the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are, and what they can improve on. Students get feedback on their group projects from their peers and instructor.

1b. Student - Student Interaction:
Every week, students must post responses on to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:
Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	10.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20.00%
Exams	Midterm and Final Exam (2 Exams)	20.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%

Written assignments	Students submit written assignments and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

2. Organization of Content:
Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
10.00%	Midterm	Midterm reflects the student's knowledge of the different aspects of the content covered
15.00%	Final Exam	Final Exam reflects the student's knowledge of the different aspects of the content covered
15.00%	Final Project	Students will get feedback on an organized final project.
30.00%	Homework	Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
20.00%	Quizzes	Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings. As per ACCJC requirements, upper-division classes must be taught by faculty who hold at least a master’s degree in Computer Science.

5. Student Support Services:
Through the syllabus, faculty will place links to library, bookstore, financial aid, disabled students center and counseling resources for students to access as needed.

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:
Respond to the discussion prompt and incorporate this discussion topic into your Slack site, inviting your group members to discuss it in public and private channels.

New Course: COMPUTER SCIENCE 405, Cloud Capstone I

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	CS 330; Admission to the Bachelor degree program in Cloud Computing
Proposed Start:	Fall 2024
TOP/SAM Code:	070710 - Computer Programming / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Computer Science
Program Impact:	Cloud Computing Bachelor's Degree

I. **Catalog Description**

This project-oriented course is the first part of a two-semester sequence that allows students to apply their knowledge of software engineering to the design of a system to solve a real-world problem. Students investigate design alternatives and select an appropriate one, all as part of a team effort. As part of a team, students design a medium-sized, secure software application that meets all program requirements including design and formal test plan documentation.

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. Building Event-Driven Microservices : Leveraging Organizational Data at Scale, 1st, Adam Bellemare, O'Reilly Publishing © 2020, ISBN: 978-1492057895
2. Design Patterns for Cloud Native Applications, 1st, Kasun Indrasiri and Sriskandarajah Suhothayan, O'Reilly Publishing © 2022, ISBN: 978-1492090717
3. Cloud Architecture Patterns, 1st, Bill Wilder, O'Reilly Publishing © 2021, ISBN: 978-1449319779

III. **Course Objectives**

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

1. Working in teams, students design an industry-provided design challenge
2. Design a secure and fault-tolerant programming solution utilizing principles of software assurance
3. Create a formal test plan emphasizing comprehensive test cases for data and code coverage

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion, Discussion, Critique, Projects, Group Work

V. **Course Content**

% of Course	Topic
10.000%	Cost estimation and optimization techniques.
25.000%	Client requirements analysis.
10.000%	Design of needed cloud architecture to support application requirements.
10.000%	Cloud design specifications and documentation including user reports, compliance reports and vulnerability assessments.
30.000%	Comprehensive cloud solution design.
15.000%	Project plans and milestones and management of project deliverables.

100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Final Project: Team Grade comprised of: Project Plan Presentation Documentation, Alpha Presentation, Beta Presentation
30%	Written assignments: Project documentation
30%	Oral Presentation: Design demonstration and Project video
10%	Group Projects: Threaded online discussion board postings regarding project concerns, milestones and project planning
100%	Total

VII. **Sample Assignments:**

Beta Release Milestone: Develop a minimum viable product for release to your prospective users or client. For a beta release, all (or almost all) of the main features to be implemented. Your app should be usable: no show-stopper bugs, no major crashes. It is OK if smaller features have not been implemented or bugs remain to be fixed. Cosmetic problems are OK and frankly expected. Provide this release to your prospective users or client, and ask them for feedback. Implement any new critical features they want, and fix all the bugs they find, before the RC1. Use GitHub Issues to track any feedback you receive from the users or client. For every feature request they make you will add a new enhancement Issue; for every bug they report add one bug issue. You can later decide if you will implement/fix these or not.

Testing Milestone: For this milestone you will implement and run both unit and behavioral tests. You will likely use third-party libraries and tools for creating and running your unit tests. You will also devise a method for automating some of this testing and making it part of your workflow. Research various testing tools, chose ones which fit your scenarios, learn to use them, and create and add to your repo one simple unit and one behavior test to demonstrate your progress. In unit testing you write tests which verify that your methods/functions do what you think they should do. In behavior testing, you write test code that pretends to be the user using your app. Your tests should make sure your app does what the user expects it to do, that is, what your specifications says it should. Behavior tests test the whole program.

VIII. **Student Learning Outcomes:**

1. Working in teams, students will collaborate on the design of an industry-provided design challenge
2. Students will present and evaluate design choices and identify implementation tradeoffs

CS 405 Distance Education Application

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

1a. Instructor - Student Interaction:

Students get feedback on their individual and group projects, including how to improve and follow best practices. Feedback is from peers and instructor.

1b. Student - Student Interaction:

Every week, students must post responses to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:

Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours

Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	10.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics	15.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%
Written assignments	Students submit written assignments that document their project as various milestones are completed and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%
Study and/or Review Sessions	Students will review other project implementations and critique the work of other teams.	25.00%

2. Organization of Content:
Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Threaded Discussion	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Final Project	Students will get feedback on an organized final project.
25.00%	Group Projects	Feedback on where the student can improve.
20.00%	Individual Projects	Students will be given instructional materials and prompts related to the topic that is being covered. Each students submits a project to demonstrate their understanding of those topics.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings. As per ACCJC requirements, upper-division classes must be taught by faculty who hold at least a master’s degree in Computer Science.

5. Student Support Services:
Through the syllabus, faculty will place links to library, bookstore, financial aid, disabled students center and counseling resources for students to access as needed.

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:
Using Teams, develop a project teams site, enable access for all your team members and organize project milestones into meaningful chunks of work for each team member.

Prerequisite Checklist and Worksheet: CS 405

Prerequisite: Computer Science 330 – Cloud Operations Technologies and Tools

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.	**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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	**x**	
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.	**x**	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	**x**	
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.	**x**	
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.	**x**	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	**x**	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	**x**	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **Computer Science 405 – Cloud Capstone I**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Understand the importance of infrastructure-as-code to help automate, monitor and manage cloud systems
B)	Build effective continuous integration/continuous deployment strategies using available cloud tools and services

EXIT SKILLS (objectives) FOR **Computer Science 330 – Cloud Operations Technologies and Tools**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Understand the importance of infrastructure-as-code to help automate, monitor and manage cloud systems
2.	Build effective continuous integration/continuous deployment strategies using available cloud tools and services

		ENTRANCE SKILLS FOR CS 405							
EXIT SKILLS FOR CS 330		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

New Course: COMPUTER SCIENCE 410, Cloud Capstone II

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
Prerequisite(s):	CS 405; Admission to the Bachelor degree program in Cloud Computing
Proposed Start:	Fall 2024
TOP/SAM Code:	070710 - Computer Programming / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Computer Science
Program Impact:	Cloud Computing Bachelor's degree

I. **Catalog Description**

This project-oriented course is the second part of a two-semester sequence that allows students to apply their knowledge of software engineering to implement a system to solve a real-world problem. Students implement a solution and verify and validate the result, all as part of a team effort. As part of a team, students successfully develop a medium-sized, secure software application that meets all program requirements.

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. Building Event-Driven Microservices : Leveraging Organizational Data at Scale, 1st, Adam Bellemare, O'Reilly Publishing © 2020
2. Design Patterns for Cloud Native Applications, 1st, Kasun Indrasiri and Sriskandarajah Suhothayan, O'Reilly Publishing © 2022
3. Cloud Architecture Patterns, 1st, Bill Wilder, O'Reilly Publishing © 2021

III. **Course Objectives**

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

1. Working in teams, students implement an industry-provided challenge.
2. Develop a secure and fault-tolerant programming solution utilizing principles of software assurance.
3. Execute comprehensive tests that will perform complete data and code coverage

IV. **Methods of Presentation:**

Distance Education, Lecture and Discussion, Discussion, Projects, Group Work

V. **Course Content**

% of Course	Topic
20.000%	Deployment, training and user acceptance.
20.000%	Migration and/or integration with existing systems.
20.000%	Comprehensive cloud solution implementation.
20.000%	Time management of schedules and deadlines.
20.000%	Quality assurance, testing and scalability.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic

30%	Final Project: Team Grade comprised of: Project Plan Presentation, Alpha Presentation and Beta Presentation
30%	Written assignments: Project documentation
30%	Oral Presentation: Prototype demonstration and Project video
10%	Group Projects: Online threaded discussion boards regarding implementation details, bugs, milestones and other project concerns
100%	Total

VII. **Sample Assignments:**

Testing Milestone: For this milestone you will implement and run both unit and behavioral tests. You will likely use third-party libraries and tools for creating and running your unit tests. You will also devise a method for automating some of this testing and making it part of your workflow. Research various testing tools, chose ones which fit your scenarios, learn to use them, and create and add to your repo one simple unit and one behavior test to demonstrate your progress. In unit testing you write tests which verify that your methods/functions do what you think they should do. In behavior testing, you write test code that pretends to be the user using your app. Your tests should make sure your app does what the user expects it to do, that is, what your specifications says it should. Behavior tests test the whole program.

Project Video Demo: Every team member must take part in the final presentation/demo video. You can take turns, or alternate, as you see fit. The complete video presentation must be no longer than 15 minutes, shoot for somewhere between 10 and 15 minutes. Be sure to introduce your team, explain the problem/use-case your app is meant to solve. Describe how users do things now, without your app. Specify the goals of your app and which user pain points are you addressing. Mention the technologies you used in building and deploying your app. Give some details into how they fit together. Demo to show the major features. Make sure you explain what you are doing as you tap on buttons. Make sure we can see what you are doing, and the results

VIII. **Student Learning Outcomes:**

1. Students will collaborate on the implementation of an industry-provided challenge
2. Students will present and evaluate their implementation choices and tradeoffs

CS 410 Distance Education Application

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

1a. Instructor - Student Interaction:

Students get feedback on their individual and group projects including how to improve and follow best practices. Feedback is provided by their peers and instructor.

1b. Student - Student Interaction:

Every week, students must post responses on to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:

Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	10.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics	20.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	25.00%

Written assignments	Students submit projects that document the various milestones of their work. They get individual feedback as well as samples and general comments from the whole class.	25.00%
Study and/or Review Sessions	Students will review other project implementations and critique the work of other teams.	20.00%

2. Organization of Content:
Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Final Project	Students will get feedback on an organized final project.
30.00%	Threaded Discussion	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Group Projects	Feedback on where the student can improve, in terms of the work done, presentation and how well students work with each other.
20.00%	Individual Projects	Students will be given instructional material and prompts related to the topic that is being covered. Each student submits a project to demonstrate their understand of those topics.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings. As per ACCJC requirements, upper-division classes must be taught by faculty who hold at least a master’s degree in Computer Science.

5. Student Support Services:
Through the syllabus, faculty will place links to library, bookstore, financial aid, disabled students center and counseling resources for students to access as needed.

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:
Using Teams, develop a project teams site, enable access for all your team members and organize project milestones into meaningful chunks of work for each team member.

Prerequisite Checklist and Worksheet: CS 410
Prerequisite: Computer Science 405 – Cloud Capstone I

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.	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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	x	
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.	x	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	x	
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.	x	
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.	x	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	x	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **Computer Science 410 – Cloud Capstone II**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Working in teams, student implement an industry provided design challenge
B)	Design and develop a secure and fault-tolerant programming solution utilizing principles of software assurance

EXIT SKILLS (objectives) FOR **Computer Science 405 – Cloud Capstone I**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Working in teams, student implement an industry provided design challenge
2.	Design and develop a secure and fault-tolerant programming solution utilizing principles of software assurance

		ENTRANCE SKILLS FOR CS 410							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR CS 405	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

New Course: COMPUTER SCIENCE 440, Cloud Patterns

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	CS 330; Admission to the Bachelor degree program in Cloud Computing
Proposed Start:	Fall 2024
TOP/SAM Code:	070710 - Computer Programming / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Computer Science
Program Impact:	Cloud Computing Bachelor's Degree

I. **Catalog Description**

This course provides an in-depth look at design patterns and best practices for creating scalable, resilient, and efficient cloud-native environments. Students will gain a thorough understanding of cloud design patterns and their critical role in addressing common business IT challenges. Students will learn how to apply design patterns in a streamlined and repeatable process, allowing them to build robust cloud-native solutions. Students will deploy a microservices architecture, learning about the benefits of designing loosely coupled applications with independently deployable cloud services. Students will learn how to effectively deploy sensors, edge devices and the Internet of Things (IoT).

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. Systems Performance : Enterprise and the Cloud, 2nd, Brendan Gregg, Pearson © 2020, ISBN: 978-0136820154
2. Design Patterns for Cloud Native Applications: Patterns in Practice Using APIs, Data, Events, and Streams, 1st Edition, Kasun Indrasiri, Sriskandarajah Suhothayan, O'Reilly © 2021, ISBN: 978-1449319779
3. Cloud Native Patterns: Designing Change-Tolerant Software, Cornelia Davis, Manning © 2019, ISBN: 978-1617294297
4. Cloud Computing: Concepts, Technology And Architecture, 2, Thomas Erl, Ricardo Puttini and Zaigham Mahmood, Pearson © 2023, ISBN: 978-0138052256

III. **Course Objectives**

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

1. Evaluate different cloud design patterns and their practical applications
2. Create scalable, resilient, and efficient cloud-native applications through the use of various cloud patterns
3. Design and manage highly scalable and event-driven applications

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Discussion, Projects, Group Work, Distance Education

V. **Course Content**

% of Course	Topic
15.000%	Cloud architectural patterns and their use cases.
15.000%	Microservices and event-based architectures.
15.000%	Cloud infrastructure analysis.
15.000%	Sensors and edge devices.

10.000%	Internet of Things (IoT) integration.
10.000%	Disaster recovery and remediation strategies.
20.000%	Cost monitoring tools.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
20%	Final exam
20%	Group Projects
20%	Homework
20%	Quizzes
100%	Total

VII. **Sample Assignments:**
Assignment 1: Cloud Design Patterns Analysis: In this assignment, you will analyze real-world business scenarios and apply cloud design patterns. Choose a scenario where scalability, resilience, or efficiency is crucial. Research and identify at least three cloud design patterns to address the challenges. Compare and contrast the patterns, recommending the most suitable one for the scenario. Present your findings in a professional report format.
Assignment 2: Microservices Architecture Implementation: In this assignment, design and implement microservices for a monolithic application. Select a suitable application and plan a decomposition strategy. Design and implement microservices using relevant technologies. Create a sample application to showcase their functionality. Test the microservices and prepare a presentation on your design and implementation approach.

VIII. **Student Learning Outcomes:**
1. Students will analyze real-world scenarios, identify appropriate cloud design patterns, and apply them to develop scalable, resilient, and efficient cloud-native solutions.
2. Students will design and implement microservices architecture by creating modular, loosely coupled, and independently deployable applications

CS 440 Distance Education Application

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

1a. Instructor - Student Interaction:
Students get feedback on their assignments, which are assigned every other week, including how to improve and follow best practices. In the quizzes, which are assigned every other week, students get feedback on their errors and get suggestions on how to better study. In the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are, and what they can improve on. Students get feedback on their group projects from their peers and instructor.

1b. Student - Student Interaction:
Every week, students must post responses on to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:
Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours

Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	20.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics.	20.00%
Exams	Midterm and Final Exam (2 Exams)	20.00%
Project Presentation	Students complete a final project utilizing cloud services. The instructor will be providing individual feedback for each project.	20.00%
Written assignments	Students submit written assignments and get individual feedback as well as sample solutions and general comments from the whole class.	20.00%

2. Organization of Content:
Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
10.00%	Midterm	Midterm reflects the student's knowledge of the different aspects of the content covered
15.00%	Final Exam	Final Exam reflects the student's knowledge of the different aspects of the content covered
15.00%	Final Project	Students will get feedback on an organized final project.
30.00%	Homework	Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
20.00%	Homework Assignments	Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings. As per ACCJC requirements, upper-division classes must be taught by faculty who hold at least a master’s degree in Computer Science.

5. Student Support Services:
Through the syllabus, faculty will place links to library, bookstore, financial aid, disabled students center and counseling resources for students to access as needed.

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:
In the LMS create a discussion thread that requires each student to write an R program snippet to create a data frame using two given vectors and display the duplicated elements and unique rows of the said data frame.

Prerequisite Checklist and Worksheet: CS 440

Prerequisite: Computer Science 330 – Cloud Operations Technologies and Tools

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.	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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	x	
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.	x	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	x	
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.	x	
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.	x	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	x	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **Computer Science 440 – Cloud Patterns**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Understand the importance of infrastructure-as-code to help automate, monitor and manage cloud systems
B)	Build effective continuous integration/continuous deployment strategies using available cloud tools and services

EXIT SKILLS (objectives) FOR **Computer Science 330 – Cloud Operations Technologies and Tools**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Understand the importance of infrastructure-as-code to help automate, monitor and manage cloud systems
2.	Build effective continuous integration/continuous deployment strategies using available cloud tools and services

		ENTRANCE SKILLS FOR CS 440							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR CS 330	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

New Course: COMPUTER SCIENCE 450, Cloud Certification Bootcamp

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
Prerequisite(s):	CS 330
Proposed Start:	Fall 2024
TOP/SAM Code:	070710 - Computer Programming / B - Advanced Occupational
Grading:	Letter Grade Only (upper div major)
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Computer Science
Program Impact:	Cloud Computing Bachelor's Degree

I. **Catalog Description**

In this course, students prepare to earn an industry-recognized credential in cloud computing. Students will prepare for and complete student guides, practice exams and other materials.

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. Cloud Computing Solutions Architect : A Hands-On Approach, 1st, Arshdeep Bahga and Vijay Madisetti, VPT Publishers © 2019, ISBN: 978-0996025591
2. Cloud Computing: Concepts, Technology And Architecture, 2, Thomas Erl, Ricardo Puttini and Zaigham Mahmood, Pearson © 2023, ISBN: 978-0138052256
3. Solutions Architect Certification Exam Guide https://d1.awsstatic.com/training-and-certification/docs-sa-pro/AWS-Certified-Solutions-Architect-Professional_Exam-Guide.pdf

III. **Course Objectives**

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

1. Identify an industry-recognized certification exam
2. Apply the appropriate techniques of testing taking for an industry-recognized certification exam
3. Register for and complete a certification exam

IV. **Methods of Presentation:**

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

V. **Course Content**

% of Course	Topic
25.000%	Survey of certification exams and licensing options.
25.000%	Certification test strategies and practices.
25.000%	Sample exams and review of exam topics.
25.000%	Deep dive in the major topics covered by the exam.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic

25%	Final Project
25%	Homework
25%	Quizzes
25%	Class Work
100%	Total

VII. **Sample Assignments:**

Troubleshoot network connectivity issues: Troubleshooting basic network connectivity issues is an important skill. This troubleshooting scenario is an opportunity to assess your skills in this area. In this lab scenario, a colleague has deployed a VPC and instances, but there are a few things wrong. `Instance3` is not able to connect to the internet and your goal is to determine why. Troubleshoot the issue and ensure the instance has connectivity to the internet, so that you can ping and log in to the instance using SSH. Identify and fix the issues that are preventing the instance from connecting to the Internet.

Migrate data to the cloud in a cost effective manner: As the Senior Solutions Architect, you have have been tasked with optimizing the data transfer to more cost-effective solutions. You have identified the cost savings of moving a MySQL database currently running on an EC2 instance to an RDS Aurora MySQL instance. Use the Database Migrations Service (DMS) to migrate a MySQL database from an EC2 server to an RDS Aurora MySQL database.

Complete Practice Exams: Complete sample practice exams and develop strategies for answering complex multi-part questions that are common on the exam

VIII. **Student Learning Outcomes:**

1. Students will prepare for an industry-recognized certification exam
2. Students will complete an industry-recognized certification exam

CS 450 Distance Education Application

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

1a. Instructor - Student Interaction:

Students get feedback on their assignments, which are assigned every other week, including how to improve and follow best practices. In the quizzes, which are assigned every other week, students get feedback on their errors and get suggestions on how to better study. On the quizzes, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are, and what they can improve on.

1b. Student - Student Interaction:

Every week, students must post responses on to a threaded discussion board based on a stated prompt. They must comment on each other. Students are placed in groups to enable them to contribute as well as read all posted messages.

1c. Student - Content Interaction:

Each week, students get a lecture in the form of video and PDF files. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's content.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students post weekly answers to questions. Instructor will provide feedback and a grade based on posting.	25.00%
Exams	Sample practice certification exam preparation.	25.00%
Online Lecture	PowerPoint slides with animation and annotations to explain the topics covered. Videos will be presented for special topics	25.00%
Written assignments	Students submit written assignments and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

2. Organization of Content:

Using an online course management system, each week there will be a module instructions page which will lead students to other documents, and files in addition to the assigned work of a discussion message and an assignment/project or a quiz.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Final Exam	Final Exam reflects the student's knowledge of the different aspects of the content covered
25.00%	Homework	Students will be given instructional material and exercises related to the topic that is being covered. A sample solution with overall comments will be provided to all students.
25.00%	Quizzes	Students will be taking quizzes. These quizzes will help students to keep up with the class material. Students will receive answer keys for each quiz and they will be allowed to post questions on the discussion board if there is a need for clarification.

4. Instructor's Technical Qualifications:
Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings. As per ACCJC requirements, upper-division classes must be taught by faculty who hold at least a master’s degree in Computer Science.

5. Student Support Services:
Through the syllabus, faculty will place links to library, bookstore, financial aid, disabled students center and counseling resources for students to access as needed.

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:
Respond to the discussion forum prompt that includes a sample complex multi-part sample certification exam question. Critique the different approaches and solutions offered by classmates.

Prerequisite Checklist and Worksheet: CS 450

Prerequisite: Computer Science 330 – Cloud Operations Technologies and Tools

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.	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 prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	x	
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.	x	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	x	
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.	x	
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.	x	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	x	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR **Computer Science 450 – Certification Bootcamp**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Understand the importance of infrastructure-as-code to help automate, monitor and manage cloud systems
B)	Build effective continuous integration/continuous deployment strategies using available cloud tools and services

EXIT SKILLS (objectives) FOR **Computer Science 330 – Cloud Operations Technologies and Tools**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Understand the importance of infrastructure-as-code to help automate, monitor and manage cloud systems
2.	Build effective continuous integration/continuous deployment strategies using available cloud tools and services

		ENTRANCE SKILLS FOR CS 450							
EXIT SKILLS FOR CS 330		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

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
Degree Applicability:	Noncredit
Proposed Start:	Fall 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
Program Impact:	N/A

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 development
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 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 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 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:
"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 slide deck and in screen sharing, 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?

New Course: MEDIA STUDIES 28, Advertising Copywriting - Persuasive Communication

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:	Fall 2024
TOP/SAM Code:	050910 - Advertising / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Mass Communication
Program Impact:	Forthcoming degree or certificate: Media Management and Sales

Rationale
The Labor Market Information (LMI) report indicates market opportunities for advertising copywriters. It will be part of the new Media Management and Sales certificate/degree curriculum. The target population includes students who want an introduction or career in media advertising AND working professionals who wish to improve their prospects in the persuasion industries. Over the next five years, 752 middle-skill advertising 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 373 associate degrees and/or certificate awards conferred by educational institutions in the region. Living Wage Criteria – Within Los Angeles County, advertising occupations (advertising and promotions managers and advertising sales agents) have entry-level wages above the self-sufficiency standard hourly wage ($18.10/hour).

I. **Catalog Description**
Explore fundamental principles of advertising copywriting, delving into practical strategies for effective written persuasion. Gain insights and essential skills applicable to students and professionals, positioning them as industry leaders. This comprehensive course tackles pressing industry issues, including multicultural marketing, international advertising, ethics, and crafting content for the digital age.

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. Advertising Creative: Strategy, Copy & Design, 6th, Alstiel, Thomas, et al, Sage © 2022, ISBN: 1071846655

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Identify strategic branding principles and strategies
2. Analyze and respond to ethical and legal issues
3. Create content that connects with multicultural audiences.
4. Produce persuasive content for traditional and digital media.
5. Create effective integrated marketing communications campaigns.
6. Adapt campaigns for international audiences.

IV. **Methods of Presentation:**
Distance Education, Lecture and Discussion, Projects, Visiting Lecturers, Group Work, Online instructor-provided resources, Observation and Demonstration, Discussion, Other, Critique, Field Experience, Field Trips, Work Experience (internship), Service Learning

V. **Course Content**

% of Course	Topic
6.000%	Landing or creating your first job and thriving

7.000%	Campaigns
6.000%	Business-to-Business
7.000%	Direct Marketing
6.000%	Support Media
7.000%	Persuasive Print Writing
6.000%	Social and Mobile Marketing
7.000%	Web Strategy
6.000%	Streaming Media
6.000%	Design Fundamentals
7.000%	International/Global Advertising
10.000%	Diverse Audiences
6.000%	Ethical and Legal Issues
7.000%	Strategy and Branding
6.000%	Creativity/Concept
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
25%	Written assignments: Multiple writing assignments
10%	Class Participation: In class activities and discussions
15%	Exams/Tests: Midterm
15%	Exams/Tests: Final Exam
10%	Quizzes: Multiple quizzes
25%	Final Project
100%	Total

VII. **Sample Assignments:**
Write A Print Ad: Focus on headline and persuasive body copy.
Write a digital and/or direct response ad: Focus on headline and persuasive body copy.
Adapt an existing campaign for a global audience: Focus on languaging and culturally sensitive copy.

VIII. **Student Learning Outcomes:**
1. Utilize commonly employed persuasion strategies in crafting advertising copywriting, emphasizing their practical application in targeted writing for diverse audiences.
2. Modify and create new advertising campaigns tailored for diverse multicultural and global audiences, ensuring cultural sensitivity and relevance in messaging and visuals.

MEDIA 28 Distance Education Application

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

1a. Instructor - Student Interaction:
Interaction with students on a weekly or per/assignment basis - including: Frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards.

1b. Student - Student Interaction:
Students will use asynchronous discussion forums and email for communication and collaboration activities, depending upon assignment requirements.

1c. Student - Content Interaction:
Students will interact with content via discussion boards, lecture materials (notes/videos), self-check quizzes, learning objectives linked to course work and writing assignments among others.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	A discussion board will also be created for general questions, this includes class communication and instructor feedback.	25.00%
Peer Feedback	Peer feedback required on all written discussions.	20.00%
Threaded Discussions	Students will examine trades for current event topics as they relate to the unit studied in class each week and have peer-to-peer engagement discussing industry trends relevant to course topics.	15.00%
Discussion	Discussions happen in virtual (a)synchronous class to check comprehension, present a forum for dialogue, and allow for deeper analysis and evaluation of course content.	25.00%
Study and/or Review Sessions	Meet with the instructor or in small groups for discussions, research for essays, or project feedback.	15.00%

2. Organization of Content:
Content will be organized via weekly modules with clearly stated objectives, that each represent/cover a different topic on the syllabus.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Written Assignments	Multiple advertising copywriting assignments.
20.00%	Class Participation	Student log-in and assignment submissions in an asynchronous version. Student interaction with the instructor and peers in discussions will also be assessed.
20.00%	Formative assessments - Quizzes	Multiple attempt quizzes that allow students to assess their grasp of the assignmed material.
25.00%	Exams	Cumulative, evaluative assessments. (Midterm and Final exam)
15.00%	Final Project	Long term, scaffolded assignment - worked on throughout the semester and submitted as a final project.

4. Instructor's Technical Qualifications:
The instructor should be trained or familiar with the college's learning management system (LMS). This includes all the required technology for online delivery, such as building the course and communication tools like discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

5. Student Support Services:
Links to the following should be provided: Campus Direct Connect Student Support Services page, online tutoring, tutorials for online classes, and technical support.

6. Accessibility Requirements:
All content will be accessible - including captioned videos and text-reader-optimized content. Images will use descriptive alternative text where appropriate; content pages include heading styles and accurate video captioning; the content will provide sufficient color contrast, font size, etc.

7. Representative Online Lesson or Activity:
Objective: Producing persuasive content for traditional and digital media.
Students will learn various persuasion strategies and then use specific, assigned strategies in creating advertising copy for a sample product. Students will post their content in a threaded discussion, give/receive peer feedback, and receive instructor feedback.

New Course: MEDIA STUDIES 310, Race, Gender, and Computing

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
Prerequisite(s):	Admission to the Bachelor degree program in Cloud Computing
Proposed Start:	Fall 2024
TOP/SAM Code:	060100 - Media and Communications, General / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Mass Communication
Program Impact:	Cloud Computing Bachelor's Degree

I. **Catalog Description**

This course explores issues of race, gender, diversity, equity, and inclusion in the fields of computing and related technology. Students will explore the influence of distinct social factors upon the evolution of computing, and the subsequent impact on various individuals. Additionally, the course introduces the notion of cultural competence within the context of computing.

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. Race After Technology: Abolitionist Tools for the New Jim Code, 1st, Ruha Benjamin, Polity © 2019, ISBN: 978-1509526406
2. A People's History of Computing in the United States, Joy Lisi Rankin, Harvard University Press © 2020, ISBN: 978-0674970977
3. We Are Data: Algorithms and the Making of Our Digital Selves, John Cheney-Lippold, NYU Press © 2020, ISBN: 978-1479808700

III. **Course Objectives**

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

1. Critically evaluate the historical contributions and experiences of underrepresented groups in computing, discerning the challenges and barriers these groups encountered.
2. Articulate a comprehensive understanding of the issues surrounding the underrepresentation of women, people of color, and marginalized groups within the technology industry, and the resulting social dynamics.
3. Critically analyze the impacts of biased algorithms and artificial intelligence systems on marginalized communities and propose potential solutions.
4. Understand ethical dilemmas related to race, gender, and technology, including privacy, surveillance, data ethics, and responsible technological innovation.

IV. **Methods of Presentation:**

Lecture and Discussion, Discussion, Group Work, Critique, Distance Education, Observation and Demonstration, Projects, Visiting Lecturers

V. **Course Content**

% of Course	Topic
15.000%	Historical contributions of underrepresented groups to computing and technology.
15.000%	How race, gender, and other identities influence and shape the design, development, and use of technology.

25.000%	Challenges and barriers experienced by underrepresented groups in computing and technology including exploration of gender, racial, ethnic, socioeconomic and disability issues.
15.000%	Strategies to address and mitigate algorithmic biases.
15.000%	Ethical dilemmas related to race, gender, and technology, including privacy, surveillance, data ethics, and responsible technological innovation.
15.000%	Ways in which individuals and communities have used technology to address social injustices, promote equity, and effect positive change.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
5%	Class Participation: in-class work/assignments
20%	Homework
25%	Final exam
25%	Papers
25%	Written assignments
100%	Total

VII. **Sample Assignments:**

Historical Perspectives Presentation: Objective: Demonstrate an understanding of the historical contributions and challenges faced by underrepresented groups in computing. Task: Choose a historical figure or event related to underrepresented groups in computing. Research their contributions or experiences and create a multimedia presentation. Discuss their impact on the field and the challenges they encountered. Highlight the significance of their work within the broader context of diversity and equity in technology.

Bias in Algorithms Analysis: Objective: Analyze the social and cultural implications of bias in algorithms and AI systems. Task: Select an algorithm or AI system that has been critiqued for bias. Investigate its design and deployment, considering how race, gender, or other identities are affected. Write a comprehensive analysis of the bias present, its implications on various communities, and propose strategies to mitigate or rectify the bias for more equitable outcomes.

Inclusive Design Project: Objective: Design strategies to promote representation and inclusion within the technology industry. Task: Identify a specific area within the technology sector where representation and inclusion are lacking, such as leadership roles or product design. Develop a comprehensive plan outlining actionable steps that organizations can take to address the issue. Include a rationale for each step, integrating insights from course materials and real-world examples.

Ethical Technology Dilemmas Debate: Objective: Engage in critical discussions on ethical dilemmas related to race, gender, and technology. Task: Research and select a contemporary ethical dilemma at the intersection of technology and social identity. Divide the class into groups representing different viewpoints. Conduct a structured debate where each group presents arguments, counters, and supporting evidence. The goal is to critically examine the ethical considerations while proposing possible solutions that align with equity and social justice.

VIII. **Student Learning Outcomes:**

1. Students will be able to analyze the ways in which race, gender, and other identities currently and historically influence and shape the design, development, and use of technology.
2. Students will be able to discern and evaluate the impacts of representation and inclusion issues in the technology industry, upon women, people of color, and other marginalized groups in society.

MEDIA 310 Distance Education Application

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

1a. Instructor - Student Interaction:

The instructor will provide frequent, individual feedback on all discussions and assignments, and engage with students as the instructor sees fit using email, pronto, gradebook comments, discussion posts, voice memos, etc.

1b. Student - Student Interaction:
Online versions of the course will use asynchronous discussion forums, and also have the option of using pronto. Many classes may choose to use discord servers to interact with each other as well. The instructor will openly encourage such interactions and will provide a forum in which they can occur.

1c. Student - Content Interaction:
Discussion boards, videos, formative and evaluative quizzes, and group projects will all be emphasized.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Weekly discussion board to facilitate question/answering, as well as providing feedback or commenting on postings. Each week, students must address a main discussion topic.	20.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Videos	Videos will cover recent news topics to add more real-life experiences to the students' knowledge.	10.00%
Exams	Midterm and Final Exam (2 exams)	25.00%
Written assignments	Students submit written assignments and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

2. Organization of Content:
Content will be organized into topic modules. A new module will open weekly or, in the case of a late start or intersession class, semi-weekly.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Chapter Quizzes	Formative quizzes to assess students understanding of the assigned reading.
25.00%	Exams	A comprehensive, evaluative midterm and a final exam will be administered.
25.00%	Discussion Participation	Written discussion assignments required around each topic.
25.00%	Presentations	Instructors may elect to assign individual or group presentations

4. Instructor's Technical Qualifications:
The instructor should be familiar with the state CVC OEI Rubric and have demonstrated proficiency in designing their LMS course shell to be *at least* "In Alignment" with all aspects of that rubric. It would be ideal for the course to be at an "Exemplary" rating with as many aspects of the rubric as possible.

5. Student Support Services:
All student support services that the college offers to students on the ground are applicable to our online students - with the possible exception of Bodega Bites!

6. Accessibility Requirements:
By aligning with all items in Section D of the OEI rubric, the course will be in compliance with all accessibility requirements.

7. Representative Online Lesson or Activity:
One objective is: Critically evaluate the historical contributions and experiences of underrepresented groups in computing, discerning the challenges and barriers these groups encountered.

For the Historical Perspectives Presentation sample assignment described previously in this application, students would have the opportunity to make use of all multimedia features of the LMS, including flip grid, videoconference (ex: zoom) recordings, LMS (ex: Canvas) studio, etc. to create and submit multimedia presentations on the topic.

New Course: NON-PROFIT MANAGEMENT 1, Introduction to Workforce Training within the Homeless Response System

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:	Fall 2024
TOP/SAM Code:	210400 - Human Services / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Management
Program Impact:	

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 non-profit management sector specifically for positions within the homeless response system.

I. **Catalog Description**
This course will prepare students to enter the workforce within the homeless response system and the overall nonprofit ecosystem. This course will examine housing policies at the federal, state, and local levels. The students will also learn the history of the evolution of homelessness.

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 Color of Law: Forgotten History of How Our Government Segregated America, Rothstein, Richard, Liveright Publishing Corporation © 2018, ISBN: 978-1631494536
2. Evicted: Poverty and Profit in the American City, Desmond, Matthew, Crown Publishing Group © 2016, ISBN: 978-0553447453
3. Housing Policy in the United States, 4th, Schwartz, Alex, Routledge © 2021
4. City Rising. Directed by Jeremiah Hammerling, KCET, 2017.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Discuss the historical policies and racial disparities within the homeless response system and how this understanding prepares the students in developing a caring approach to human engagement.
2. Develop familiarity with how terms used as perspectives concerning the unhoused have evolved over time.
3. Understand how different funding sources were identified and used to establish the homelessness sector.
4. Examine how people have come to develop positive and negative perspectives concerning the homeless population, and how those impact funding solutions.
5. Demonstrate an understanding of funding sources, opportunities, and the guidelines for accessing these resources for employment in the nonprofit ecosystem.

IV. **Methods of Presentation:**
Lecture and Discussion, Visiting Lecturers, Group Work, Online instructor-provided resources, Field Trips

V. **Course Content**

% of Course	Topic
10.000%	Introduction to Housing Policy in America
25.000%	Root Causes of Homelessness

25.000%	Demographics of Unhoused People
20.000%	Ecosystems Thinking: Understanding Federal, State and Local Government
20.000%	Introduction to Different Funding Sources
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation: Students will participate in workshops, discussions, and presentations on topics.
20%	Research Projects: Students will conduct research on a specific demography of the homeless population studied in class and construct a media presentation to be given in class.
25%	Exams/Tests: Midterm (10%) and final exam (15%)
15%	Homework: Three reflective papers (5% each)
10%	Final Project: Final Report
15%	Written assignments: Other – Three journal prompts (5% each)
100%	Total

VII. **Sample Assignments:**
Onsite Visit and Articulation: Onsite visit and articulation: as a class, students will visit a high-density homeless population location and observe, take notes, discuss among themselves, and produce a detailed write-up of this experience.
Final Essay : Prepare a final persuasive essay of five to eight pages long, and outline how historical policies have created racial disparities in homelessness in Los Angeles County. Provide peer-reviewed research and evidence to support your arguments.

VIII. **Student Learning Outcomes:**
1. Identify the multiple systems and historical events that have shaped current perspectives of homelessness in the United States that interact with the population served.
2. Describe how laws and policies at the local and national level affect unhoused people.
3. The student 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 their personal lives.

NPMGMT 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 video which include 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. Throughout the class, they will discuss the history of homelessness, housing policies and funding sources. They will also be able to participate in the "General Questions" and "Homework Q&A"

discussion boards where they can help each other with questions about the course content and course-related topics just as in an on-ground classroom.

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%
Project Presentation	Students will conduct research on a specific demographic of the homeless population 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%
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 also 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%

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/essay.

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 Essay	The Final Essay 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:
The instructor should have a working knowledge of the LMS.

5. Student Support Services:
The student will need access to a computer, WiFi network and a camera.

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:
Create a video presentation detailing the different funding sources, and how those sources have been used to influence the homeless response sector. Create this video presentation via Zoom recording, and upload the video to the course website.

New Course: NON-PROFIT MANAGEMENT 2, Promoting Health Equity: Nonprofit Systems Management for Advocacy and Human Engagement

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:	Fall 2024
TOP/SAM Code:	210400 - Human Services / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Management
Program Impact:	

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 non-profit management sector specifically for positions within the homeless response system.

I. **Catalog Description**
Students will learn why health equity is relevant within the realm of homeless services and how advocacy and human engagement strategies can help increase the likelihood of an unhoused person's progress toward greater health and safety. Students will explore the historical context of criminalization and how this affects current 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. Trauma Stewardship, Lipsky, Laura and Burk Connie, Berrett-Koehler Publishers © 2009, ISBN: 978-1576759448
2. In the Realm of Hungry Ghosts, Illustrated Edition , Mate, Gabor, North Atlantic Books © 2010, ISBN: 978-1556438806
3. The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma, Van, der K. B. A. , Penguin Books © 2015, ISBN: 978-0143127741
4. The Advocates. Directed by Rémi Kessler. Los Angeles, CA: Cinema Libre Studio, 2018.

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Define the various "systems" that unhoused people navigate in order to be considered for housing.
2. Describe the impact race and ethnicity have on social determinants of health.
3. Discuss the connection between institutional systems and being an advocate for vulnerable populations.
4. Explain the impact of substance abuse on the unhoused.
5. Describe how direct service work impacts worker health and wellness.
6. Identify how power dynamics impact system relationships and interactions.
7. Recognize the influence that authentic and effective relationships with self, team, community, and participants has had on the homeless services sector.
8. Apply best practices and principles within the human services field, with a focus on housing and homeless services.

IV. **Methods of Presentation:**
Online instructor-provided resources, Visiting Lecturers, Group Work, Discussion, Projects, Lecture and Discussion

V. **Course Content**

% of Course	Topic

10.000%	Introduction to Health Problems Amongst Unhoused Persons
15.000%	Interfacing With and Navigating Government Systems
15.000%	Introduction to Health System of the Unhoused
10.000%	Role, Responsibility, and the Impact of Direct Service Work
10.000%	Introduction to Building Allies in Community
10.000%	Interacting With and Navigating Legal Systems
10.000%	Human Engagement: Personal and Professional Development
10.000%	Building Community Relationships: Networking, Ethics, Professional Etiquette
10.000%	Organizational Infrastructure and Operations
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
15%	Class Participation: Students will engage in workshops, discuss, and present on topics.
20%	Research Projects: Based on the course material, the student will investigate a particular issue involving housing and health and produce a 5-minute visual presentation using any form of art.
25%	Exams/Tests: Midterm (10%) and final exam (15%)
15%	Homework: Three reflective papers (5% each)
10%	Final Project: Final Report
15%	Written assignments: Other – Three journal reflections (5% each)
100%	Total

VII. **Sample Assignments:**
Policy Brief and Presentation : Focusing on the demographics and common health issues that people without housing face more frequently than the general population, craft three policy recommendations to improve a particular health issue. For instance, premature aging is a significant issue among the homeless, particularly the unhoused population, requiring the expansion of the health system's street medicine initiatives. Students will brainstorm and write a 4-5 page policy brief that includes supporting data. They will also prepare a 5-minute presentation to showcase their project to the class.
Reflection Paper : Students will watch the documentary The Advocates and write a reflection paper about their concerns that includes potential solutions to address the degree of trauma and exhaustion that frontline workers in homeless services experience.

VIII. **Student Learning Outcomes:**
1. Understand the connection between social determinants of health and homelessness.
2. Describe what to expect when working on the frontlines with human beings living on the streets or in places not meant for human habitation.
3. The student 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 their personal lives.

NPMGMT 2 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 video which include 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 the various “systems” that unhoused people navigate in order to be considered for housing and prepare a media presentation to be delivered in class or posted online.	10.00%
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, studnts 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%

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/essay.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Discuss Board	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:
The instructor should have a working knowledge of the LMS.

5. Student Support Services:
The student will need access to a computer, WiFi network and a camera.

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:
Watch a video online, and discuss the connection between institutional systems and being an advocate for vulnerable populations. Post your answers online in a discussion board. Also respond to two other students' posts.

Substantial Change: BUSINESS 79, Bargaining and Negotiations

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
Updated course outline to reflect current content.

I. **Catalog Description**
This course teaches modern day strategies needed to make conscious decisions when negotiation is required to reach a desired outcome. Creating mutually beneficial situations for both parties involve understanding key concepts covering the basic understanding of ways negotiators can exert and gain power in a discussion. Managers, executives, students, and other potential dealmakers will learn the essential skills to conduct successful business negotiations. Through interactive role-play, videos, case studies, and other engaging content students will move through modules exploring ways to settle workplace and interpersonal disputes by the application of proven negotiating principles and strategies.

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. Negotiation, 8th Edition, Roy J. Lewicki, Bruce Barry and David M. Saunders, McGraw Hill Publishing © 2020
2. Lisa Kalmin. THE PROBLEM IS HOW YOU SEE THE PROBLEM, 10-10-10 Publishing

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Evaluate theoretical research of social psychology and how it related to labor relations.
2. Explain the literature on collective bargaining and the writings of popular works on negotiation.
3. Apply theoretical knowledge with practical managerial negotiation.
4. Discuss persuasion and attitude change in relation to power.
5. Illustrate a conflict management and justice framework.
6. Interpret and analyze of the various aspects of the negotiation process.
7. Demonstrate an equitable workplace negotiation.
8. Recall strategies and tactics of distributive bargaining and integrative negotiation.
9. Recall and interpret perception, cognition and emotions involving ethics in negotiations.

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

V. **Course Content**

% of Course	Topic
10.000%	The Nature, Strategy and Tactics of Negotiation and Distributive Bargaining
10.000%	Strategy and Tactics of Integrative Negotiation
10.000%	Ethics, Perception, Cognition and Emotion in Communication
10.000%	Finding and Using Negotiation Power and Influence
10.000%	Relationships, Agents, Constituencies and Audiences in Negotiation
10.000%	Building Coalitions, Multiple Parties, Groups and Teams
10.000%	Individual Differences: Gender, Personality, Abilities & Cross Cultural Negotiations
10.000%	Managing Negotiation Impasses and Difficult Negotiations

10.000%	Third Party Approaches to Managing Difficult Negotiations
10.000%	Best Practices in Negotiations
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
40%	Exams/Tests: Exams/Tests (5-8 exams/tests)
10%	Class Participation: Class exercises. e.g. role plays
20%	Projects: Case Studies
20%	Homework: Topic related assignments.
10%	Oral Presentation: Negotiation Case Study presentation
100%	Total

VII. **Sample Assignments:**
Case Study #1 – Cost of Losing Employee Trust: Case Study #1 – Cost of Losing Employee Trust: In this case example, you will be asked to identify causes to losing employee trust and how it impacts the overall company's bottom-line. Examine the importance of employee retention and ask what it takes to increase retention rates. What actions would you recommend to improve trust between employees and manager?
Case Study #2 – The Network Power of Facebook: Case Study #2 – The Network Power of Facebook: In this case study, you will be asked to discuss how the overall set of relationships within this social system constitutes power inside the organization. How does the number of users equate to value in the FB company? Does FaceBook have good negotiations with its user community? Explain your answer. Is FB a coalition and if so why?

VIII. **Student Learning Outcomes:**
1. Recognize the key elements of the negotiation process, the distinct types of negotiation, and how to use negotiation to manage different situations to achieve goals and mange conflict.
2. Apply effective communication skills during the negotiation process by identifying the role emotions and mood play, how cognition in negotiation can be affected by biases and framing processes, and acquire different strategic approaches for dealing with negotiators who have more power or less power.
3. 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.

BUS 79 Distance Education Application

☑ Fully Online

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. 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 and through the "General Questions" discussion board.

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. Throughout the class, they will discuss different topics and concepts of compensation and benefits in human resources. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction: Describe the nature and expected frequency of student-content interactions:
The class is organized through weekly course modules. A wealth of material is offered for students to learn concepts of bargaining and negotiations. The content includes the following: specific learning objectives for each module, comprehensive video lectures, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. 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 interaction on various bargaining and negotiation concepts, issues and activities.	25.00%
Online Lecture	Students will watch a video lecture on a pertinent course topic. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	35.00%
Study and/or Review Sessions	Prior to a test or an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board.	10.00%
Written assignments	Students will write at least two essay, report, or similar assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "General Questions" 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 or online sessions.	20.00%
Peer Feedback	In discussion boards, students share ideas for where to find credible resources for their essays on a current issue related to bargaining and negotiations. They will also share case studies they find in news articles. Students will be asked to provide input on these scenarios.	10.00%

2. Organization of Content:
The course is organized according to the major content headings in the syllabus. The first module provides an overview of salient points of bargaining and negotiations. The remaining modules are organized by week and include key topic areas of the course. To provide consistency and ensure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. Discussion boards are posted weekly. Exams/tests are spread out and given every few weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Exams/Tests	Exams/Tests will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.
35.00%	Homework Assignments	Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.
35.00%	Discussion Boards & Similar Activities	After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.

4. Instructor's Technical Qualifications:
Instructors should be familiar with 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:

Links to the following services will be provided: online tutoring and tutorials for online classes. Students will be informed of the technical support options and other related student support services, including counseling, financial aid, bookstore, library, Black Collegians Program/Umoja Community, Extended Opportunity Program & Services (EOPS), The Adelante Program, DREAM Program, SMC Tutoring Services, DSPS, Student Veterans, Career Services, Rotaract, Sustainable Works Org, Wellness Center, Food Insecurity Info, etc.

6. Accessibility Requirements:
The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:
Learning objective: Interpret and analyze of the various aspects of the negotiation process.

After reviewing the above learning objective, students will view the lecture video that describes an aspect of the negotiation process. Following the video viewing, students will participate in a discussion where they provide examples of benefit packages and will highlight what drives those selections including: competitive influences, cultural changes, legal requirements, etc.

Substantial Change: EMERITUS – HUMDEV E27, Exercising the Brain

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

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
30.000%	Relationship between Brain and Body Health
30.000%	Resources for continued mental exercises at home
100.000%	Total

VI. **Methods of Evaluation**

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

Santa Monica College
Program Of Study
New Program:
Cloud Computing Bachelor of Science (BS)

Cloud computing is a major technology disrupter, changing countless industries. Cloud Computing delivers computing resources over the internet, replacing the reliance on local information technology infrastructure. Its impact has been profound, reshaping businesses' IT infrastructure due to its remarkable benefits in terms of flexibility, scalability, and cost-effectiveness. A degree in Cloud Computing offers an exceptional opportunity in response to the soaring demand in IT for cloud computing professionals. With organizations rapidly embracing cloud solutions, there is a significant need for skilled experts in cloud architecture, development, operations, security, and management. This is a four-year program with the lower division Cloud Computing Associates degree courses providing students with the skills necessary to enter the upper division courses in this exciting field.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to design, develop and operate scalable cloud solutions that meet business needs.
Upon successful completion of this program, students will be able to employ the current practices, methodologies, tools and processes currently utilized in the cloud computing industry today.
Upon successful completion of this program, students will be able to effectively communicate orally and in writing with business and technology professionals at various levels.
Upon successful completion of this program, students will be able to work successfully and collaborate effectively as an individual contributor or as a member of a multicultural team.

Lower Division Preparation For Admission Into The Program	**Units: 60.0-64.0**
COUNS 20[DE] Student Success Seminar	3.0
ENGL 1[DE] Reading and Composition 1	3.0
ENGL 2[DE] Critical Analysis and Intermediate Composition	3.0
SMC GE Area I	3.0-5.0
SMC GE Area II-A	3.0
SMC GE Area II-B	3.0
SMC GE Area IV-B	3.0-5.0
Elective Courses	6.0
CS 3[DE] Introduction To Computer Systems	3.0
CS 70[DE] Network Fundamentals and Architecture	3.0
CS 43 Windows Network Administration	3.0
CS 79A[DE] Introduction to Cloud Computing	3.0
CS 80[DE] Internet Programming	3.0
CS 81[DE] Javascript Programming	3.0
CS 87A[DE] Python Programming	3.0

Choose 1 Track	**Units: 9.0**
Microsoft Azure Track	
CS 33[DE] C # Programming	3.0
CS 79Y[DE] Microsoft Azure Database Essentials	3.0
CS 79Z[DE] Microsoft Azure Essentials	3.0
OR	
Amazon Web Services Track	
CS 79B[DE] Database Essentials in Amazon Web Services	3.0
CS 79C[DE] Compute Engines in Amazon Web Services	3.0
CS 79D[DE] Security in Amazon Web Services	3.0

Restricted Elective	**Units: 3.0**
CS 79E[DE] Best Practices in Amazon Web Services	3.0
CS 55[DE] Java Programming	3.0
CS 83R[DE] Server-Side Ruby Web Programming	3.0
CS 82 ASP.NET Programming in C#	3.0

Lower Division Major Coursework	**Units: 15.0**
CS 9A[DE] Technology Project Management I *(same as: CIS 9A)*	3.0
CS 41[DE] Linux Workstation Administration	3.0
CS 60[DE] Database Concepts and Applications	3.0
CS 73A[DE] Fundamentals of Computer Security	3.0
CS 73B[DE] Computer Forensics Fundamentals	3.0

Elective Choice	**Units: 3.0**
CIS 30T[DE] Tableau Desktop Essentials	3.0
BUS 63[DE] Principles of Entrepreneurship	3.0
CS 79F[DE] Machine Learning on AWS	3.0
CS 79X[DE] Data Science on Azure	3.0
CS 82A[DE] Introduction to Data Science	3.0

Upper Division General Education Coursework	**Units: 9.0**
MEDIA 310 Race, Gender, and Computing	3.0
ENGL 300[DE] Advanced Writing and Critical Thinking in the Disciplines	3.0
COM ST 310[DE] Organizational and Small Group Communication	3.0

Upper Division Major Requirements	**Units: 30.0**
CS 310 Cloud Systems Programming	3.0
CS 320 Cloud Developer	3.0
CS 325 Ethics for IT Professionals	3.0
CS 330 Cloud Operations Technologies and Tools	3.0
CS 340 System Virtualization Fundamentals	3.0
CS 350 Collaboration Technologies and Tools	3.0
CS 405 Cloud Capstone I	3.0
CS 410 Cloud Capstone II	3.0
CS 440 Cloud Patterns	3.0
CS 450 Cloud Certification Bootcamp	3.0

Total: 117.0-121.0

Santa Monica College
Program Narrative
Cloud Computing Bachelor of Science (BS)

Program Goals and Objectives:

Cloud computing is a major technology disrupter, changing countless industries. Cloud Computing delivers computing resources over the internet, replacing the reliance on local information technology infrastructure. Its impact has been profound, reshaping businesses' IT infrastructure due to its remarkable benefits in terms of flexibility, scalability, and cost-effectiveness. A degree in Cloud Computing offers an exceptional opportunity in response to the soaring demand in IT for cloud computing professionals. With organizations rapidly embracing cloud solutions, there is a significant need for skilled experts in cloud architecture, development, operations, security, and management. This is a four-year program with the lower division Cloud Computing Associates degree courses providing students with the skills necessary to enter the upper division courses in this exciting field.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to design, develop and operate scalable cloud solutions that meet business needs.
Upon successful completion of this program, students will be able to employ the current practices, methodologies, tools and processes currently utilized in the cloud computing industry today.
Upon successful completion of this program, students will be able to effectively communicate orally and in writing with business and technology professionals at various levels.
Upon successful completion of this program, students will be able to work successfully and collaborate effectively as an individual contributor or as a member of a multicultural team.

Catalog Description:

Cloud computing is a major technology disrupter, changing countless industries. Cloud Computing delivers computing resources over the internet, replacing the reliance on local information technology infrastructure. Its impact has been profound, reshaping businesses' IT infrastructure due to its remarkable benefits in terms of flexibility, scalability, and cost-effectiveness. A degree in Cloud Computing offers an exceptional opportunity in response to the soaring demand in IT for cloud computing professionals. With organizations rapidly embracing cloud solutions, there is a significant need for skilled experts in cloud architecture, development, operations, security, and management. This is a four-year program with the lower division Cloud Computing Associates degree courses providing students with the skills necessary to enter the upper division courses in this exciting field.

Program Learning Outcomes:
Upon successful completion of this program, students will be able to design, develop and operate scalable cloud solutions that meet business needs.
Upon successful completion of this program, students will be able to employ the current practices, methodologies, tools and processes currently utilized in the cloud computing industry today.
Upon successful completion of this program, students will be able to effectively communicate orally and in writing with business and technology professionals at various levels.
Upon successful completion of this program, students will be able to work successfully and collaborate effectively as an individual contributor or as a member of a multicultural team.

Program Requirements:

Lower Division Preparation For Admission Into The Program	**Units: 60.0-64.0**
COUNS 20[DE] Student Success Seminar	3.0
ENGL 1[DE] Reading and Composition 1	3.0
ENGL 2[DE] Critical Analysis and Intermediate Composition	3.0
SMC GE Area I	3.0-5.0
SMC GE Area II-A	3.0
SMC GE Area II-B	3.0
SMC GE Area IV-B	3.0-5.0
Elective Courses	6.0
CS 3[DE] Introduction To Computer Systems	3.0
CS 70[DE] Network Fundamentals and Architecture	3.0
CS 43 Windows Network Administration	3.0
CS 79A[DE] Introduction to Cloud Computing	3.0
CS 80[DE] Internet Programming	3.0
CS 81[DE] Javascript Programming	3.0
CS 87A[DE] Python Programming	3.0

Choose 1 Track **Units: 9.0**

Microsoft Azure Track

CS 33[DE] C # Programming	3.0
CS 79Y[DE] Microsoft Azure Database Essentials	3.0
CS 79Z[DE] Microsoft Azure Essentials	3.0

OR

Amazon Web Services Track

CS 79B[DE] Database Essentials in Amazon Web Services	3.0
CS 79C[DE] Compute Engines in Amazon Web Services	3.0
CS 79D[DE] Security in Amazon Web Services	3.0

Restricted Elective **Units: 3.0**

CS 79E[DE] Best Practices in Amazon Web Services	3.0
CS 55[DE] Java Programming	3.0
CS 83R[DE] Server-Side Ruby Web Programming	3.0
CS 82 ASP.NET Programming in C#	3.0

Lower Division Major Coursework **Units: 15.0**

CS 9A[DE] Technology Project Management I *(same as: CIS 9A)*	3.0
CS 41[DE] Linux Workstation Administration	3.0
CS 60[DE] Database Concepts and Applications	3.0
CS 73A[DE] Fundamentals of Computer Security	3.0
CS 73B[DE] Computer Forensics Fundamentals	3.0

Elective Choice **Units: 3.0**

CIS 30T[DE] Tableau Desktop Essentials	3.0
BUS 63[DE] Principles of Entrepreneurship	3.0
CS 79F[DE] Machine Learning on AWS	3.0
CS 79X[DE] Data Science on Azure	3.0
CS 82A[DE] Introduction to Data Science	3.0

Upper Division General Education Coursework **Units: 9.0**

MEDIA 310 Race, Gender, and Computing	3.0
ENGL 300[DE] Advanced Writing and Critical Thinking in the Disciplines	3.0
COM ST 310[DE] Organizational and Small Group Communication	3.0

Upper Division Major Requirements **Units: 30.0**

CS 310 Cloud Systems Programming	3.0
CS 320 Cloud Developer	3.0
CS 325 Ethics for IT Professionals	3.0
CS 330 Cloud Operations Technologies and Tools	3.0
CS 340 System Virtualization Fundamentals	3.0
CS 350 Collaboration Technologies and Tools	3.0
CS 405 Cloud Capstone I	3.0
CS 410 Cloud Capstone II	3.0
CS 440 Cloud Patterns	3.0
CS 450 Cloud Certification Bootcamp	3.0

Total: 117.0-121.0

Master Planning:

The Cloud baccalaureate degree will be housed in Computer Science discipline in the Computer Science Information Systems department. Creation of the proposed Cloud Bachelor's degree is a natural progression for the Computer Science program at SMC, and one that leverages existing student populations, existing curriculum, and human and physical resources.

Our Associate's degree program in Cloud Computing was first launched at SMC in Fall 2017. In partnership with local high schools including LAUSD and Santa Monica-Malibu as well as industry partners like AWS Educate, we developed a

core set of four classes to prepare graduates to earn well-recognized industry certifications in Cloud, specifically AWS Cloud Practitioner and AWS Solutions Architect Associate exams. Faculty at Santa Monica College created course materials for these classes and have updated them three different times in the many years since they were first created. Program completers were invited to participate in weekend bootcamps to prep for these certification exams. With recent Perkins rules changes, SMC is providing exam vouchers to all program completers interested in taking these certification exams at no cost to the student.

This Cloud program became a model for regional efforts statewide and for many years was the largest funded Strong Workforce project in the Los Angeles region. SMC Faculty served as the lead faculty on this regional project and help to foster a rich community of practice focused on cooperation and coordination between the colleges. This regional project completed numerous professional development activities to build faculty skills in Cloud at nineteen local community colleges in the Los Angeles region. SMC's original four classes were adopted at a regional level speeding the development of programs across all these colleges. The regional project sponsored industry events called Cloud Days which were run twice a year at a regional level allowing employers to engage with students at scale in an efficient manner. Cloud Days typically attracted dozens of regional employers and 300-400 students from across the LA area. Our proposed baccalaureate degree in Cloud Computing is a natural progression and next step for the regional efforts described above. The Labor Market data in support of this program shows more than 108,000 job postings in the LA area for positions in Cloud between September 2021 and August 2022, more than 60% of which required a bachelor's degree. In order to be competitive job candidates in this industry, many of our students want to earn a four-year degree. However, nearly all of our four-year partners have impacted programs in tech fields and regularly deny admission to many more students than they accept. The biggest equity gap our students face is the limited bandwidth of our four-year partners to enroll them into their programs.

Enrollment and Completer Projections:

The program launch plan calls for a first cohort in Fall 2024 of 45 students followed by cohorts of 45 students in the following Spring, Fall and Spring for a total of 180 students enrolled in the program. We will be marketing this program to the 1000 students who have completed cloud classes at SMC, to the 1000 students who signed up for cloud classes at SMC but never completed them and to the 5000 students from other local colleges who have completed cloud classes elsewhere.

Place of Program in Curriculum/Similar Programs:

Our proposed baccalaureate degree in Cloud Computing is a natural progression and next step for the regional efforts in the LA region in cloud computing. The Labor Market data in support of this program shows more than 108,000 job postings in the LA area for positions in Cloud between September 2021 and August 2022, more than 60% of which required a bachelor's degree. In order to be competitive job candidates in this industry, many of our students want to earn a four-year degree. However, nearly all of our four-year partners have impacted programs in tech fields and regularly deny admission to many more students than they accept. The biggest equity gap our students face is the limited bandwidth of our four-year partners to enroll them into their programs.

Similar Programs at Other Colleges in Service Area:

No other two-year or four-year institutions have a dedicated and focused Cloud Computing program. We are the lead college in a regional consortium teaching cloud computing skills in computer science programs at the community college level.

Santa Monica College

Computer Science Information Systems

Computer Science Advisory Board

May 13, 2022

MINUTES

Attendees:

SMC Attendees: Howard Stahl (Chair), Scott Bishop, Fariba Bolandhemat, Jinan Darwiche, Abbas Dehkhoda, Maral Hyeler, Dan Hurley, Joan Kang, Koda Kol, Keith Kurtz, David Morgan, Vicky Seno, Wihok Supat, Sean Vidal

SMC Student Attendees: Bishara Shamee

Non-SMC Attendees: Salomon Davila (Scopewave), Richard Korf (UCLA Computer Science), Neal Fultz (Fultz Consulting)

Call to order: via Zoom - 9:30 AM

Following quick introductions, the following topics were discussed:

Department Review and Dashboard Indicators

Howard shared various data points with the committee. Highlights included:

- A growth in WTH of nearly 40% since 2016-17
- A growth in student headcount of more than 85% since 2014-2015
- A growth in awarded certificates of more than 450% since 2014-2015
- No increase in full-time faculty in this discipline since 2001. Attendees commented that continued growth is not possible if the department continues to lack the people-power to make it happen.

Existing Courses and Programs

Howard shared information about our existing classes, certificates and degrees. Attendees commented on the vibrancy and innovation being displayed in our ongoing efforts to stay in line with industry and employment trends.

Plans for the Future

Howard shared information regarding ongoing discussions to create a Bachelor's Degree in Cloud Computing to build off our existing Associate's Degree and Certificate of Achievement in Cloud Computer. After much discussion, the following motion was presented and voted upon.

MOTION: The Computer Science Advisory Board supports the creation and development of a Bachelor's Degree in Cloud Computing as presented. Made by: Darwiche Seconded by: Seno.

FOR-18 AGAINST-0 ABSTAIN-0 Attendees support this new degree and voted unanimously to support it.

Curriculum Updates

Howard shared information regarding various curriculum updates. After much discussion, the following motion was presented and voted upon.

MOTION: The Computer Science Advisory Board supports the updates to the Web Developer degree and certificate as presented. Made by: Darwiche Seconded by: Kol. FOR-22 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

MOTION: The Computer Science Advisory Board supports the updates to the Database Application Developer degree and certificate as presented. Made by: Darwiche Seconded by: Kol. FOR-22 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

MOTION: The Computer Science Advisory Board supports the updates to the Data Science degree and certificate as presented. Made by: Darwiche Seconded by: Kol. FOR-22 AGAINST-0 ABSTAIN-0 Attendees support this degree and voted unanimously to support it.

Open Discussion

Various additional topics were discussed including the value of functional programming, Career Services and internships and the role of capstone projects in an undergraduate Computer Science program.

Meeting Adjourned: 11:03 AM

Unmet Workforce Demand for Cloud Computing Occupations in LA County:

Labor Market Supply and Demand for Cloud Computing Baccalaureate of Applied Science (B.A.S.) degree at Santa Monica College

Prepared by: Los Angeles Center of Excellence for Labor Market Research
September 2022

Table of Contents

Key Findings

Demand:

- Employment in cloud computing occupations has grown at a much faster rate over the last 20 years (41.3%) than employment across all occupations (6.9%).
- Employment in cloud computing occupations declined at a much slower rate during the COVID-19 pandemic (-4.5%) than the average across all occupations (-8.3%), demonstrating a higher degree of resilience for cloud computing roles during this time.
- Over the next five years, more than 11,000 cloud computing jobs are projected to be available in Los Angeles County.
    - 87% of these projected job openings (9,561 openings) are for computer occupations that typically require a bachelor's degree for entry.
- Average hourly wages for cloud computing occupations are $6.50 higher than the average across all occupations at the 10th percentile, $10.50 higher at the 25th percentile, $14.00 higher at the median, $19.00 higher at the 75th percentile, and nearly $21.00 more per hour at the 90th percentile.

Supply:

- Between 2018 and 2021, Los Angeles community colleges issued an average of 1,129 awards annually in programs related to cloud computing.
- Between 2017 and 2020, non-community college institutions in the region conferred an average of 292 sub-baccalaureate awards from related programs.
    - An average of 1,421 sub-baccalaureate awards (associate degrees and certificates) related to cloud computing are issued annually in Los Angeles County.
- Between 2017 and 2020, educational providers in the region conferred an average of 2,183 bachelor's degrees from programs related to cloud computing.

Gap Analysis:

- With 1,421 average annual sub-baccalaureate awards issued in the county and 1,440 projected annual job openings related to cloud computing roles that require less than a bachelor's degree, the potential supply gap at this level of education is only 19 unfilled jobs.
- With 2,183 average annual bachelor's degrees issued in the county and 9,561 projected annual job openings related to cloud computing that typically require a bachelor's degree for entry, the potential supply gap at this level of education is 7,378 unfilled jobs.

Introduction

Cloud computing

The introduction of cloud computing to the ever-growing world of information technology is introducing significant changes not only to technology processes but to the workforce. Cloud computing allows for the storage, management, and processing of data using internet technologies ("the cloud"). Some of the leading cloud computing providers include Amazon Web Services (AWS), Google Cloud Platform, Microsoft Azure, and IBM. Advantages of this evolving technology include:[1]

- Payment for data center and server-type resources on an as needed basis or pay-as-you-go
- Cost savings due to economies of scale
- No more physical infrastructure and associated costs
- Global reach and access
- Deployment of technology services quickly

Uses of cloud computing

Cloud computing is utilized by a wide variety of organizations including small businesses, large global corporations, government agencies, and not-for-profits. Services available through cloud computing include:[2]

- Creation of new apps and services
- Storage, back up, and recovery of data
- Website and blog hosting
- Audio and video streaming
- Delivery of software on demand
- Analyzation of data for patterns and predictions

Impact on workforce and training

With the introduction and implementation of cloud computing into the information technology workforce, community colleges and other training providers will need to integrate related skills and technologies into the current curricula and training. Local community colleges currently offer several programs that train students in relational databases, programming, Linux, DevOps, quality assurance, and information security. Individual colleges are attempting to stack or

[1] Amazon Web Services - What is cloud computing?
[2] Microsoft Azure – A beginner's guide to cloud computing

leverage certificates for cloud computing career paths with related disciplines including small business, computer science, web development, business analytics, IT, and mobile developers.

The emergence of cloud computing has preempted incumbent IT workers to upskill based on workforce and employer needs. With the right training, workers with traditional IT skills—such as data engineers, enterprise architects, web developers, and networking engineers—can expand their knowledge, skills, and abilities within the ever-changing field of information technology.

Occupational outlook for cloud computing

Businesses that employ cloud computing workers use various job titles, which are explored in the job posting section beginning on page 12. In the region, major cloud computing employers include Boeing, Northrup Grumman, Robert Half, Anthem Blue Cross, Amazon, Deloitte, Raytheon, and Disney.

The purpose of this study is to determine whether there is demand in the local labor market for cloud computing jobs that is not being met by the supply from relevant training programs. More specifically, this report addresses the labor market component of Assembly Bill 927, which requires evidence of unmet workforce needs related to Santa Monica College's proposed cloud computing baccalaureate program.[3]

[3] AB-927 Public postsecondary education: community colleges: statewide baccalaureate degree program

Key Cloud Computing Occupations

The cloud computing occupations analyzed in this report were selected from the 2018 Standard Occupational Classification (SOC) system, and all but one of these occupations belong to the computer and mathematical major occupational group (SOC 15-000). The occupations listed in Exhibit 1 comprise the cloud computing occupations used throughout this report.

Exhibit 1: Could computing occupations

SOC Code	Description
11-3021	Computer and Information Systems Managers
15-1211	Computer Systems Analysts
15-1212	Information Security Analysts
15-1231	Computer Network Support Specialists
15-1232	Computer User Support Specialists
15-1241	Computer Network Architects
15-1242	Database Administrators
15-1243	Database Architects
15-1244	Network and Computer Systems Administrators
15-1251	Computer Programmers
15-1252	Software Developers
15-1253	Software Quality Assurance Analysts and Testers
15-1254	Web Developers
15-1255	Web and Digital Interface Designers
15-1299	Computer Occupations, All Other

Source: 2018 Standard Occupational Classification (SOC) system

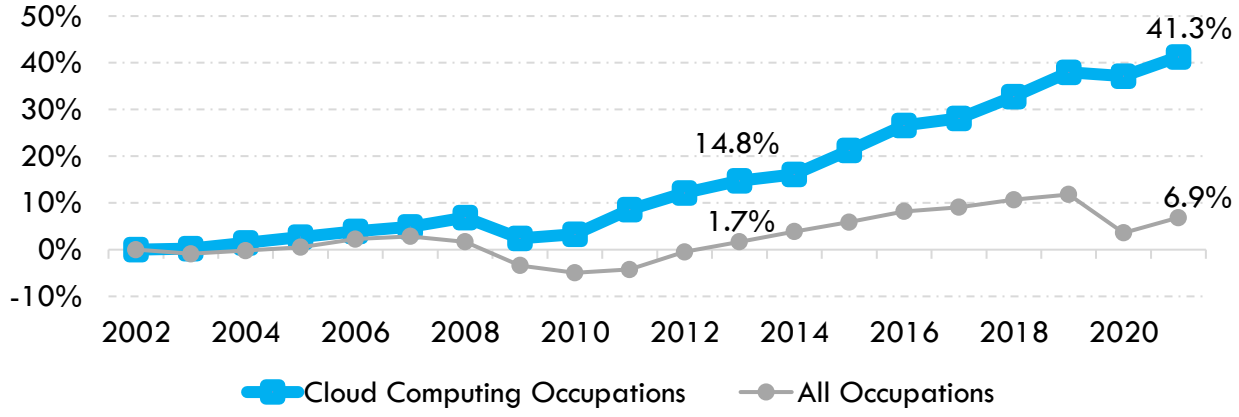
Labor Market Demand for Cloud Computing Occupations

Historical employment in LA County

Look back over the past 20 years and setting 2002 as the base year yields a clear picture regarding employment in cloud computing occupations. Exhibit 2 demonstrates that since 2002, employment in cloud computing occupations has grown by 41.3% while employment across all occupations has only grown by 6.9%. Furthermore, the Great Recession (2007-2009) brought employment across all occupations below the 2002 baseline from 2009 to 2012, and recovered to 1.7% above the baseline level in 2013. Conversely, employment in cloud computing

occupations never dropped below the 2002 baseline level and by 2013 had increased by nearly 15%.

Exhibit 2: Percent change in employment since 2002

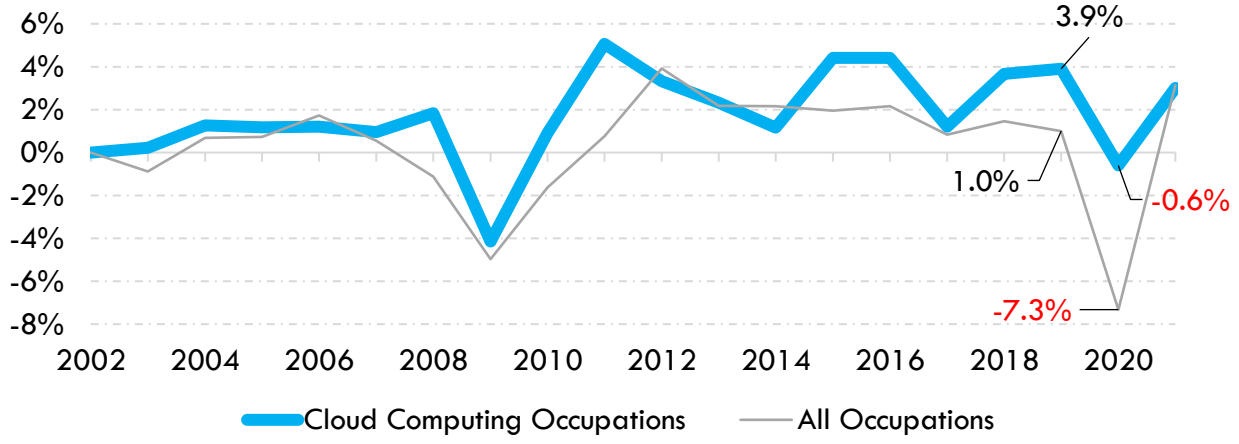


Source: Lightcast, Datarun 2022.3

Using the same data, Exhibit 3 displays the year-over-year change in employment from 2002 to 2021 for cloud computing occupations (thick blue line) and all occupations (thin grey line) in LA County. The location of the line in any given year indicates the percentage by which employment changed from the previous year. For instance, from 2019 to 2020, employment for all occupations plummeted at nearly twice the rate (-8.3%) as employment for cloud computing occupations (-4.5%).

During this 20-year timeframe, the year-over-year percent change in employment for cloud computing occupations peaks higher than for all occupations (see years 2011, 2015-2016, and 2018-2019), and also demonstrates that employment in cloud computing occupations was less adversely impacted by the COVID-19 pandemic than it was across all occupations.

Exhibit 3: Year-over-year employment percent change in LA County from 2002 to 2021



Source: Lightcast, Datarun 2022.3

Exhibits 2 and 3 demonstrate two major points. The first is that employment in cloud computing occupations has grown at a much faster rate over the last 20 years than employment across all occupations. Secondly, while employment in cloud computing occupations is not immune to large scale economic shocks such as the Great Recession and the COVID-19 pandemic, it is more insulated and less prone to job loss at the scale felt across all occupations.

Projected Annual Job Openings, 2021-2026

Exhibit 4 displays detailed 2021 job counts, projected employment figures through 2026, annual job openings, and typical entry-level education requirements for each occupation studied in this report. In Los Angeles County, there will be over 11,000 job openings, with *software developers* projected to have the largest share of those openings, followed by *computer occupations, all other*, and *computer and information systems managers*. Cloud computing occupations that typically require a bachelor's degree account for 87% of the 11,001 projected annual job openings.

Exhibit 4: Cloud computing occupational demand in Los Angeles County

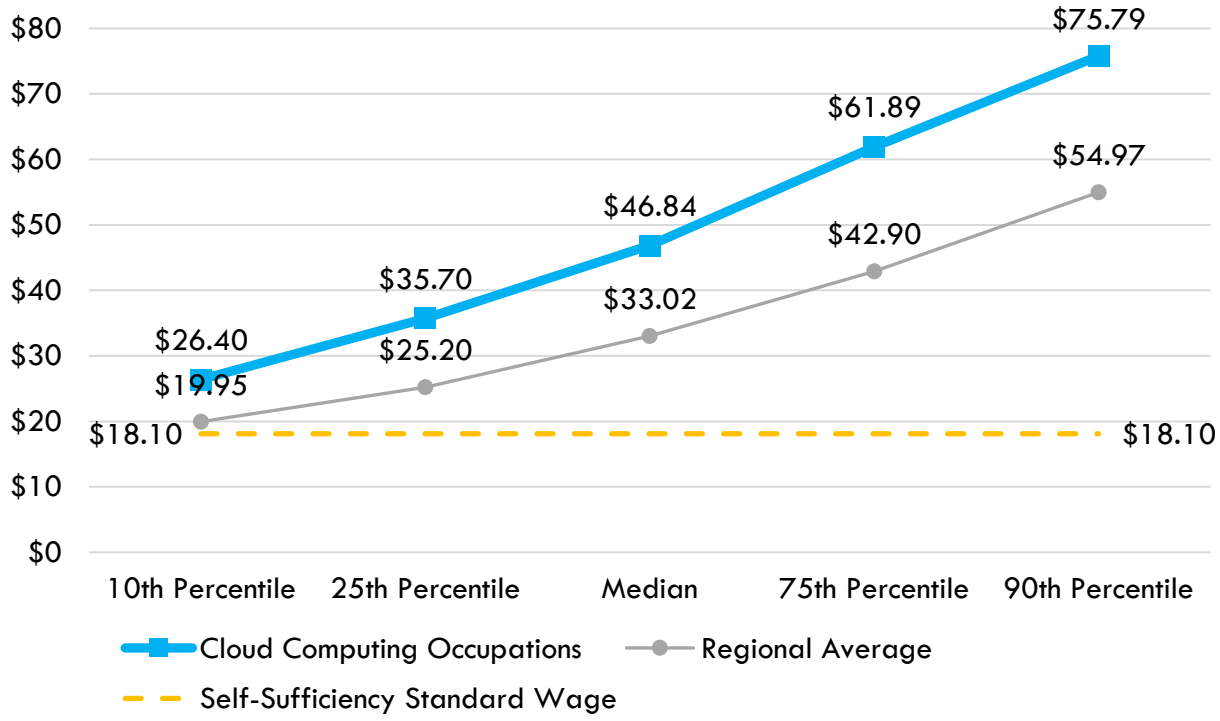
SOC	Occupation	2021 Jobs	2026 Jobs	5-Year % Change	Annual Openings	Typical Entry Level Education
15-1252	Software Developers	35,221	38,662	10%	3,336	Bachelor's degree
15-1299	Computer Occupations, All Other	18,452	18,400	(0%)	1,343	Bachelor's degree
11-3021	Computer and Information Systems Managers	17,744	17,840	1%	1,318	Bachelor's degree
15-1232	Computer User Support Specialists	15,375	15,622	2%	1,165	Some college, no degree
15-1211	Computer Systems Analysts	12,680	12,623	(0%)	888	Bachelor's degree
15-1253	Software Quality Assurance Analysts and Testers	4,977	5,401	9%	457	Bachelor's degree
15-1244	Network and Computer Systems Administrators	6,573	6,562	(0%)	424	Bachelor's degree
15-1254	Web Developers	4,317	4,527	5%	360	Bachelor's degree
15-1255	Web and Digital Interface Designers	3,620	3,876	7%	320	Bachelor's degree
15-1231	Computer Network Support Specialists	3,572	3,650	2%	275	Associate's degree
15-1251	Computer Programmers	4,242	3,949	(7%)	272	Bachelor's degree
15-1212	Information Security Analysts	2,601	2,942	13%	264	Bachelor's degree
15-1241	Computer Network Architects	4,125	4,088	(1%)	242	Bachelor's degree
15-1243	Database Architects	2,402	2,414	0%	176	Bachelor's degree
15-1242	Database Administrators	2,094	2,140	2%	161	Bachelor's degree
	Total	**137,994**	**142,696**	**3%**	**11,001**	

Source: Lightcast, Datarun 2022.3

Average hourly wages for cloud computing occupations

The average hourly wage for cloud computing occupations in Los Angeles County at the 10th, 25th, median, 75th, and 90th percentile is displayed in Exhibit 5. At the lowest percentile available (i. e., the 10th), workers employed in cloud computing occupations earn approximately $6.50 per hour more than the regional average across all occupations. This is welcome news by itself, however, the lifelong benefit of being employed in a cloud computing occupation in Los Angeles County is that this gap widens among higher earners in a linear fashion. Progressing to the 25th percentile, workers in cloud computing occupations earn $10.50 per hour more than the average worker in the region, nearly $14 more at the median level, nearly $19 more at the 75th percentile, and nearly $21.00 more per hour at the 90th percentile, on average.

Exhibit 5: Hourly wage range for could computing occupations



Source: Lightcast, Datarun 2022.3 and the Self-Sufficiency Standard for California

Detailed median hourly and annual wages by occupation are displayed in descending order in Exhibit 6 for cloud computing occupations, from highest to lowest.

Exhibit 6: Median hourly and annual wages by detailed cloud computing occupations

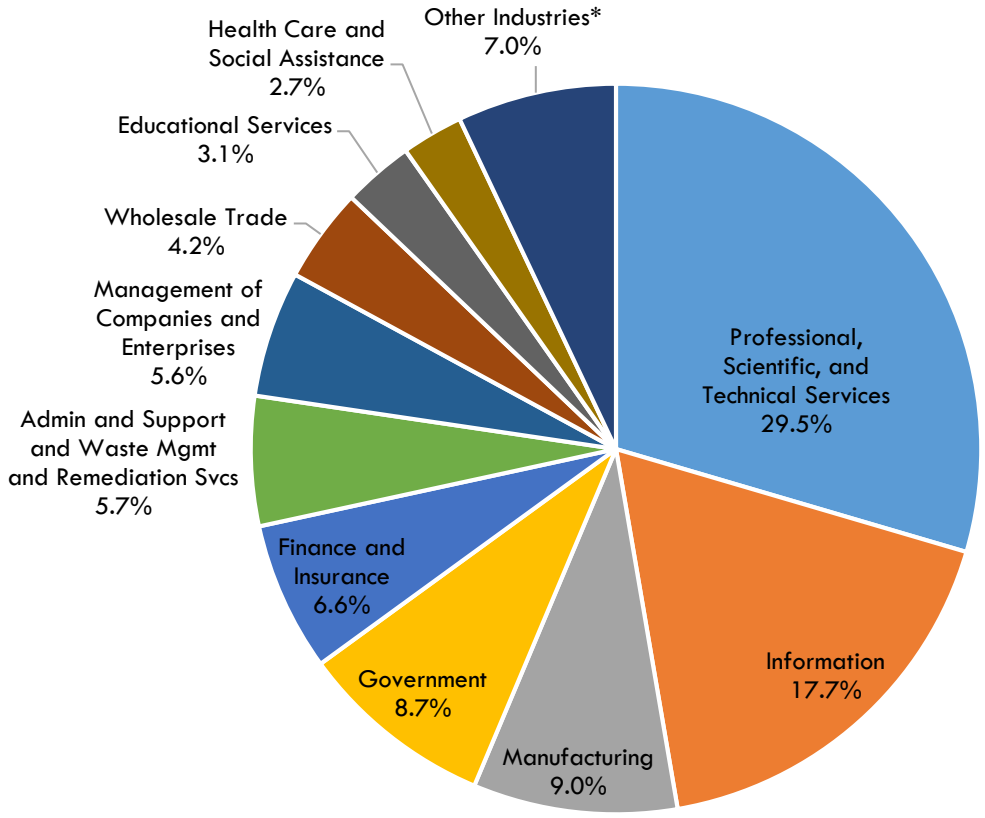
SOC Code	Description	Median Hourly Earnings	Median Annual Earnings
11-3021	Computer and Information Systems Managers	$78.97	$164,259
15-1252	Software Developers	$61.53	$127,973
15-1212	Information Security Analysts	$57.85	$120,337
15-1241	Computer Network Architects	$54.69	$113,760
15-1211	Computer Systems Analysts	$50.12	$104,255
15-1253	Software Quality Assurance Analysts and Testers	$48.31	$100,477
15-1251	Computer Programmers	$47.97	$99,774
15-1242	Database Administrators	$47.72	$99,249
15-1244	Network and Computer Systems Administrators	$45.90	$95,474
15-1299	Computer Occupations, All Other	$38.49	$80,066
15-1255	Web and Digital Interface Designers	$37.43	$77,859
15-1243	Database Architects	$36.87	$76,694
15-1254	Web Developers	$36.25	$75,392
15-1231	Computer Network Support Specialists	$31.14	$64,779
15-1232	Computer User Support Specialists	$29.30	$60,941

Source: Lightcast, Datarun 2022.3

Industry employment of cloud computing occupations

Unlike occupations that are largely concentrated within a single industry (e. g., surgeons in healthcare or police officers working in various levels of government), cloud computing occupations are employed across a wide spectrum of industries. Exhibit 7 displays the portion of cloud computing occupational employment within each industry sector. The two industry sectors with the largest share of cloud computing occupational employment are *professional, scientific, and technical services* (business that primarily provide consulting, legal, accounting, design, computer, and other services) at 29.5%, and *information* (comprised mostly of motion picture and sound recording businesses) at 17.7%. Combined, these two industry sectors account for nearly half of the employment in cloud computing occupations in Los Angeles County.

Exhibit 7: Industry concentration of cloud computing jobs in 2021

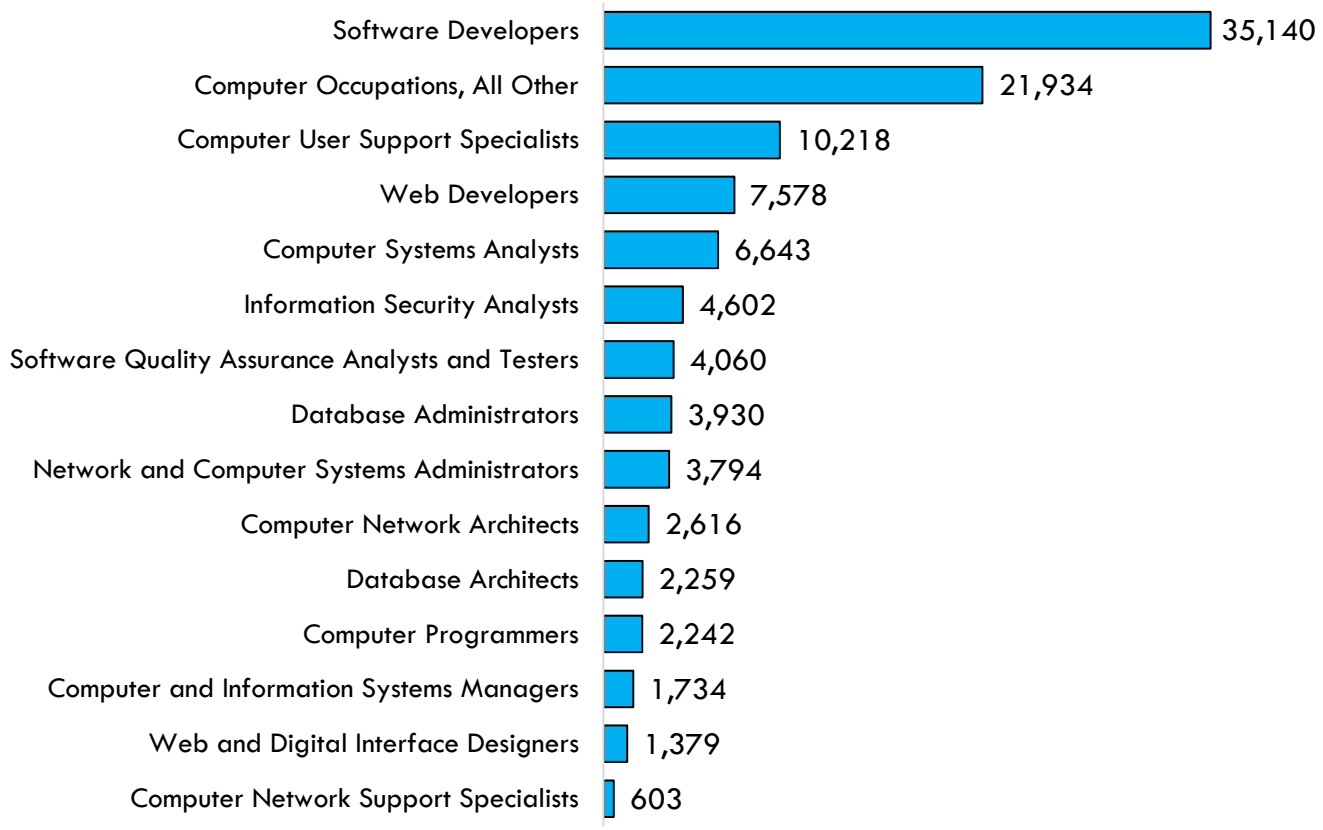


**Other Industries include: Retail Trade (1.9%); Other Services, except Public Administration (1.4%); Transportation and Warehousing (1.3%); Arts, Entertainment, and Recreation (0.7%); Real Estate and Rental and Leasing (0.6%); Construction (0.5%); Utilities (0.4%); Accommodation and Food Services (0.1%); and Mining, Quarrying, and Oil and Gas Extraction & Agriculture, Forestry, Fishing and Hunting (both <0.1%).*
Source: Lightcast, Datarun 2022.3

Job Postings for cloud computing

Over the last 12 months (September 2021 through August 2022), there were 108,732 unique online job postings related to cloud computing occupations in Los Angeles County. The occupation with the highest number of online job postings, 35,140, was *software developers* (32% of total), followed by 21,934 job ads for *computer occupations, all other* (20% of total), and 10,218 job ads for *computer user support specialists* (9% of total). The number of job postings by occupation appear in Exhibit 8.

Exhibit 8: Job postings by occupation (Sep 2021 – Aug 2022)



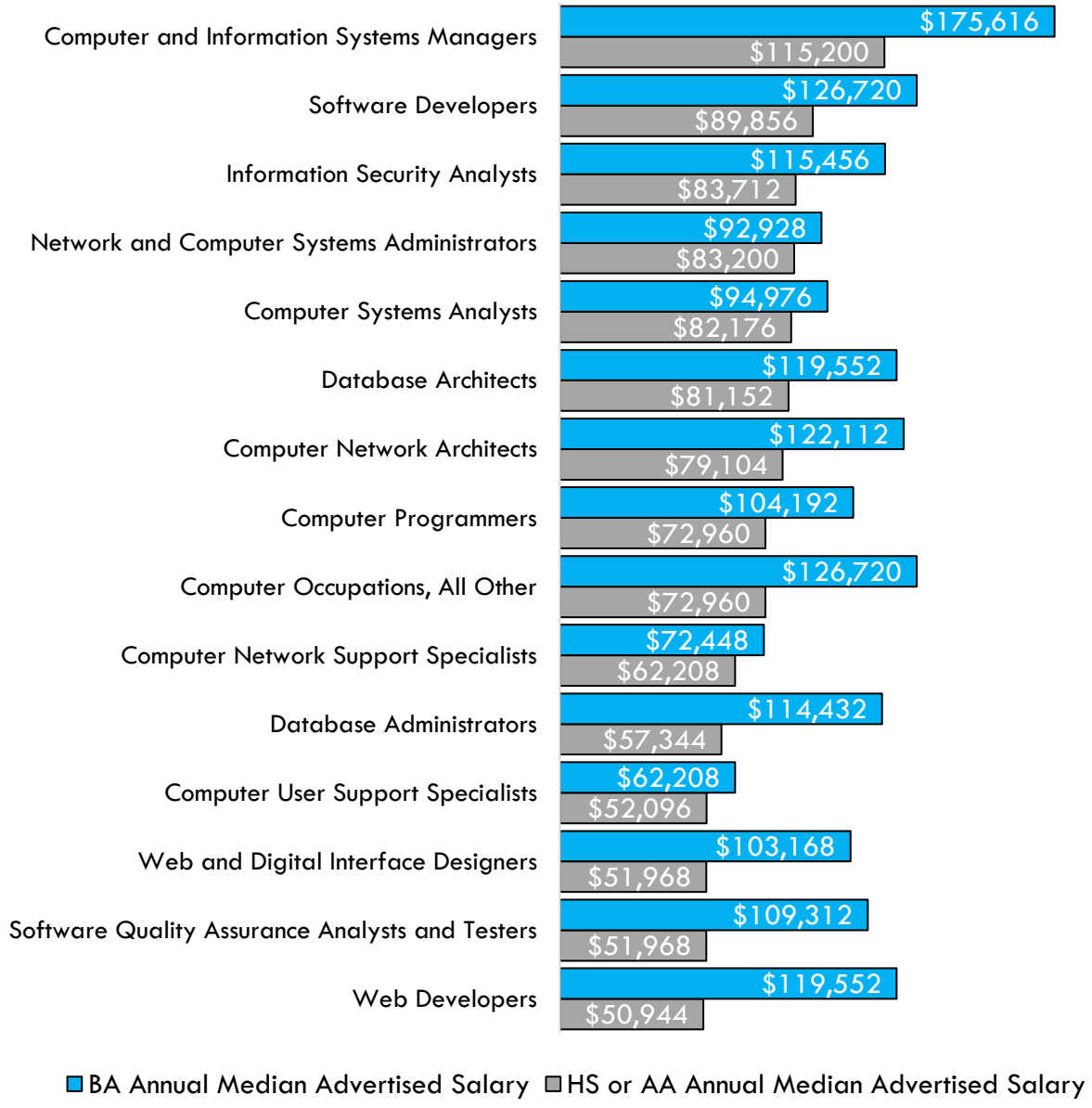
Source: Lightcast, Datarun 2022.3

The most common job titles from job postings were software engineers, systems engineers, data engineers, and DevOps engineers. The employers posting the most job ads during this timeframe were Boeing, Northrup Grumman, Robert Half, Anthem Blue Cross, Amazon, Deloitte, Raytheon, and Disney. The skills sought most frequently in these job ads were related to computer science, agile methodology, SQL, Python, Amazon Web Services, Java, JavaScript, automation, application programming interface, and Microsoft Azure. Beyond security clearances and certifications related to dealing with sensitive information, certifications most frequently sought by employers were project management certifications, Cisco Certified Network Associate, CompTIA Security+, and CompTIA Network+.

Of all the job postings that listed a minimum educational requirement, nearly two-thirds of employers were seeking candidates with a bachelor's degree (63% of total), demonstrating that

employers postings job ads prefer candidates with a bachelor's degree for these jobs. Taking a closer look at job postings that listed a high school diploma or associate degree as the required level of education versus those postings that listed a bachelor's degree, employers seeking candidates with a bachelor's degree for cloud computing jobs are advertising annual salaries that are over $38,000 higher per year than those seeking candidates with a high school diploma or associate degree. The largest difference was for *web developers,* where employers were advertising salaries over $68,600 higher for candidates with a bachelor's degree. Exhibit 9 demonstrates that regional employers posting job ads for these cloud computing occupations are willing to pay significantly more for candidates with a bachelor's degree than for candidates with a high school diploma or associate degree.

Exhibit 9: Annual median advertised salary by education level



Source: Lightcast, Datarun 2022.3

Educational Supply: Key Training Programs for Cloud Computing

Community College Enrollment and Awards related to Cloud Computing

There are 17 TOP codes in the California Community College system designed to train students for occupations related to cloud computing. The top programs in Los Angeles County in terms of enrollment are Information Technology, General (0701.00), Computer Programming (0707.10) and Computer Information Systems (0702.00). The average enrollment between 2017 and 2020 in these cloud computing-related programs was 36,415 students in Los Angeles County. Exhibit 10 displays the number of students enrolled in these programs over the last three academic years.

Exhibit 10: Community college students enrolled in programs related to cloud computing

Program (TOP)	2017-18	2018-19	2019-20	3-Year Average
Information Technology, General (0701.00)	15,745	14,317	12,183	**14,082**
Computer Programming (0707.10)	6,584	6,974	8,274	**7,277**
Computer Information Systems (0702.00)	5,439	5,732	6,163	**5,778**
Software Applications (0702.10)	2,907	2,581	2,313	**2,600**
Computer Science (0706.00)	2,000	2,388	3,001	**2,463**
Computer Infrastructure and Support (0708.00)	903	1,065	1,331	**1,100**
Computer Networking (0708.10)	939	975	997	**970**
Computer Support (0708.20)	421	414	437	**424**
Database Design and Administration (0707.20)	299	348	485	**377**
Website Design and Development (0614.30)	291	324	320	**312**
Computer Systems Analysis (0707.30)	237	201	485	**308**
World Wide Web Administration (0709.00)	190	182	317	**230**
Computer Software Development (0707.00)	136	252	179	**189**
E-Commerce (technology emphasis) (0709.10)	95	142	173	**137**
Other Information Technology (0799.00)	35	35	290	**120**
Telecommunications Technology (0934.30)	31	64	35	**43**
E-Commerce (Business emphasis) (0509.70)	-	17	-	**6**
Total	**36,252**	**36,011**	**36,983**	**36,415**

Source: Cal-PASS Plus LaunchBoard

On average, 1,129 awards were conferred annually to community college students in these 17 programs related to cloud computing (see Exhibit 11). Awards from these programs have increased 19% during this three-year period from 1,028 in the 2018-19 academic year to 1,223 in 2020-21. The program that conferred the largest number of awards was Computer Programming (0707.10), followed by Information Technology (0701.00) and Computer Networking (0708.10). Of these 1,129 awards, 436 were associate degrees and 667 were certificates.

Exhibit 11: Regional community college awards (certificates and degrees), 2018-2021

Program (TOP)	2018-19	2019-20	2020-21	3-Year Average
Computer Programming (0707.10)	220	217	218	**218**
Information Technology, General (0701.00)	175	172	167	**171**
Computer Networking (0708.10)	221	145	136	**167**
Computer Science (0706.00)	112	147	222	**160**
Computer Information Systems (0702.00)	82	170	88	**113**
Computer Infrastructure and Support (0708.00)	40	83	118	**80**
Computer Support (0708.20)	34	60	84	**59**
World Wide Web Administration (0709.00)	50	40	68	**53**
Database Design and Administration (0707.20)	16	23	47	**29**
Software Applications (0702.10)	31	29	12	**24**
Telecommunications Technology (0934.30)	18	13	23	**18**
Website Design and Development (0614.30)	12	12	14	**13**
Other Information Technology (0799.00)	13	15	4	**11**
Computer Systems Analysis (0707.30)	2	5	9	**5**
E-Commerce (Business emphasis) (0509.70)	-	4	7	**4**
Computer Software Development (0707.00)	1	-	5	**2**
E-Commerce (technology emphasis) (0709.10)	1	1	1	**1**
Total	**1,028**	**1,136**	**1,223**	**1,129**

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart

In addition to the cloud computing awards issued by the nineteen community colleges in Los Angeles County, there are other educational institutions that issue sub-baccalaureate awards related to cloud computing. Between 2017 and 2020, an average of 292 sub-baccalaureate awards were issued across the 18 program areas listed in Exhibit 12. Awards from these programs have also increased during this three-year period from 295 in the 2017-18 academic

year to 357 in 2029-20, a 21% increase. The program with the most awards was Computer and Information Sciences, General (CIP 11.0101), conferring 145 such awards during the 2019-20 academic year.

Exhibit 12: Regional non-community college awards, 2017-2020

Program (CIP)	2017-18	2018-19	2019-20	3-Year Average
Computer and Information Sciences, General (11.0101)	71	31	145	**82**
Information Technology (11.0103)	38	57	25	**40**
Computer Programming/Programmer, General (11.0201)	23	29	46	**33**
Network and System Administration/Administrator (11.1001)	19	28	34	**27**
Web/Multimedia Management and Webmaster (11.1004)	17	24	37	**26**
Computer and Information Sciences, Other (11.0199)	47	6	-	**18**
System, Networking, and LAN/WAN Management/Manager (11.1002)	7	9	19	**12**
Computer/Information Technology Services Administration and Management, Other (11.1099)	9	5	15	**10**
Computer Science (11.0701)	16	12	-	**9**
Data Modeling/Warehousing and Database Administration (11.0802)	6	7	15	**9**
Computer Software and Media Applications, Other (11.0899)	14	-	10	**8**
Computer and Information Systems Security/Auditing/Information Assurance (11.1003)	17	-	5	**7**
Computer and Information Sciences and Support Services, Other (11.9999)	-	12	-	**4**
Data Processing and Data Processing Technology/Technician (11.0301)	6	1	-	**2**
Computer/Computer Systems Technology/Technician (15.1202)	1	-	4	**2**
Computer Systems Networking and Telecommunications (11.0901)	-	2	2	**1**
Computer Systems Analysis/Analyst (11.0501)	2	-	-	**1**
Computer Engineering, General (14.0901)	2	-	-	**1**
Total	**295**	**223**	**357**	**292**

Source: National Center for Education Statistics' Integrated Postsecondary Education Data System

Baccalaureate degrees related to Cloud Computing

In Los Angeles County, awards have been issued in nine programs related to cloud computing at 4-year colleges that award bachelor's degrees (see Exhibit 13). Between 2017 and 2020, there was an average of 2,183 bachelor's degrees awarded. Similar to community college awards related to cloud computing, bachelor's awards from these programs have also increased during this three-year period, from 2,004 in the 2017-18 academic year to 2,414 in 2019-20, a 20.5% increase. The program with the most awards was Computer Science, conferring more than half of the cloud computing-related bachelor's degrees in the county (1,396 awards).

Exhibit 13: Regional non-community college awards, 2017-2020

Program (CIP)	2017-18	2018-19	2019-20	3-Year Average
Computer Science (11.0701)	1,269	1,351	1,569	**1,396**
Computer Engineering, General (14.0901)	271	259	324	**285**
Information Technology (11.0103)	182	184	201	**189**
Computer and Information Sciences, General (11.0101)	123	159	146	**143**
Computer and Information Sciences, Other (11.0199)	136	142	138	**139**
Computer Software and Media Applications, Other (11.0899)	8	19	28	**18**
Computer Engineering Technology/Technician (15.1201	11	11	4	**9**
E-Commerce/Electronic Commerce (52.0208)	2	3	4	**3**
Web/Multimedia Management and Webmaster (11.1004)	2	-	-	**1**
Total	**2,004**	**2,128**	**2,414**	**2,183**

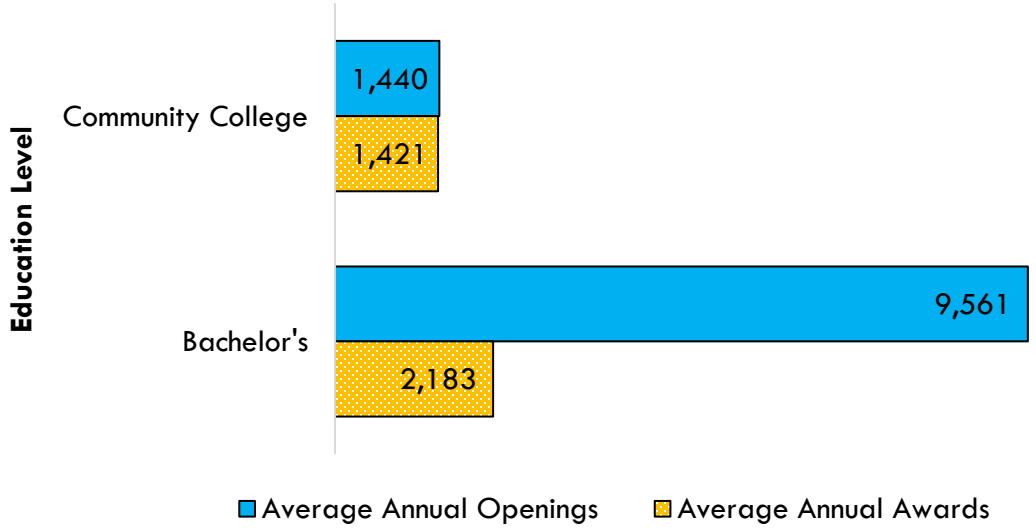
Source: National Center for Education Statistics' Integrated Postsecondary Education Data System

Gap Analysis

Breaking down the educational supply and occupational demand for cloud computing in Los Angeles County yields a clear pattern (see Exhibit 14). With 1,421 average annual sub-baccalaureate awards issued in the county and 1,440 projected annual job openings related to cloud computing, the potential supply gap at this level of education is only 19 unfilled jobs. For all practical intents and purposes, the supply and demand at this level of education is largely in equilibrium.

With 2,183 average annual bachelor's degrees issued in the county and 9,561 projected annual job openings related to cloud computing that typically require a bachelor's degree for entry, the potential supply gap at this level of education is 7,378 unfilled jobs. This significant projected workforce shortage facing Los Angeles County requires the attention of all regional education and training providers.

Exhibit 14: Supply and demand gap analysis for cloud computing by education level



Source: Lightcast, Datarun 2022.3; California Community Colleges Chancellor's Office Management Information Systems Data Mart; National Center for Education Statistics' Integrated Postsecondary Education Data System

Recommendations & Discussion

This report demonstrates that while the demand for sub-baccalaureate jobs related to cloud computing is largely being met by related training programs in the region, the supply for baccalaureate jobs related to cloud computing pales in comparison to the number of projected job openings over the next five years. While this is a great starting point to engage in meaningful discussion about the prospects of a community college baccalaureate program helping to bridge the gap between supply and demand in the labor market, it is not sufficient based on legislation.

Therefore, this report can be used as a launch board to validate these findings with regional employers and training providers in an effort to assess that the following are true:

- Evidence that employers are having difficulty filling positions that require a baccalaureate degree.
- Evidence that employers are willing to pay baccalaureate degree holders more than those with a related associate degree or no postsecondary degree.
- Evidence that employers prefer candidates with the proposed baccalaureate degree.
- Evidence of job placement and/or promotion opportunities for candidates with a baccalaureate degree.
- Evidence that the occupation/field the proposed baccalaureate degree is in will provide for higher-wage job opportunities.

Methodology

This report has three primary objectives:

1. Assess and quantify the labor market demand for jobs related to cloud computing in Los Angeles County that typically require a bachelor's degree for entry.
2. Assess and quantify the educational supply for such jobs.
3. Calculate the potential unmet workforce demand for these jobs.

For the first objective, the most recent datarun (2022.3) from Lightcast was analyzed using 2021 as a base year and a five-year projection period through 2026. This five-year period approximates the time it takes for a typical community college training program to be developed, approved, and for the first cohort of students to enroll, complete the program, and enter the workforce. The average annual job openings for each computer occupation involved in cloud computing that typically requires a bachelor's degree for entry was the primary metric analyzed for this objective.

The second objective was calculated using two data sources. The California Community Colleges Chancellor's Office Management Information Systems Data Mart was queried for the number of certificates and associate degrees issued from programs related to cloud computing by the 19 community colleges in Los Angeles County during the most recent three academic years (2018-19, 2019-20 and 2020-21). The California Community Colleges use the Taxonomy of Programs (TOP) to organize and categorize programs. A full list of TOP codes used for this analysis appear in the appendix. Next, the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) was queried for the number of bachelor's degrees issued from other educational institutions in Los Angeles County during the most recent three academic years available (2017-18, 2018-19, and 2019-20). Reporting in IPEDS is organized by Classification of Instructional Programs (CIP). Community college programs by TOP code were crosswalked to non-community college programs by CIP code utilizing the TOP-CIP-SOC crosswalk maintained by the Centers of Excellence for Labor Market Research.

The third objective was achieved by calculating the difference between the sum of annual job openings related to cloud computing and the number of awards issued from related programs. This calculation determines whether there is demand in the labor market is not being met by the supply from educational programs that align with the relevant occupations.

Cloud computing at SMC and Beyond – Innovation and Industry

The cloud baccalaureate degree will be housed in the Computer Science discipline in the Computer Science Information System department. Creation of the proposed cloud Bachelor's degree is a natural progression for the Computer Science program at SMC, and one that leverages existing student populations, existing curriculum, and human and physical resources.

The College's Associate's degree program in cloud computing was first launched at SMC in Fall 2017. In partnership with local high schools including LAUSD and Santa Monica-Malibu as well as industry partners like AWS Educate, we developed a core set of four classes to prepare graduates to earn well-recognized industry certifications in cloud, specifically AWS Cloud Practitioner and AWS Solutions Architect Associate exams. Faculty at Santa Monica College created course materials for these classes and have updated them three different times in the many years since they were first created. Program completers were invited to participate in weekend boot camps to prep for these certification exams. With recent Perkins rules changes, SMC is providing exam vouchers to all program completers interested in taking these certification exams at no cost to the student.

This cloud program became a model for regional efforts statewide and for many years was the largest funded Strong Workforce project in the Los Angeles region. SMC instructors served as the lead faculty on this regional project and helped to foster a rich community of practice focused on cooperation and coordination between the colleges. This regional project completed numerous professional development activities to build faculty skills in cloud at nineteen local community colleges in the Los Angeles region. More than 50 faculty across the region were involved. SMC's original four classes were adopted at a regional level, speeding the development of programs across all these colleges. The regional project sponsored industry events called "Cloud Days" which were run twice a year at a regional level allowing employers to engage with students at scale in an efficient manner. Cloud Days typically attracted dozens of regional employers and 300-400 students from across the LA area. From fall 2017 to fall 2019, more than 2,100 students enrolled in cloud computing program courses, and the annual number has increased since. Moreover, a large consortium of community colleges in Northern California are working to emulate the program developed in Los Angeles and Orange County.

Our proposed baccalaureate degree in cloud computing is a natural progression and next step for the regional efforts described above. The Labor Market data in support of this program shows more than 108,000 job postings in the LA area for positions in cloud between September 2021 and August 2022, more than 60% of which required a bachelor's degree. In order to be competitive job candidates in this industry, many of our students want to earn a four-year degree. However, nearly all of our four-year partners have impacted programs in tech fields and regularly deny admission to many more students than they accept. The biggest equity gap our students face is the limited bandwidth of our four-year partners to enroll them into their programs.

The College currently offers 65 sections of computer science courses per semester with robust enrollment. Since Fall 2020, over 865 students successfully completed two or more core courses of the cloud Associate's Degree curriculum, 151 successfully completed four or more, and 102

were awarded degrees or certificates in cloud computing. Additional regional colleges teaching cloud programs include El Camino College, East LA College, Pasadena College, LA City College, Long Beach, West Los Angeles College and others. The existing cloud programs at the aforementioned local community colleges will provide a pool of candidates for SMC's cloud computing bachelor's degree program. We envision this four-year degree as continuing to serve the needs of the region and will work with our local community college partners to ensure a smooth pathway into our program regardless of where students have completed their prerequisite coursework.

The Computer Science Program provides access to a broad spectrum of students by offering classes in traditional timeslots and formats, as well as online and in the evening. Prior to the COVID-19 pandemic, about 30% of classes were held at night and about 45% were fully online. These flexible scheduling options will remain to meet student demand. During the pandemic, the Computer Science program has moved completely online and has seen an uptick in enrollment.

Labor Market Need – A Growing and Diverse Workforce

Santa Monica College provides access to and strives to close the achievement gap for traditionally underrepresented minoritized student populations within the community. Research commissioned by SMC's Workforce and Economic Development Office identifies cloud computing as an industry area that clearly matches the high-demand, high-growth, and high-wage requirements specified by AB 927. Students in the cloud computing program will help to increase diversity and equity in this industry sector, an acknowledged deficiency that both SMC and many tech companies strive to address. As recently noted in Bizjournal, "In Los Angeles, 24% of tech workers are female, 17% are Latinx, and 4% are Black. Those groups respectively account for 49%, 38% and 7% of all jobs there." While Los Angeles shows *better* technology workforce participation by under-represented groups as compared to other metropolitan areas, the gaps are still jarring. Crucially, Santa Monica College's cloud computing baccalaureate program will close those workforce participation gaps insofar as the student population in Computer Science at SMC is far more representative of regional demographics than is currently the case in the tech sector overall. The six-year average share of Computer Science enrollments is 32% for Latinx and 7% for Black students at Santa Monica College; those rates are significantly higher than those reported in the regional technology workforce. Accordingly, as industry strives to close racially inequitable gaps in their hiring outcomes, a diverse student body of cloud computing baccalaureate-holders would meet a crucial workforce hiring need.

By the Numbers – A Clear Case

The Centers of Excellence (COE) analysis of available labor market information boldly favors the case for a first-ever cloud computing bachelor's degree. While the full COE text is available in the appendix to this application (section H), a significant portion of that lucid report is included below. In anticipation of the report's conclusions and suggestions for further analysis, a few additional observations are warranted:

- County and state trends reflect the national need for cloud computing talent. A recent WSJ article identifies cloud computing as the "'number one most sought-after skill,'" according to Robert Half district president Megan Slabinski. In 2021, for example, EMSI reported the number of cloud computing job opportunities grew 31% as compared to just 8% for all other technology-related positions. These trends show that a student with a 4-year degree in cloud computing has not just regional or state-wide prospects, but national opportunities.

- Recent passage of the CHIPS act, legislation designed to increase and improve domestic microprocessor manufacturing, may suggest that the regional, state, and national workforce demand for qualified engineers will strain the supply of qualified computer programmers for the jobs that are *already* projected in EDD and other LMI data. As students in the engineering and computer science track are recruited into the electronics engineering field or into computer programming fields more directly related to microprocessor development, the supply of programmers, developers, and managers skilled in cloud computing may shrink, exacerbating the labor shortages already at play. A recent study by IBM found that 69% of surveyed businesses identified a lack of cloud computing skills among their workforce as a factor limiting business development. A cloud program like the one proposed here will play a vital role in maintaining the supply of appropriately skilled IT professionals.

- Although the COE report "recommendations" suggest the College "validate" the question of whether a baccalaureate degree represents a clear competitive edge for cloud computing job applicants, facts within the report clearly indicate the advantage bestowed up on 4-year degree holders. From the number of available positions that clearly require a bachelor's degree, to the wage outcomes that clearly distinguish AA-holders from BS-holders in the cloud computing field, evidence abounds that a new baccalaureate program would represent an incredible value for our students *and* employers.

- A compilation of recent job postings and recruitment opportunities for cloud computing workers is included in section H, Additional Evidence. Along with the COE data, those web ads serve as "evidence of job placement and/or promotion opportunities for candidates with a baccalaureate degree."

Santa Monica College
Program Of Study
New Program:
Guitar Certificate of Achievement

The Guitar Certificate of Achievement can be awarded to students who complete 8 units of guitar classes and 4 units of collaborative performance on guitar. Up to 4 units of alternate applied instrumental coursework may substitute for guitar classes if enrollment in guitar classes has been exhausted.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate guitar performance skills with strumming and fingerstyle techniques in a variety of styles, technical knowledge of the instrument, familiarity with the repertoire, and skills in collaborative performance.

Guitar Classes: Select 8 units from the following:	**Units: 8.0**
MUSIC 84A Popular Guitar, First Level	2.0
MUSIC 84B Popular Guitar, Second Level	2.0
MUSIC 84C Popular Guitar, Third Level	2.0
MUSIC 87A Fingerstyle Guitar, First Level	2.0
MUSIC 87B Fingerstyle Guitar, Second Level	2.0

Required Courses	**Units: 4.0**
MUSIC 49 Combo and Chamber Ensemble	2.0
MUSIC 49 Combo and Chamber Ensemble	2.0

Total: 12.0

Santa Monica College
Program Narrative
Guitar Certificate of Achievement

Program Goals and Objectives:
The Guitar Certificate of Achievement can be awarded to students who complete 8 units of guitar classes and 4 units of collaborative performance on guitar. Up to 4 units of alternate applied instrumental coursework may substitute for guitar classes if enrollment in guitar classes has been exhausted.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate guitar performance skills with strumming and fingerstyle techniques in a variety of styles, technical knowledge of the instrument, familiarity with the repertoire, and skills in collaborative performance.

Catalog Description:
The Guitar Certificate of Achievement can be awarded to students who complete 8 units of guitar classes and 4 units of collaborative performance on guitar. Up to 4 units of alternate applied instrumental coursework may substitute for guitar classes if enrollment in guitar classes has been exhausted.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate guitar performance skills with strumming and fingerstyle techniques in a variety of styles, technical knowledge of the instrument, familiarity with the repertoire, and skills in collaborative performance.

Program Requirements:

Guitar Classes: Select 8 units from the following:	**Units: 8.0**
MUSIC 84A Popular Guitar, First Level	2.0
MUSIC 84B Popular Guitar, Second Level	2.0
MUSIC 84C Popular Guitar, Third Level	2.0
MUSIC 87A Fingerstyle Guitar, First Level	2.0
MUSIC 87B Fingerstyle Guitar, Second Level	2.0
Required Courses	**Units: 4.0**
MUSIC 49 Combo and Chamber Ensemble	2.0
MUSIC 49 Combo and Chamber Ensemble	2.0
	Total Units: 12.0

Master Planning:
The Music Department, including the guitar area of study, supports the College's mission to provide an exceptional learning environment where students can develop the knowledge and skills necessary to prepare for careers or transfer. Students learn to present themselves and their music professionally in verbal, written, and technical communication. Students learn musical and non-musical skills for successful collaboration and are introduced to current and emerging tools, technologies, and methodologies in the craft and art of music. In support of the College's commitment to diversity, equity, and inclusion, students are supported in achieving their educational goals, both for career and transfer, by continually reflecting on and responding to cultural and stylistic shifts in popular, historical, educational, and workforce musical considerations. Offering a certificate of achievement in guitar with the option of including or focusing on styles of music outside the Western European "classical" tradition is part of the Music Department's effort to continually improve our relevance to students and their educational and artistic goals in the ever-changing world of music, developments in the industry and professional music-making, and changes in workforce opportunities.

Enrollment and Completer Projections:
Enrollment in many areas of Music has declined since Spring 2020, though we are now experiencing some recovery. For Fall 2023, with the smallest number of guitar section offerings in years, as of June 29 (two months ahead of Day 1), 51 students are enrolled in guitar classes. In Spring 2023, 59 students completed a guitar class. In Fall 2022, 61 students completed a guitar class. We feel a certificate of achievement in guitar will attract additional enrollment and inspire students to persist through the levels and experiences offered. Based on these enrollment projections, we estimate 20 students will complete the certificate yearly.

Place of Program in Curriculum/Similar Programs:
The Music Department is developing certificates that encourage and reward students' comprehensive studies in SMC course offerings in specific discipline areas, including certificates in guitar, voice, piano, and jazz.

This proposed certificate does not duplicate, alter, or replace an existing program.

Similar Programs at Other Colleges in Service Area:

- East Los Angeles College: Certificate of Achievement for Commercial Music: Instrumental/vocal Performer with Guitar Focus (8 units)
- Moreno Valley College: Guitar Performance certificate (22 units)
- Fresno City College: Guitar Performance certificate (12 units)

Santa Monica College
Program Of Study
New Program:
Piano Certificate of Achievement

The Music Department's Piano Certificate of Achievement can be awarded to students who complete 8 units of piano classes and 4 units of piano ensemble classes.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate upper-intermediate to early-advanced piano skills, including technique, familiarity with standard repertoire, stylistic interpretation of works of various historical style periods, sight reading ability, performing collaboratively, and balancing parts within a musical texture.

Required Courses	**Units: 12.0**
MUSIC 60C Elementary Piano, Third Level	2.0
MUSIC 60D Elementary Piano, Fourth Level	2.0
MUSIC 61A Intermediate Piano, Fifth Level	2.0
MUSIC 61B Intermediate Piano, Sixth Level	2.0
MUSIC 64 Piano Ensemble	2.0
MUSIC 64 Piano Ensemble	2.0
	Total: 12.0

Santa Monica College
Program Narrative
Piano Certificate of Achievement

Program Goals and Objectives:

The Music Department's Piano Certificate of Achievement can be awarded to students who complete 8 units of piano classes and 4 units of piano ensemble classes.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate upper-intermediate to early-advanced piano skills, including technique, familiarity with standard repertoire, stylistic interpretation of works of various historical style periods, sight reading ability, performing collaboratively, and balancing parts within a musical texture.

Catalog Description:

The Music Department's Piano Certificate of Achievement can be awarded to students who complete 8 units of piano classes and 4 units of piano ensemble classes.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate upper-intermediate to early-advanced piano skills, including technique, familiarity with standard repertoire, stylistic interpretation of works of various historical style periods, sight reading ability, performing collaboratively, and balancing parts within a musical texture.

Program Requirements:

Required Courses	**Units: 12.0**
MUSIC 60C Elementary Piano, Third Level	2.0
MUSIC 60D Elementary Piano, Fourth Level	2.0
MUSIC 61A Intermediate Piano, Fifth Level	2.0
MUSIC 61B Intermediate Piano, Sixth Level	2.0
MUSIC 64 Piano Ensemble	2.0
MUSIC 64 Piano Ensemble	2.0
	Total Units: 12.0

Master Planning:

The Music Department, including the piano area of study, supports the College's mission to provide an exceptional learning environment where students can develop the knowledge and skills necessary to prepare for careers or transfer. Students learn to present themselves and their music professionally in verbal, written, and technical communication. Students learn musical and non-musical skills for successful collaboration and are introduced to current and emerging tools, technologies, and methodologies in the craft and art of music. In support of the College's commitment to diversity, equity, and inclusion, students are supported in achieving their educational goals, both for career and transfer, by continually reflecting on and responding to cultural and stylistic shifts in popular, historical, educational, and workforce musical considerations. Offering a certificate in piano with the option of including or focusing on styles of music outside of the Western European "classical" tradition is part of the Music Department's effort to continually improve our relevance to students and their educational and artistic goals in the ever-changing world of music, developments in the industry and professional music-making, and changes in workforce opportunities.

Enrollment and Completer Projections:

Enrollment in many areas of Music has declined since Spring 2020, though we are now experiencing some recovery. At the Fall 2023 census, with the smallest number of piano section offerings in years, 183 students were enrolled in piano classes. In Spring 2023, 153 students completed a piano class. In Fall 2022, 138 students completed a piano class. We feel a Certificate of Achievement in piano will attract additional enrollment and inspire students to persist through the levels and experiences offered. Based on these enrollment projections, we estimate 20 students will complete the certificate yearly.

Place of Program in Curriculum/Similar Programs:

The Music Department is developing certificates of achievement that encourage and reward students' comprehensive studies in SMC course offerings in specific discipline areas, including certificates in guitar, voice, piano, and jazz.

Similar Programs at Other Colleges in Service Area:

- Saddleback College: Certificate of Achievement, Keyboard Studies
- Los Angeles City College: Certificate of Achievement, Instrumental Performance

New Course: MUSIC 49, Combo and Chamber Ensemble

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:	2.00
Arranged:	1.00
Outside-of-Class Hours:	36.00

Transferability:	Transfers to CSU, UC (pending review)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2024
TOP/SAM Code:	100400 - Music / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Music
Program Impact:	Music AA; Guitar Certificate of Achievement

Rationale

Over the last six years, the number of participants in our Applied Music Program has doubled through intentional outreach and initiatives to overcome limiting logistical factors. Likewise, as the faculty observe and respond to changes in students' musical interests, educational goals, and developments in professional music industries, we have been expanding the options for areas of study in the program. Three significant new opportunities for a student to choose are commercial guitar, jazz percussion (drum set), and commercial voice. One of the logistical challenges of our Applied Music Program is also one of the program's greatest student benefits: the (still expanding) diversity of areas of study. Students' observation, interaction, and musical collaboration with peers is a critical learning process in the program's central course, Concert Music Class (Music 94). Singers, instrumentalists, and composers learn side by side and from each other. In addition to participants having varying "instruments" (voice, composition, and "external" instruments), students are studying widely-divergent styles of music, including Western European "classical," commercial, jazz, and beyond. Changes to the Applied Music Program follow the music faculty's commitment to decolonizing and diversifying the curriculum while expanding the possibilities of what "kinds" of music and music-making students can study at SMC to support their educational, career, and artistic goals. In department meetings over the last six years, as we work toward providing a curriculum that best serves twenty-first-century music students, we have been repeatedly drawn back to a missing component: a class for students to learn and refine the skills of making music in small ensembles using their chosen primary "instrument(s)." Although we offer courses that help students improve their collaborative skills, the classes are not flexible in instrumentation and cannot provide the student-specific opportunities for learning that this proposed course can. The proposed course could perhaps be Music 49A and Music 49B (or even more delimiters) to allow students to separate by style/genre or instrumentation, providing the opportunity to assign faculty by their specialization and focusing the learning materials on smaller materials and stylistic areas of music. We feel there are currently two good reasons not to divide the course: 1) we have seen that students learn from observing peers outside of their area working on music, and 2) current enrollment numbers might not support two unstacked sections.

I. **Catalog Description**

This course offers the opportunity for students to explore, prepare, rehearse, and perform works for small ensembles in diverse combinations and styles (jazz combos, commercial ensembles, chamber music, art songs, etc.), culminating in a public performance. All interested instrumentalists, vocalists, and composers are encouraged to audition. In musical rehearsal and performance, students will engage with topics such as musical arrangement, interpretation, accuracy in form and performing a part, individual and collaborative musicality, effective and collegial communication in collaboration, and the logistics of equipment, technology, and rehearsal and performance spaces.

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. Is It So If You Think It's So?: Thoughts on Playing & Teaching Chamber Music - An Anti-Manual, First, Merfeld, Robert, Robert Merfeld Publications © 2017, ISBN: 978-0692901632
2. Horace Silver - The Art of Small Jazz Combo Playing, First, Silver, Horace, Hal Leonard © 1995, ISBN: 978-0793556885

III. **Course Objectives**

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

1. Address musical challenges in the creation, rehearsal, and execution of a combo or chamber music performance, including score/part creation or preparation, crafting an arrangement and/or establishing a uniform sense of interpretation/intention, accuracy in the performance of a part, rehearsal techniques, the physical configuration of musicians and equipment, adapting to acoustical conditions, engaging with technology, balancing parts, applying the principles of musicianship, responding and adapting to collaborators and the unexpected, and stage presence.
2. Address extra-musical challenges in the creation, rehearsal, and execution of a combo or chamber music performance, including rehearsal schedule coordination, obtaining rehearsal space, effective written and verbal interpersonal communication, mutually respectful and collegial collaboration, troubleshooting/problem-solving, conflict resolution, balancing leading and supporting/following, rehearsal etiquette, and performance etiquette.
3. Analyze and reflect upon the details or impact of a combo or chamber music performance and formulate reflective feedback.

IIIb. **Arranged Hours Objectives:**

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

1. Participate in rehearsal and a public performance of the selected combo or chamber music repertoire.

IV. **Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Group Work, Projects, Other Methods: Musical rehearsal and performance

IVb. **Arranged Hours Instructional Activities:**

Observation and Demonstration, Projects, Group Work, Other Methods: Musical rehearsal and performance

V. **Course Content**

% of Course	Topic
5.000%	Score/part creation or preparation
10.000%	Crafting an arrangement and/or establishing a uniform sense of interpretation/intention
20.000%	Accurately performing a part with musicality and balanced in the ensemble
10.000%	Rehearsal techniques, troubleshooting/problem-solving, responding and adapting to collaborators and the unexpected
10.000%	Approaches to the physical space, acoustical conditions, and logistics for rehearsal and performance, including obtaining space, the configuration of musicians and equipment, and technology
20.000%	Effective written and verbal interpersonal communication, mutually respectful and collegial collaboration, conflict resolution, healthy leadership
10.000%	Rehearsal etiquette, performance etiquette, and stage presence
15.000%	Providing meaningful reflective feedback from an observed performance
100.000%	Total

Vb. **Lab Content**

% of Course	Topic
30.00%	Refining and adapting musical arrangements and interpretations
30.00%	Rehearsing toward accuracy of parts and integrity of form
30.00%	Rehearsing toward a cohesive and musical performance
10.00%	Observing rehearsals/performances and providing reflective feedback

100.00%	Total

VI. **Methods of Evaluation**

% of Course	Topic
60%	Group Projects: Participation in and preparedness for rehearsals of the selected work(s)
25%	Final Performance: Preparedness and participation in the public performance of the selected work(s)
15%	Class Participation: Observing and providing feedback for rehearsals and in-class performances
100%	Total

VII. **Sample Assignments:**

Explore options then select a form/interpretation: 1. For fixed-form repertoire: With your ensemble members, determine three different approaches to the interpretation/approach of a musical idea/challenge in the piece. For flexibly-arranged repertoire: With your ensemble members, determine three different approaches to the interpretation and arrangement of form. 2. Discuss the relevance, stylistic context, benefits, or drawbacks of each approach. 3. Determine which approach(es) you will integrate into your rehearsal and performance. 4. Explain your reasoning for the choice.

Provide peer feedback: Observe a student in-class performance and provide reflective feedback to the musicians. Observations can be related to musical or extra-musical experience.

VIII. **Student Learning Outcomes:**

1. Demonstrate improved collaborative skills and the application of the principles of musicianship in the creation, rehearsal, and public performance of combo or chamber music.
2. Demonstrate improved ability to sight read and rehearse with a written score/chart, part, or lead sheet.
3. Demonstrate improved ability to analyze and reflect upon the details or impact of a combo or chamber music performance and provide reflective feedback to the musicians.

New Course: NON-PROFIT MANAGEMENT 3, Implementing Effective Practices in the Homeless Response System

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:	Fall 2024
TOP/SAM Code:	210400 - Human Services / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Management; Psychology; Sociology
Program Impact:	Homeless Service Work Certificate of Achievement

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 non-profit management sector specifically for positions within the homeless response system.

I. **Catalog Description**
This course will offer a clear pathway for understanding the connection between relationship building and navigating documentation and data entry required in serving housed and unhoused people who have histories of homelessness. Students will gain a working knowledge of how each person copes with physical and mental health challenges, utilizes support services and neighborhood resources, learn how they relate with friends and family, and manages their day-to-day lives.

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. Housing First: Ending homelessness, Transforming Systems, and Changing Lives. , Padgett, D. K., Henwood, B. F., & Tsemberis, S. J. , Oxford University Press © 2016, ISBN: 9780199989805

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Analyze and describe the framework involved in serving unhoused and formerly unhoused people by utilizing harm reduction and ‘housing first' strategies.
2. Identify best approaches to accessing trauma-informed services.
3. Demonstrate knowledge about documentation and data entry utilized within the homeless services realm.

IV. **Methods of Presentation:**
Lecture and Discussion, Projects, Online instructor-provided resources, Visiting Lecturers

V. **Course Content**

% of Course	Topic
20.000%	Introduction to Philosophy and Effective Approaches to Supporting the Unhoused
20.000%	Effective Practices: Methodological Approach to Service Provision • Harm Reduction • Trauma Support • Housing First
20.000%	Coordination: Support and Care, Role Delineation and Management of Resources

10.000%	Technical and Communication Skills and Basic Soft Skills • Time Management • Facilitation Techniques • Critical and Problem-Solving Skills
20.000%	Securing Essential Documentation
10.000%	Data Tracking and Funding Agency Requirements
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Class Participation: Workshops will be held in which students discuss best practices and provide presentations. Case studies will be examined by students. Students will then offer their conclusions and suggestions to the class.
25%	Exams/Tests: Midterm (10%) and final exam (15%)
15%	Written assignments: Three reflective papers (5% each)
15%	Final Project
15%	Other: Course and reading reflections
100%	Total

VII. **Sample Assignments:**
Presentation : A unique case study will be given to the class divided into small groups. Students in each group will collaborate to create a 10-minute presentation on the best practice approach to address the issues within the assigned scenario.
Case Study : Students will be given case studies and asked to create a care plan with another student. Each two-student team will draft a short narrative as part of the assignment to better explain using data that reflect the homeless population.

VIII. **Student Learning Outcomes:**
1. Facilitate interventions rooted in housing first and harm reduction principles.
2. Establish clear and concise documentation and data entry.
3. The student 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 their personal lives.

NPMGMT 3 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 captioned 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 demographic of the homeless population studied in class and construct a media presentation to be given in class or posted online.	10.00%
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 videoconferencing (ex: 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%

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 report.

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	The multiple-choice final exam will test concepts and theories presented in the class.

4. Instructor's Technical Qualifications:
Instructors should be familiar with 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, technical support phone number and other related student support services including Santa Monica College library, the bookstore, counseling, health services, financial aid and other support services.

6. Accessibility Requirements:
The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:
Objective: Identify best approaches to accessing trauma-informed services.

Review a case study and identify best approaches to accessing trauma-informed services. Present your findings and recommendations in a recorded and captioned video using presentation slides.

New Course: NON-PROFIT MANAGEMENT 4, Homeless Response System Capstone Class: Fieldwork Reflection and Career Planning

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2024
TOP/SAM Code:	210400 - Human Services / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Management; Psychology; Sociology
Program Impact:	Homeless Service Work Certificate of Achievement

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 non-profit management sector specifically for positions within the homeless response system.

I. **Catalog Description**
This capstone class prepares students for their careers by linking theory with practical experience gained through internships. Industry experts as guest speakers share experiences, effective practices, and career advice, bridging the gap between academia and real-world applications. Students develop essential skills, enabling them to plan their career paths with competence.

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. FieldWorking: Reading and Writing Research, 4th, Sunstein BS, Chiseri-Strater E. , Bedford/St. Martin's © 2011, ISBN: 978-0312622756
2. What Color Is Your Parachute?: A Practical Manual for Job-hunters and Career-changers, Revised edition , Bolles, Richard Nelson, Ten Speed Press © 2022, ISBN: 978-1984861207
3. The Age of Dignity: Preparing for the Elder Boom in a Changing America, Poo, Ai-jen, The New Press © 2014, ISBN: 978-1620972014
4. Tattoos On the Heart: The Power of Boundless Compassion, Boyle, Greg, Free Press © 2011

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Engage in fieldwork reflection and suggest solutions.
2. Engage in career planning including resume building, networking and career exploration in the homeless response sector.
3. Apply concepts learned in previous coursework to actual field work.

IV. **Methods of Presentation:**
Observation and Demonstration, Projects, Field Experience, Lecture and Discussion

V. **Course Content**

% of Course	Topic
25.000%	Knowledge Sharing from Industry Experts
20.000%	Individual Success Planning
25.000%	Career Development

30.000%	Reflection on internship experience with theory learned in previous courses.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Written assignments: Reflection papers on effective practices from industry experts.
20%	Other: Field experience paper and presentation.
30%	Written assignments: Weekly field experience journal entries.
20%	Other: Individual career planning exercises.
100%	Total

VII. **Sample Assignments:**
Reflection : Write a paper reflecting on an industry expert's effective practices compared to one's field experience.
Develop Plan : Develop an individual career success plan.

VIII. **Student Learning Outcomes:**
1. Connect relevant experiences to academic knowledge from different courses and experts in the field.
2. Adapt and apply information to field experience.
3. Engage in meaningful self-reflection.

NPMGMT 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	Students will be asked to share their field-work experience online via discussion boards. The discussion boards will be assessed based on participation and application of concepts learned.	30.00%
Written assignments	Students will be asked to write reflection papers on effective practices presented by industry experts. Students will be asked to develop a career plan.	50.00%
Project Presentation	Students will present their fieldwork experience to the class via a live presentation over videoconferencing (ex: Zoom) or uploading a pre-recorded captioned video presenting their findings, observations and analysis.	20.00%

2. Organization of Content:
The content will be organized into weekly modules. Each module will capture a specific topic. There will be a homework assignment and discussion questions under each module.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Reflection Papers	Students will learn from industry experts. Then the students will be asked to write reflection papers on what they have learned from these industry experts. This assignment will be graded based on how deeply, thorough and complete each student has reflected on their written assignment.
20.00%	Presentation	Students will be asked to prepare a presentation on their field experience. A grading rubric will be provided ahead of time so students know what they will be assessed on. Student presentations will be assessed on the organization, clarity, completeness, relevancy and application of concepts learned.
30.00%	Weekly Journals	Students submit journals online on their weekly field experience. This assignment will be assessed based on completeness and an analysis of their field experience.
20.00%	Career Planning Exercises	Students will participate in career planning exercises. This assignment will be assessed based on completion and the level of thoroughness and research involved.

4. Instructor's Technical Qualifications:
Instructors should be familiar with 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, technical support phone number and other related student support services such as the Santa Monica College library, the bookstore, health services, mental health, financial aid, clubs and other student services.

6. Accessibility Requirements:
The course will be designed to consider students with disabilities. This includes content pages, files, multimedia, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity:
Course Objective: Engage in career planning including resume building, networking and career exploration in the homeless response sector.

Students will create a resume and upload it online. Other students will be able to view it and provide peer-to-peer feedback. The instructor will also provide feedback on the resume.

New Course: NON-PROFIT MANAGEMENT 5, Homeless Response System Internship

Units:	2.00
Total Instructional Hours (usually 18 per unit):	126.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	0.00
Arranged:	7.00
Outside-of-Class Hours:	0.00

Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2025
TOP/SAM Code:	210400 - Human Services / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business; Management; Psychology; Sociology
Program Impact:	Homeless Service Work Certificate of Achievement

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 non-profit management sector specifically for positions within the homeless response system.

I. **Catalog Description**
This course gives students hands-on experience working with front line workers in the homeless response system. Students will gain real-world work experience of what it takes to serve un-housed persons and develop an understanding of the working environment and culture of working in the sector.

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 Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World, Heifetz, Ronald A., Marty Linsky, and Alexander Granshow, Cambridge, MA: Harvard Business Press © 2009, ISBN: 978-1422105764
2. Internship Resource Guide

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Develop extensive hands-on skills working with front-line workers in the field of homeless services.
2. Become adept at navigating systems in a collaborative teaching and learning environment.
3. Practice interviewing and negotiating skills to be used with potential employers.

IIIb. **Arranged Hours Objectives:**
All hours are arranged hours, therefore all course objectives apply

IV. **Methods of Presentation:**
Work Experience (internship), Observation and Demonstration

IVb. **Arranged Hours Instructional Activities:**
Work Experience (internship), Observation and Demonstration

V. **Course Content**

% of Course	Topic
20.000%	Interviewing and Negotiating Skills
20.000%	Leadership Development

20.000%	Systems Navigation
20.000%	Community Building
20.000%	Advocacy
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
75%	Class Participation: Students work on a mutually convenient schedule that is established with the organization where they are interning. Specific learning goals must be completed in order to pass the course.
25%	Written assignments: Students will write a two-to-three-page analysis of how those objectives are met.
100%	Total

VII. **Sample Assignments:**
Hands-on Experience: Student participates in the day-to-day operations of the agency hosting the internship.
Internship Report: Student writes a summary of the internship experience and how it led to completion of the course objectives.

VIII. **Student Learning Outcomes:**

1. The student will be able to effectively participate in the professional tasks that the internship supervisor assigns.
2. The student will be able to interview and negotiate effectively while seeking employment.
3. The student will be able to demonstrate a greater confidence in the ability to identify and resolve difficult issues, both anticipated and unforeseen.

Substantial Change: BIOLOGY 34, 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
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Prerequisite(s):	BIOL 31

I. **Catalog Description**

This course focuses on the documentation in regulatory environments, particularly as they relate to the biotechnology/bio- manufacturing workforce. Various modes of scientific communication to a broad range of audiences including scientists, regulatory agencies, and the general public is emphasized. The course also expands on concepts of scientific writing and experimental design covered in prerequisite classes and addresses the bioethical obligations of being a professional or 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. Evaluate the scientific method through analysis of scientific writings and oral presentations.
2. Assess and analyze the salient features of the common forms of scientific communication for regulated environments
3. Write standard operating procedures; display competency in document and record keeping for regulated environments; and identify and critique errors and pitfalls in scientific technical writing
4. Describe the bioethical obligations in scientific communications.
5. Communicate scientific content in oral and written presentations 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 student-instructor interactions. Assignments are designed to provide experience with scientific methodology, scientific writing, and soft-skills development.

V. **Course Content**

% of Course	Topic
7.500%	Overview of the basic concepts of scientific writing and analysis.
7.500%	The study of methods used in scientific communications to clearly present data analysis and data interpretations.
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

	○ Regulatory Documents (e.g. standard operating procedures, batch records). ○ Lab Reports ○ Research Papers & Journal Articles ○ Conference Abstracts • Documents for lay audiences and the public ○ Infographics ○ Lay scientific summaries
30.000%	Capstone Project Preparation: Avenues for public dissemination may include but are not limited to the following topics: • Poster Presentations • PowerPoint Presentations • Research & Conference Papers • Symposium & Conference Application Processes
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: Analysis of scientific texts with a focus on the critical analysis of the scientific method, data presentation and data interpretation.
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:**

The critical analysis and presentation of a scientific observation and the effective communication of its scientific and health implications: 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. Critically analyze scientific interpretations of experimental data in scientific communications.
2. Distinguish between ethical and unethical behavior in experimental design, data collection, and presentation of scientific results.
3. Effectively communicate scientific findings for both the scientific community and a general audience.
4. Demonstrate technical knowledge of the different types of documents and records used in a regulatory environment.

Santa Monica College
Program Of Study
New Program:
Homeless Service Work Certificate of Achievement

This industry-based certificate program is designed for students who are interested in entry-level positions in the homeless response system. This certificate consists of introductory workforce training within the homeless response system, health equity, effective practices, and field-based learning.

Students who successfully complete this program will develop a caring approach to human engagement as well as an understanding of funding sources, opportunities, and the guidelines for accessing these resources for employment in the non-profit ecosystem. They will see the importance of connecting authentic and effective relationships with oneself, their team, their community, and participants in this sector. Students also will gain an understanding of the framework involved in serving unhoused and formerly unhoused people by utilizing best practices and strategies. Finally, using crucial hands-on field experiences with frontline homeless services workers, students will become adept at navigating support systems within a collaborative teaching and learning environment.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a caring approach to human engagement as well as an understanding of funding sources, opportunities, and the guidelines for accessing these resources for employment in the non-profit ecosystem. Students will navigate the framework involved in serving un-housed and formerly un-housed people by utilizing effective practices and strategies.

Required Courses:	**Units: 12.0**
NPMGMT 1 Introduction to Workforce Training within the Homeless Response System	3.0
NPMGMT 2 Promoting Health Equity: Nonprofit Systems Management for Advocacy and Human Engagement	3.0
NPMGMT 3 Implementing Effective Practices in the Homeless Response System	3.0
NPMGMT 4 Homeless Response System Capstone Class: Fieldwork Reflection and Career Planning	1.0
NPMGMT 5 Homeless Response System Internship	2.0
	Total: 12.0

Santa Monica College
Program Narrative
Homeless Service Work Certificate of Achievement

Program Goals and Objectives:

This industry-based certificate program is designed for students who are interested in entry-level positions in the homeless response system. This certificate consists of introductory workforce training within the homeless response system, health equity, effective practices, and field-based learning.
Students who successfully complete this program will develop a caring approach to human engagement as well as an understanding of funding sources, opportunities, and the guidelines for accessing these resources for employment in the non-profit ecosystem. They will see the importance of connecting authentic and effective relationships with oneself, their team, their community, and participants in this sector. Students also will gain an understanding of the framework involved in serving unhoused and formerly unhoused people by utilizing best practices and strategies. Finally, using crucial hands-on field experiences with frontline homeless services workers, students will become adept at navigating support systems within a collaborative teaching and learning environment.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a caring approach to human engagement as well as an understanding of funding sources, opportunities, and the guidelines for accessing these resources for employment in the non-profit ecosystem. Students will navigate the framework involved in serving un-housed and formerly un-housed people by utilizing effective practices and strategies.

Catalog Description:

This industry-based certificate program is designed for students who are interested in entry-level positions in the homeless response system. This certificate consists of introductory workforce training within the homeless response system, health equity, effective practices, and field-based learning.
Students who successfully complete this program will develop a caring approach to human engagement as well as an understanding of funding sources, opportunities, and the guidelines for accessing these resources for employment in the non-profit ecosystem. They will see the importance of connecting authentic and effective relationships with oneself, their team, their community, and participants in this sector. Students also will gain an understanding of the framework involved in serving unhoused and formerly unhoused people by utilizing best practices and strategies. Finally, using crucial hands-on field experiences with frontline homeless services workers, students will become adept at navigating support systems within a collaborative teaching and learning environment.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate a caring approach to human engagement as well as an understanding of funding sources, opportunities, and the guidelines for accessing these resources for employment in the non-profit ecosystem. Students will navigate the framework involved in serving un-housed and formerly un-housed people by utilizing effective practices and strategies.

Program Requirements:

Required Courses:	**Units: 12.0**
NPMGMT 1 Introduction to Workforce Training within the Homeless Response System	3.0
NPMGMT 2 Promoting Health Equity: Nonprofit Systems Management for Advocacy and Human Engagement	3.0
NPMGMT 3 Implementing Effective Practices in the Homeless Response System	3.0
NPMGMT 4 Homeless Response System Capstone Class: Fieldwork Reflection and Career Planning	1.0
NPMGMT 5 Homeless Response System Internship	2.0
	Total: 12.0

Master Planning:

This certificate is in line with the Chancellor's Vision 2030, which focuses on “student empowerment through robust workforce development initiatives that not only help boost students’ social and economic mobility in today's ever-changing economy” but also strengthens communities in which they live. This certificate is also an innovative workforce development program in that it’s the first of its kind as a for credit program to support the homeless population in Santa Monica and Los Angeles which aligns with SMC’s vision statement “Santa Monica College will be a leader and innovator in learning and achievement.”

Enrollment and Completer Projections:

Initial cohort will be a Contract Education (CE) that will be managed by the Workforce & Economic Development Department where we anticipate securing a contract from the Los Angeles Homeless Services Authority (LAHSA). We estimate a cohort of 25 students in the first year of the program.

Place of Program in Curriculum/Similar Programs:

This unique program will be placed in the Business Department as it will serve as a workforce development program for students who aspire to work in the homeless services sector.

Similar Programs at Other Colleges in Service Area:

Careers for a Cause (C4C) is an 8-week noncredit training program that is located at four community colleges in the LA County. This includes East Los Angeles College (ELAC), LA Pierce College (LAPC), Rio Hondo College (RHC), and Antelope Valley College (AVC). The program is funded and managed by the LA County Department of Economic Opportunity (DEO).

Labor Market Analysis: 2104.00/Human Services

Homeless Service Work *- Certificate requiring 8 to fewer than 16 semester units*

Los Angeles Center of Excellence, October 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:

- ***Social and Human Service Assistants*** **(21-1093)**: Assist other social and human service providers in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care.[1]
- ***Community Health Workers*** **(21-1094):** Promote health within a community by assisting individuals to adopt healthy behaviors. Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies. Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health. May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings. May collect data to help identify community health needs.[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

[1] Social and Human Service Assistants (bls.gov)

[2] Community Health Workers (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.

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 human services occupations in the region. Furthermore, entry-level wages exceed the self-sufficiency standard wage in Los Angeles County, and more than one-third of the current workers in the field have completed some college/associate degree or less education. **Therefore, due to all the criteria being met, the LA COE endorses this proposed program.** Detailed reasons include:

Demand:

- ***Supply Gap Criteria –*** Over the next five years, **3,914 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 651 awards conferred** by educational institutions in the region.
- ***Living Wage Criteria –*** Within Los Angeles County, both occupations have **entry-level wages <u>above</u> the self-sufficiency standard hourly wage** ($18.10/hour).[4]
- ***Educational Criteria –*** The Bureau of Labor Statistics (BLS) lists a **high school diploma** as the **typical entry-level education** for these middle-skill human services occupations.
    - However, the national-level educational attainment data indicates **between 39% and 50% of workers in the field have completed some college or an associate degree.**

Supply:

- There are **17 community colleges** in the greater LA/OC region that issue awards related to human services, conferring an average of **584 awards annually** between 2019 and 2022.
- Between 2019 and 2021, there was an average of **67 awards conferred annually** in related training programs by non-community college institutions throughout the greater LA/OC region.

[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 these middle-skill human services occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to increase by 15% through 2026. There will be more than 3,900 job openings per year through 2027 due to job growth and replacements.

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[5]

Geography	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
Los Angeles	20,940	24,073	3,133	15%	3,141
Orange	5,135	5,917	783	15%	774
Total	**26,075**	**29,991**	**3,916**	**15%**	**3,914**

Wages

The labor market endorsement in this report considers the entry-level hourly wages for these middle-skill human services 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 $18.29 and $19.26, while experienced workers can expect to earn wages between $27.76 and $28.41.

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*
Social and Human Service Assistants (21-1093)	$18.29	$22.38	$27.76	$46,500
Community Health Workers (21-1094)	$19.26	$22.88	$28.41	$47,600

*Rounded to the nearest $100

Orange County

Both occupations have entry-level wages below the self-sufficiency standard wage for one adult ($20.63 in Orange County). Typical entry-level hourly wages are in a range between $17.33 and $18.36. Experienced workers can expect to earn wages between $26.32 and $27.09, which are higher than the self-sufficiency standard.

[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.

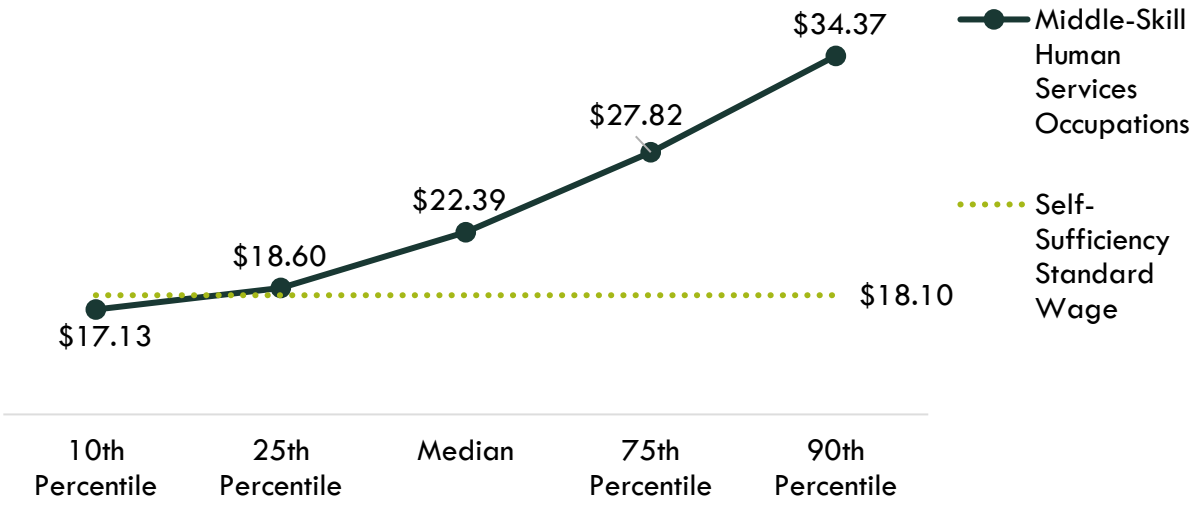
Exhibit 3: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Social and Human Service Assistants (21-1093)	$17.33	$21.20	$26.32	$44,100
Community Health Workers (21-1094)	$18.36	$21.81	$27.09	$45,400

*Rounded to the nearest $100

On average, the entry-level earnings for the occupations in this report are $18.60; 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.

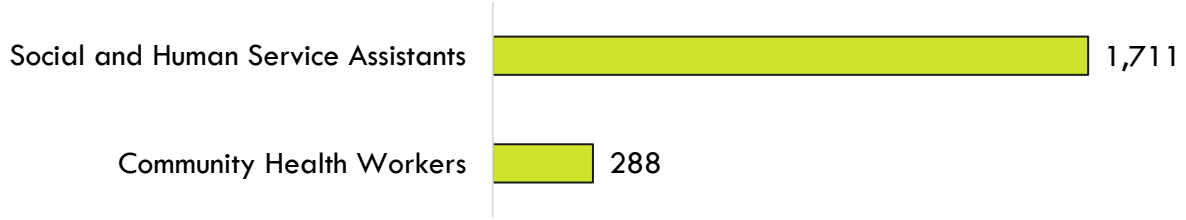
Exhibit 4: Average Hourly Earnings for Middle-Skill Human Services Occupations in LA/OC



Job Postings

There were 1,999 online job postings related to middle-skill human services occupations listed in the past 12 months. Exhibit 5 displays the number of job postings by occupation. The majority of job postings (86%) were for *social and human services assistants*, followed by *community health workers* (14%). The highest number of job postings were for care coordinators, outreach specialists, social services assistants, social services coordinators, and community liaisons. The top skills were social work, case management, mental health, care coordination, and bilingual (Spanish/English). The top three employers, by number of job postings, in the region were WelbeHealth, Volunteers of America, and Waymakers.

Exhibit 5: Job postings by occupation (last 12 months)



Educational Attainment

The Bureau of Labor Statistics (BLS) lists a high school diploma as the typical entry-level education for the occupations in this report. However, the national-level educational attainment data indicates between 39% and 50% of workers in the field have completed some college/associate degree or less education. Of the 76% of middle-skill human service job postings listing a minimum education requirement in the greater Los Angeles/Orange County region, 48% (735) requested high school or vocational training, 12% (188) requested an associate degree, and 39% (599) 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 programs that have historically trained for the occupations of interest. The colleges with the most completions in the region are: Mt. San Antonio, Long Beach, and Santa Ana.

Exhibit 6: Regional community college awards (certificates and degrees), 2019-2022

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
1261.00	Community Health Care Worker	LA Pierce	20	1	6	9
		Mt San Antonio	-	51	13	21
		Rio Hondo	-	-	1	0
		LA Subtotal	**20**	**52**	**20**	**31**
		Cypress	-	-	1	0
		Orange Coast	-	-	7	2
		OC Subtotal	**-**	**-**	**8**	**3**
Supply Subtotal/Average			**20**	**52**	**28**	**33**
2104.00	Human Services	Cerritos	9	34	32	25
		Glendale	-	3	7	3
		LA City	17	18	10	15
		Long Beach	24	26	25	25
		Rio Hondo	-	1	16	6
		LA Subtotal	**50**	**82**	**90**	**74**

TOP	Program	College	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
		Coastline	22	26	19	22
		Cypress	26	28	38	31
		Saddleback	28	17	27	24
		Santa Ana	67	89	50	69
		Santiago Canyon	-	-	3	1
		OC Subtotal	**143**	**160**	**137**	**147**
		Supply Subtotal/Average	**193**	**242**	**227**	**221**
2104.40	Alcohol and Controlled Substances	East LA	44	42	68	51
		Glendale	13	9	16	13
		LA City	17	20	15	17
		LA Pierce	33	39	30	34
		LA Southwest	17	11	9	12
		Long Beach	48	62	42	51
		Mt San Antonio	67	57	127	84
		Rio Hondo	13	8	14	12
		West LA	7	8	7	7
		LA Subtotal	**259**	**256**	**328**	**281**
		Cypress	35	17	12	21
		Saddleback	30	20	28	26
		OC Subtotal	**65**	**37**	**40**	**47**
		Supply Subtotal/Average	**324**	**293**	**368**	**328**
2104.50	Disability Services	N. Orange Adult	4	-	1	2
		OC Subtotal	**4**	**-**	**1**	**2**
		Supply Subtotal/Average	**4**	**-**	**1**	**2**
		Supply Total/Average	**541**	**587**	**624**	**584**

Non-Community College Supply

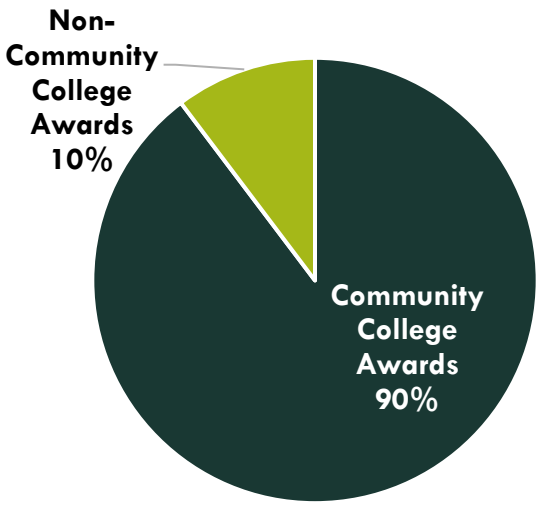
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for middle-skill human services occupations. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent three-year period of available data is from 2019 to 2021. Between 2019 and 2021, non-community college institutions in the region conferred an average of 67 sub-baccalaureate awards. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards.

Exhibit 7: Regional non-community college awards, 2019-2021

CIP	Program	Institution	2019-20 Awards	2020-21 Awards	2-Year Average
51.1501	Substance Abuse/ Addiction Counseling	Galaxy Medical College	-	3	2
		InterCoast Colleges-Santa Ana	57	1	29
		InterCoast Colleges-West Covina	6	66	36
		Supply Total/Average	**63**	**70**	**67**

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. Nine out of ten 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



Appendix A: Occupational demand and wage data by county

Exhibit 9. Los Angeles County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Social and Human Service Assistants (21-1093)	17,976	20,733	2,756	15%	2,727	$18.29	$22.38	$27.76
Community Health Workers (21-1094)	2,964	3,341	377	13%	414	$19.26	$22.88	$28.41
Total	**20,940**	**24,073**	**3,133**	**15%**	**3,141**	**-**	**-**	**-**

Exhibit 10. Orange County

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)
Social and Human Service Assistants (21-1093)	4,327	4,998	672	16%	659	$17.33	$21.20	$26.32
Community Health Workers (21-1094)	808	919	111	14%	115	$18.36	$21.81	$27.09
Total	**5,135**	**5,917**	**783**	**15%**	**774**	**-**	**-**	**-**

Exhibit 11. Los Angeles and Orange Counties

Occupation (SOC)	2022 Jobs	2027 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	% Age 55 and older*	Typical Entry-Level Education
Social and Human Service Assistants (21-1093)	22,303	25,731	3,428	15%	3,385	25%	HS diploma or equivalent
Community Health Workers (21-1094)	3,772	4,260	488	13%	529	25%	HS diploma or equivalent
Total	**26,075**	**29,991**	**3,916**	**15%**	**3,914**	**-**	**-**

*The average percentage of workers age 55 and older across all occupations in the greater LA/OC region is 27%. These occupations have 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)

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CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

Business Department
Industry Advisory Board
Certificate of Homeless Service Work
Thursday, October 27, 2022
1-3 p. m.

The first Industry Advisory Board (IAB) meeting was held in-person on Thursday, October 27, 2022, at Santa Monica College (SMC). Dr. Patricia Ramos, Vice Chair of Academic Affairs at Santa Monica, called meeting to order at 1:20 p. m.

INTRODUCTION OF MEMBERS

All members introduced themselves as well as staff & faculty. The following board members were in attendance:

Amber Roth, LCSW, Executive Director, Worker Education and Resource Center (WERC)
Celina Alvarez, Executive Director, Housing Works (HW), CA
Corri Planck, Strategic Initiatives Manager, City of West Hollywood
Dana Nasser, JD, Chair, Business Department, SMC
Dr. Nancy Greenstein, Member, Board of Trustees, SMC
Eden Sarkisian, Supervisor Training and Development Supervisor, Los Angeles LGBT Center
Frank Dawson, Chair, Communication & Media Studies Department, SMC
Jane Paul, Faculty Member, Antioch University Los Angeles (AULA)
Leslie Clarke, PhD, Trainer, Executive Coach and Consultant
Lisa Bethel, Individual with Lived Expertise
Shari Davis, Adjunct Professor, Political Science, SMC
Vanessa Rios, Senior Advisor, Workforce Development, Los Angeles Homeless Services Authority (LAHSA)

OVERVIEW

Welcome – The meeting was opened by Dr. Greenstein. She gave IAB members a historical overview, stating that the program discussion had its origins in 2018, with longstanding colleague, Meredith Berkson. Adding Meredith was working at Los Angeles County Chief Executive Office (CEO) during that time.

Introduction – Dr. Ramos highlighted the history of the relationship between SMC, Corporation for Supportive Housing (CSH), HW, LAHSA, and the CEO's. She also discussed some of the early project challenges, such where the curriculum will be held at the college. The project was thought to have the potential to be assigned to several departments. The illness of a crucial content advisor further delayed the process.

Department – Dana conveyed the Business Department's enthusiasm and support for the suggested program outline. She continued by saying that to address the problems the homeless sector is facing a certificate of this kind is needed.

Background – Vanessa gave a brief overview of the homeless services sector. Its past, present, and future. She presented information from a study done by KPMG, a national firm that offers technological solutions and analytics to assist develop stakeholder trust and long-term value. They worked on doing a workforce study and

making suggestions, namely. Vanessa emphasized important discoveries. She also discussed areas for development with the group that sought to train and recruit Gen Z workers and create a strategic marking campaign to combat negative perception about the work.

Curriculum – Celina provided information on the work that went into developing the proposed program, including the collaboration and participatory development with service providers and frontline workers. She went over the specific topics that each course would cover during her presentation, including topics ranging from an introduction to housing policies to the Creation of the homeless services sector in the 1980s. She addressed the need for creating a robust mentoring program that offers ongoing assistance as she wrapped up her presentation.

ACCOMPLISHMENTS

N/A

ITEMS FROM THE FLOOR

Amber had to depart early. She expressed enthusiasm in her support for this project and states she looks forward to supporting this initiative in any way she can.

Jane congratulated SMC, Celina, and Vanessa on the progress of this effort. She also spoke to the benefit of considering a universal design for learning (UDL) based on experience working with student at Antioch University Los Angeles (AULA).

Lisa illustrated part of her life story by speaking to being a person with lived expertise and one of the first people served at Housing Works under the Housing for Health program (LA. Dept. of Health Services) that helped saved her life during a difficult time. She expressed excitement and gratitude for this effort and looks forward to the ongoing discussions that will take place. Lisa has a degree in Project Management from the University of Arizona.

Leslie congratulated the team and expressed interest in helping, teaching, and anything else that is needed and for which she can be supportive.

Shari spoke to some of the work she has done with CORO.

Frank noted he stopped by to observe, adding that he remembers being part of the initial conversations that took place in 2018.

Corri expressed deep sentiment about the project and the willingness to help in any way possible. Shortly after, Corri called a motion to approve curriculum. Nancy seconded the motion along with Jane.

NEXT STEPS

Host a second Industry Advisory Board meeting in January or February of 2023 to allow input from those who could not attend and to give an update on the program application. We will also move forward with an affirmative vote for our foundational 4-course curriculum and program, Non-Profit Management in Homeless Services (working name).

Continue to develop course content and in designing student wrap around via the area of mentorship.

Vanessa will identify funding within the housing and homelessness sector.