



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, November 29, 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:

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- +1 312 626 6799 (US Toll)
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- Meeting ID: 963 8619 2571

International numbers available: <https://cccconfer.zoom.us/u/abqJVu9Gkv>

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Members:

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

Interested Parties:

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

Ex-Officio Members:

Jamar London

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

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*

III. Announcements	
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V. Chair’s Report	
VI. Information Items	
1. Addition of new prefix/discipline in the Earth Sciences Department – Sustainable Materials Management (SMM)	
2. Emeritus Curriculum Discussion	
3. Minimum Qualifications Discussion	
<i>(Non-Substantial Changes)</i>	
4. ENGL 61 Introduction to the Fairy Tale (textbooks, sample assignments, DE application language)	
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i. EMERITUS PHOTO E20 Photoshop / Computer Software Photo Editing	32
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k. MEDIA 310 Race, Gender, and Computing.....	39
l. NPMGMT 1 Introduction to Workforce Training within the Homeless Response System.....	42
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<i>(Courses: Substantial Changes)</i>	
q. ART 80 Introduction to Exhibition & Display (changed: hours (no change to units) 2 lecture/1 lab/3 arranged to 2 lecture/3 lab)	59
r. ART 82 Exhibition and Display Production (changed: hours (no change to units) 2 lecture/1 lab/3 arranged to 2 lecture/3 lab)	61
s. ART 84 Exhibition & Display Implementation, Activation, and Management (changed: hours (no change to units) 2 lecture/1 lab/3 arranged to 2 lecture/3 lab).....	63
t. DESIGN 25 Mobile Design 1 (changed: course prefix/number: was GR DES 75)	65
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x. ECE 904 Health and Safety for ECE Providers (changed: SLOs, course objectives)	74
y. EMERITUS ENGL E27 Poetry and Fiction (changed: course description, SLOs, objectives, content, methods of presentation, assignments, DE application).....	76
z. EMERITUS MUSIC E17 Luisa R.G. Kot Concert Series (changed: prefix (was HUMDEV), TOP, SLOs, objectives, content, methods of presentation, assignments, DE application).....	77
aa. EMERITUS OCC E08 Word Processing (changed: course number (was E01), SLOs, objectives, content, methods of presentation, assignments, DE application)	78
bb. EMERITUS POL SC E15 Pop Culture, Politics and Social Change (changed: course number (was	

E10), course name, course description, SLOs, course content, course objectives, methods of presentation, sample assignments, DE application)	79
cc. EMERITUS TH ART E15 Theater - History of Comedy (changed: prefix (was HUMDEV), course description, SLOs, objectives, content, methods of presentation, assignments, DE application)	81
dd. EMERITUS TH ART E21 Art, Culture & Entertainment Through a Jewish Lens (changed: prefix/number (was HUMDEV E22), course name, course description, objectives, content, methods of presentation, assignments, DE application).....	83
ee. EMERITUS TH ART E28 Plays and Playwrights (changed: prefix (was ENGL), TOP, course description, hours, SLOs, objectives, content, methods of presentation, assignments, DE application	85
ff. MEDIA 2 Media Literacy (changed: course name (was "Reading Media: Acquiring Media Literacy Skills"), course description, SLOs, textbooks, assignments, DE application).....	88

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ii. EMERITUS HEALTH E08 Walking for Wellness	18
jj. EMERITUS HEALTH E20 Chair Yoga	21
kk. EMERITUS HEALTH E26 Pilates Level 1	24
ll. EMERITUS HEALTH E35 Mindfulness and Meditation	27
mm. EMERITUS OCC E03 Optimizing Your Smartphone & Tablet	30
nn. EMERITUS PHOTO E20 Photoshop / Computer Software Photo Editing	33
oo. EMERITUS POL SC E99 Special Studies in Politics	36
pp. EMERITUS TH ART E28 Plays and Playwrights (changed: prefix (was ENGL), TOP, course description, hours, SLOs, objectives, content, methods of presentation, assignments, DE application)	86
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(Programs: New)

vv. Homeless Service Work Certificate of Achievement	91
ww. Introduction to Logistics and Supply Chain Management Certificate of Achievement.....	105

(Programs: Revisions)

xx. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

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 next Curriculum Committee meeting is scheduled for February 21, 2024.



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

Wednesday, November 15, 2023, 3:00 p.m.

~~Drescher Hall, Loft (3rd Floor, Room 300-E)~~

Meeting moved to BUS 207 due to internet outage in Drescher Hall

Zoom (guests/members of the public)

Members Present:

Sal Veas, <i>Chair</i>	Javier Cambron	Christina Gabler	Jesus Lopez
Dione Carter, <i>Vice Chair</i>	Evelyn Chantani	Walker Griffy	Estela Narrie
Mary Bober	Lisa Collins	Aileen Huang	Scott Silverman
Fariba Bolandhemat	Rachel Demski	Alex Ibaraki	Briana Simmons
Walter Butler	Susan Fila	Justin Liu (A.S.)	Audra Wells
Susan Caggiano			

Members Absent:

Jason Beardsley*	Jacqueline Monge*	Redelia Shaw*	Lydia Strong*
Sharlene Joachim*			

**Attended via Zoom – 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:

Scott Bishop	Brian Driscoll	Katya Rodriguez	Howard Stahl
James Cheesman	Koda Kol	Steven Sedky	Olivia Vallejo
Andria Denmon	Vanessa Rios	Vicky Seno	

(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 3:10 pm. Motion to approve the agenda with revision to remove Cloud Computing Bachelor’s Degree (VII. ee.) per the department. The degree will be brought back to Curriculum Committee at a future meeting.

Motion made by: Scott Silverman; **Seconded by:** Lisa Collins

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes (November 1, 2023)

Motion to approve the minutes of November 1, 2023 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Dione Carter

The motion passed unanimously.

V. Chair’s Report

- This is the first meeting we tried the shared document for members comments before the meeting. It’s

working well as we're able to get decisions on feedback coming into the meeting, but we're working on a way to redistribute the changes to the membership.

- We will add a discussion item for Emeritus courses, Administrator roles in META, and minimum qualifications based on questions that have come up for the next meeting (November 29), but it may need to be delayed until Spring.

VI. Information Items

None

VII. Action Items

(Consent Agenda: Program Maps)

- a. Barbering AS/Certificate of Achievement Program Map
Motion to approve the Barbering AS/Certificate of Achievement Program Map with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Lisa Collins
The motion passed unanimously.

(Courses: New)

- b. BUS 36B Introduction to Salesforce Marketing Cloud
Motion to approve BUS 36B with revisions to SLO 1 (moved to Objective 1), update to language in SLO 3, Objective 6 moved to SLOs, update to language for Sample Assignment 2, and removal of "Distance Education" as a Method of Presentation made prior in META based on member feedback.
Motion made by: Christina Gabler; **Seconded by:** Audra Wells
The motion passed unanimously.
- c. CS 330 Cloud Operations Technologies and Tools (Prerequisite: CS 320)
Motion to approve CS 330 with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Susan Caggiano
The motion passed unanimously.

Motion to approve CS 330 prerequisite of CS 320 with no revisions.
Motion made by: Lisa Collins; **Seconded by:** Audra Wells
The motion passed unanimously.
- d. CS 340 System Virtualization Fundamentals (Prerequisite: CS 310)
Motion to approve CS 340 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Estela Narrie
The motion passed unanimously.

Motion to approve CS 340 prerequisite of CS 310 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Walter Butler
The motion passed unanimously.
- e. CS 350 Collaboration Technologies and Tools
Motion to approve CS 350 with no revisions.
Motion made by: Walter Butler; **Seconded by:** Scott Silverman
The motion passed unanimously.
- f. CS 405 Cloud Capstone I (Prerequisite: CS 330)
Motion to approve CS 405 with revisions to SLO #1 made prior in META based on member feedback.
Motion made by: Walter Butler; **Seconded by:** Scott Silverman
The motion passed unanimously.

Motion to approve CS 405 prerequisite of CS 330 with no revisions.
Motion made by: Lisa Collins; **Seconded by:** Alex Ibaraki

The motion passed unanimously.

- g. CS 410 Cloud Capstone II (Prerequisite: CS 405)
Motion to approve CS 340 with no revisions.
Motion made by: Walter Butler; **Seconded by:** Estela Narrie
The motion passed unanimously.

Motion to approve CS 410 prerequisite of CS 405 with no revisions.
Motion made by: Walter Butler; **Seconded by:** Estela Narrie
The motion passed unanimously.

- h. CS 440 Cloud Patterns (Prerequisite: CS 330)
Motion to approve CS 340 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Scott Silverman
The motion passed unanimously.

Motion to approve CS 440 prerequisite of CS 330 with no revisions.
Motion made by: Walter Butler; **Seconded by:** Dione Carter
The motion passed unanimously.

- i. CS 450 Cloud Certification Bootcamp (Prerequisite: CS 330)
Motion to approve CS 450 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

Motion to approve CS 450 prerequisite of CS 330 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

- j. EMERITUS TH ART E40 Theatrical and Screenplay Writing
Motion to approve EMERITUS TH ART E40 with revision to SLO #1 to remove “at the application level of Bloom's Taxonomy.”
Motion made by: Aileen Huang; **Seconded by:** Dione Carter
The motion passed unanimously.

- k. MEDIA 28 Advertising Copywriting - Persuasive Communication
Motion to approve MEDIA 28 with revision made to Methods of Presentation (correction to remove “Distance Education”) made prior in META based on member feedback.
Motion made by: Susan Caggiano; **Seconded by:** Christina Gabler
The motion passed unanimously.

- ~~l. MEDIA 310 Race, Gender, and Computing
MEDIA 310 tabled for the November 29 meeting.~~

- ~~m. NPMGMT 1 Introduction to Workforce Training within the Homeless Response System
n. NPMGMT 2 Promoting Health Equity: Nonprofit Systems Management for Advocacy and Human Engagement
NPMGMT 1 and NPMGMT 2 tabled for the November 29 meeting.~~

(Courses: Substantial Changes)

- o. BUS 79 Bargaining and Negotiations (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)
Motion to approve changes to BUS 79 with additional revisions to the textbooks made prior in META based on member feedback.
Motion made by: Audra Wells; **Seconded by:** Susan Caggiano
The motion passed unanimously.

- p. EMERITUS HUMDEV E27 Exercising the Brain (changed: course description, hours, SLOs, course objectives, course content, methods of evaluation, methods of presentation, sample assignments)
Motion to approve changes to EMERITUS HUMDEV E27 with no additional revisions.
Motion made by: Walter Butler; **Seconded by:** Christina Gabler
The motion passed unanimously.

(Courses: Distance Education)

- q. BUS 36B Introduction to Salesforce Marketing Cloud
Motion to approve distance education for BUS 36B with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.
- r. BUS 79 Bargaining and Negotiations
Motion to approve distance education for BUS 79 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.
- s. CS 330 Cloud Operations Technologies and Tools
Motion to approve distance education for CS 330 with revisions made to the Student Support Services made prior in META based on member feedback.
Motion made by: Scott Silverman; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.
- t. CS 340 System Virtualization Fundamentals
Motion to approve distance education for CS 340 with revisions made to the Student Support Services made prior in META based on member feedback.
Motion made by: Walter Butler; **Seconded by:** Alex Ibaraki
The motion passed unanimously.
- u. CS 350 Collaboration Technologies and Tools
Motion to approve distance education for CS 350 with revisions made to the Student Support Services made prior in META based on member feedback.
Motion made by: Estela Narrie; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.
- v. CS 405 Cloud Capstone I
Motion to approve distance education for CS 405 with revisions made to the Student Support Services made prior in META based on member feedback.
Motion made by: Scott Silverman; **Seconded by:** Walter Butler
The motion passed unanimously.
- w. CS 410 Cloud Capstone II
Motion to approve distance education for CS 410 with revisions made to the Student Support Services made prior in META based on member feedback.
Motion made by: Scott Silverman; **Seconded by:** Aileen Huang
The motion passed unanimously.
- x. CS 440 Cloud Patterns
Motion to approve distance education for CS 440 with revisions made to the Student Support Services, and correction to the Assessment "Homework Assignment" (changed to "Quizzes") made prior in META based on member feedback.
Motion made by: Fariba Bolandhemat; **Seconded by:** Walter Butler
The motion passed unanimously.
- y. CS 450 Cloud Certification Bootcamp

Motion to approve distance education for CS 450 with revisions made to the Student Support Services made prior in META based on member feedback.

Motion made by: Fariba Bolandhemat; **Seconded by:** Scott Silverman

The motion passed unanimously.

- z. EMERITUS TH ART E40 Theatrical and Screenplay Writing
Motion to approve distance education for EMERITUS TH ART E40 with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Alex Ibaraki

The motion passed unanimously.

- aa. MEDIA 28 Advertising Copywriting - Persuasive Communication
Motion to approve distance education for MEDIA 28 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Lisa Collins

The motion passed unanimously.

- bb. MEDIA 310 Race, Gender, and Computing
DE for MEDIA 310 tabled for the November 29 meeting.

~~cc. NPMGMT 1 Introduction to Workforce Training within the Homeless Response System~~

~~dd. NPMGMT 2 Promoting Health Equity: Nonprofit Systems Management for Advocacy and Human Engagement~~

DE for NPMGMT 1 and NPMGMT 2 tabled for the November 29 meeting.

(Programs: New)

~~ee. Cloud Computing Bachelor's Degree~~

Cloud Computing Bachelor's Degree tabled with approval of the agenda. (I.)

- ff. Guitar Certificate of Achievement
Motion to approve Guitar Certificate of Achievement with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Lisa Collins

The motion passed unanimously.

- gg. Piano Certificate of Achievement
Motion to approve Piano Certificate of Achievement with no revisions.

Motion made by: Lisa Collins; **Seconded by:** Alex Ibaraki

The motion passed unanimously.

(Programs: Revisions)

- hh. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.

- BUS 36B to be added to the Business AS degree ("Marketing" electives), and the Management/Leadership AS/Certificate of Achievement (electives list)
- MEDIA 28 to be added to the Broadcast Sales and Management AS/Certificate of Achievement (restricted electives list)

Motion made by: Christina Gabler; **Seconded by:** Scott Silverman

The motion passed unanimously.

(Addendum: Courses: New)

- ii. MUSIC 49 Combo and Chamber Ensemble
Motion to approve MUSIC 49 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Audra Wells

The motion passed unanimously.

~~jj. NPMGMT 3 Implementing Effective Practices in the Homeless Response System~~

~~kk. NPMGMT 4 Homeless Response System Capstone Class: Fieldwork Reflection and Career Planning~~

~~ii. NPMGMT 5 Homeless Response System Internship
NPMGMT 3, NPMGMT 4, and NPMGMT 5 tabled for the November 29 meeting.~~

(Addendum: Distance Education)

~~mm. NPMGMT 3 Implementing Effective Practices in the Homeless Response System
nn. NPMGMT 4 Homeless Response System Capstone Class: Fieldwork Reflection and Career-
Planning
DE for NPMGMT 3 and NPMGMT 4 tabled for the November 29 meeting.~~

(Addendum: Courses: Substantial Changes)

oo. BIOL 34 Science Communication for Regulated Environments (changed: course number (was 34B), course description, SLOs, course objectives, course content, methods of presentation)
Motion to approve changes to BIOL 34 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.

(Addendum Additions: New Programs)

~~pp. Homeless Sector Work Certificate of Achievement
Homeless Sector Work Certificate of Achievement tabled for the November 29 meeting.~~

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:34 pm.

Motion made by: Scott Silverman; **Seconded by:** Walker Griffy
The motion passed unanimously.

Communication Studies AA-T 2.0 / Transfer						IGETC					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
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)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	RE LIST B	1	RE / GE	4	YES	3	9		YES	Recommended COM ST 9	
	ENGL 1		GE	1A		3	9				
	GE		GE	3A		3	9				
	COUNS 20		EL			3	9		YES		
	EL		EL			3	9				
TOTAL Semester 1						15	45				
SEMESTER 2	COM ST 11	1	PR / GE	1C		3	9		YES	Dept Recommends COM ST 12, 30 or 37 Dept recommended MATH 54 Recommend US HIST for CSU Grad Reqmt	
	RE LIST A	2	RE			3	9				
	MATH		GE	2		4	12				
	GE		GE	3B		3	9				
	EL		EL			3	9		YES		
TOTAL Semester 2						16	48				
SEMESTER 3	RE LIST A	2	RE			3	9		YES	Dept Recommends COM ST 20, 31 or 36	
	ENGL 2		GE	1B		3	9	ENGL 1 (P)			
	COM ST 35	1	PR / GE	4		3	9				
	GE		GE	5A or 5B w/lab		4	12				
	EL		EL			1	3		YES		
TOTAL Semester 3						14	42				
SEMESTER 4	RE LIST A	1	RE			3	9			Recommend POLSC 1 for CSU Grad Req	
	GE		GE	3A or B		3	9		YES		
	GE		GE	5A or 5B		3	9				
	GE		GE	7		3	9		YES		
	EL		EL			3	9				
TOTAL Semester 4						15	45				

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

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

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Explain the influences of the artists and techniques covered in the class.
2. Critique each others art work constructively, and receive that feedback intentionally.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Observation and Demonstration, Critique

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Masters and Contemporary Artists
10.000%	Art Techniques
10.000%	Overview of the Color Palette
10.000%	Mixing and blending Colors
60.000%	Art styles may include: <ul style="list-style-type: none"> • Charcoals and Pastels • Sculpting • Watercolors • Acrylic and Oil Paints
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Name the three artists...Discussion: Name the 3 artists whose work is most influenced by the work of Georgia O'Keefe. What is it about her work that influenced these artists?

Which artist influences your work?: Aside from Emeritus faculty, which artist(s) influence your work the most? What would they say about your latest piece?

VIII. Student Learning Outcomes:

1. Produce and evaluate art using the techniques demonstrated.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E ART E99 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

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

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

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

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

Introduction (Multimedia Presentation):

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

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

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

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

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

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

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024
TOP/SAM Code:	1501.00 - English / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Thoughtfully analyze texts and infer meaning.
2. Engage meaningfully with the works and authors studied during the term.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion

V. Course Content

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

VI. Methods of Evaluation

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

VII. Sample Assignments:

Read the selected readings: Read pages 1-40 of your reader and prepare questions to bring to class.

Prepare to Discuss: Prepare to discuss the meaning behind the sonnets written by others during the time of Shakespeare

VIII. Student Learning Outcomes:

1. Analyze the contributions and meaning behind the works discussed during the term.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

E ENGL E99 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online lecture	Content Delivery - Through Lecture mostly, or guest speakers.	75%
Discussion	Students will discuss their readings and interpretations.	25%

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

"Science Fiction to Science Fact"

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

Introduction (Multimedia Presentation):

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

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

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

Once the lecture has finished, questions to ask and discuss:

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

New Course: EMERITUS – HEALTH E08 - Walking for Wellness

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:	0837.00 - Health Education / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

Students have been requesting a walking practice, NOT high intensity. A new class to encourage wellness and community in an outdoor setting. It encourages those who are still hesitant to come back to an indoor class setting post COVID.

I. Catalog Description

A facilitated group walking practice. This class includes a theme-based group walk with warm up, stretch, and cool down. Students will experience walking as a simple way to boost activity levels while improving overall health and well-being while being out in nature. All fitness levels welcome, but class is geared towards beginners. Students are encouraged to keep a journal/log of their progress.

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. Walking with Glen Berkenkamp: 35 Wellness Walks to Expand Awareness, Increase Vitality and Reduce Stress, Glen Berkenkamp, North Atlantic Books © 2020;
2. Sherry Brouman. Walk Yourself Well, Sherry Brouman
3. Annabel Streets. 52 ways to Walk: The Surprising Science of Walking for Wellness and Joy, One Week at a Time , Volume

III. Course Objectives

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

1. Explain the health and wellness benefits of a walking program.
2. Understand and practice basic principles of walking gait

IV. Methods of Presentation:

Lecture and Discussion, Discussion, Observation and Demonstration, Other Methods: Walking practices

V. Course Content

% of Course	Topic
10.000%	Intro to theme of walking practice
20.000%	Warmup
60.000%	Walking practice
10.000%	Cool down including self reflection
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Destination walk: After warming up, the students with a partner/small group will decide what destination they will walk to. They will choose a course, any stops or rests and what they will do when they arrive.

Gratitude Walk: After warmup, students will walk with a partner/small group and share one thing they are grateful for that they "discovered" on their walk.

VIII. Student Learning Outcomes:

1. Describe and apply Walking for Wellness principles as they relate to self-regulation in navigating difficult emotions and thoughts, including stress, anxiety, and chronic pain and aging.
2. Complete and interpret pre- and post-wellness tests i.e.: Heart rate, Happiness scale, etc.

E HEALTH E08 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online lecture	Content delivery primarily through lecture with some added video/music.	20%
Discussion	Discussion and Q and A of topic/theme	20%
Other	Students will participate in instructor led walking activities presented.	60%

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

After an online warm-up activity students will be encouraged to take a walk around their block and then repeat in the opposite direction and/or on the other side of the street, Students will share in discussion board their experience of "different points of view".

New Course: EMERITUS – HEALTH E20 – Chair Yoga

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:	0837.00 - Health Education / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

There are currently no chair based Yoga classes that are suited for students with accessibility issues and mobility challenges. Students have been requesting a non mat based Yoga class.

I. Catalog Description

Chair Yoga might be the perfect practice to help you slowly develop balance and stability - while improving strength and flexibility. Chair Yoga is geared for those who might be experiencing: Limited mobility due to illness, injury or disease; Living with chronic pain; Inflammation in the joint, or; Difficulty standing for long periods of time. Classes will include proper posture, breathing, relaxation and meditation that is made accessible for all students.

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. Accessible Yoga, Jivana Heyman, Shambala Publications © 2019;
2. Larry Payne. Chair Yoga for Dummies, Wiley
3. Kristen McGee. Chair Yoga, William Morrow and Company Volume

III. Course Objectives

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

1. Adapt and modify chair based Yoga practices for safety and comfort level.
2. Comprehend the wellness benefits of chair based Yoga practices and techniques.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Discussion, Other Methods: Practice of chair Yoga sequences and techniques

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Lecture of topic/theme of chair Yoga practice.
60.000%	Practice various chair Yoga techniques and sequences.
20.000%	Self reflection and group discussion of the chair Yoga practice.
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Self Assessment: Participate in pre- and post-chair Yoga practice self assessment such as body scan, breath awareness, posture, energy level, sense of well-being.

Chair and other Yoga props: Introduce other props such as blocks, pillows, blankets, straps while practicing Yoga in the chair.

VIII. Student Learning Outcomes:

1. Self-assess and discuss the physical, emotional, mental benefits of Chair Yoga.\
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 HEALTH E20 Distance Education Application

Fully Online

Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online lecture	Instructor will lecture on techniques, styles and benefits of Chair Yoga.	20%
Other (describe)	Do Chair Yoga exercises.	60%
Discussion	Self reflection, discussion and Q and A of techniques practiced.	20%

2. Organization of Content:

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

3. Assessments:

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

Practice individual postures and short sequences which includes moving the spine in all directions. Flexion, extension, lateral, rotation and axial extension AKA: Forward fold, arch, side bend, twist and neutral posture. Students will be encouraged to share in the chat or verbally what direction of the spine they are moving and the importance of these movements for healthy aging.

New Course: EMERITUS – HEALTH E26 – Pilates Level 1

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:	0837.00 - Health Education / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

There are no Pilates classes offered to this population. Very popular form of exercise.

I. Catalog Description

This course is designed to introduce students to the beginning Pilates Matwork technique of exercise, starting with 30 basic exercises. Pilates is a unique method of body control and conditioning. It consists of stretching and strengthening the muscles, while improving flexibility and balance.

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. Pilates For Beginners, 1st, Katherine Corp & Kimberly Corp, Althea Press © 2018, ISBN: 978-1-64152-150-5;
2. Return to Life Through Contrology, 3rd 2010, Joseph H Pilates, Pilates Method Alliance © 1945, ISBN: 0976823209;

III. Course Objectives

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

1. Apply the Pilates basic principles to the exercises
2. Understand basic movement principles and exercise goals
3. Demonstrate beginner level Pilates exercise & apply modifications when needed for injuries & illnesses
4. Know how to adjust for safety
5. Become familiar with the 30 basic exercises

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Observation and Demonstration, Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
70.000%	30 Pilates Basic Exercise
30.000%	Classroom practice
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Identify issues of Concern: Identify an area of concern, and develop a short Pilates program to strengthen this area to help in your everyday life activities.

Perform a Series: Perform a beginning level Matwork series in a continuous workout

VIII. Student Learning Outcomes:

1. Use knowledge from Pilates class for everyday life, (standing, walking and balancing).
2. Maintain correct posture through all exercises
3. Execute flexibility throughout the spine

E HEALTH E26 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion	Class Discussion and Q/A	5%
Online Lecture	Content delivery through Lecture mostly, or guest speakers/performances.	60%
Other (describe)	Students will participate in instructor-led demonstrations of the health practices presented.	35%

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

Basic Pilates exercises are performed in sequence, from #1- #30. Basic movement is utilized and developed allowing the student to proceed to the next level of Pilates.

New Course: EMERITUS – HEALTH E35 – Mindfulness and Meditation

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:	0837.00 - Health Education / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

Students have been requesting meditation without Yoga or other movement activities for stress reduction and healthy aging

I. Catalog Description

This course introduces students to a variety of meditation techniques from different traditions, including Mindfulness and gentle breath centered movement. It will provide an overview of the neuroscience supporting the benefits of individual meditation techniques including reduced stress, better sleep, improved focus, and a sense of well-being and other issues faced by the older adult. The course will also address common obstacles to meditation as well as approaches to overcoming these obstacles. This course is designed for beginners and is also suitable for those with experience who want to refine their practice. Classes consist of a combination of lecture, practice, and discussion.

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 Essential Guide to Meditation, Sandy Comstock, Spirit and Alchemy © 2019;
2. Aware, Daniel Siegel, Tarcher Perigee Books © 2020;
3. Yoga ReMINDER, Ganesh Mohan, Svastha Yoga © 2015;

III. Course Objectives

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

1. Explore and practice various styles of mindfulness and meditation
2. Describe first-person experience with mindfulness and meditation practices, and how the practices help personal well-being for the older adult.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Discussion, Other Methods: Practice the meditation

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Pre Practice lecture of topic or theme of meditation practice
60.000%	Practicing meditation techniques either self-guided or led by instructor.
20.000%	Post practice journaling and discussion.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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100%

Other: There are no assignments or grades for Emeritus courses

VII. Sample Assignments:**Yoga Nidra:** Practice a session of Yoga Nidra, meditation for deep relaxation and rest.**Music and Meditation:** Share a song, type of music, nature sounds or other sounds that can help your fellow students increase their knowledge of different styles of meditation and music that's available to help support their practice.**Meditation for Healing and Wellness:** Practicing connecting with the body/mind/spirit's ability for healing and connecting it to the concept of psychoneuroimmunology.**VIII. Student Learning Outcomes:**

1. Describe mindfulness and meditation principles as they relate to healthy aging.
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 HEALTH E35 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online lecture	Instructor will lecture on techniques, styles and benefits of meditation.	20%
Other (describe)	Experience meditation and mindfulness practices	60%
Discussion	Students will discuss their readings and interpretations.	20%

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

Music and meditation. Students will have the opportunity to share music, nature sounds, and/or add links in the chat in order to increase their knowledge of different styles of meditation and music available to support their practice.

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

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

Rationale

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

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Demonstrate a comprehensive understanding of the common functions, features, and components of their mobile devices, including both tablets and smartphones.
2. Effectively manage their device accounts, including setting up accounts, managing passwords, and adjusting privacy settings.

IV. Methods of Presentation:

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

V. Course Content

% of Course	Topic
10.000%	Smartphones vs Tablets - How to know what you need
20.000%	Basic device operation.
20.000%	Device security and identity protection.
10.000%	Calendar apps
10.000%	Email apps
10.000%	Documents and Files
10.000%	Smart Device Apps
10.000%	Games
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Applications: Students will download and install an application of their choice and learn to navigate the app on their smart device.

Outlook: Students will download the outlook app and install all their emails into outlook. Students will practice creating and sending emails through the Outlook app.

VIII Student Learning Outcomes:

1. Apply the computer skills taught in this class.
2. Learn to access vital resources through their devices, such as healthcare information, online banking, transportation services, and other relevant services.

E OCC E03 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

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

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, 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:

"Calendars, Events and Activities"

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

Introduction (Multimedia Presentation):

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

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

Once the lecture has finished, questions to ask and discuss:

- 1) How do you plan on using the skills you learned today?
- 2) Who will be your first meeting recipient?
- 3) How comfortable do they feel in receiving and sending calendar invitations or using the Calendar to manage their own day?

New Course: EMERITUS – PHOTO E20, Photoshop / Computer Software Photo Editing

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

Rationale

Separating out Photoshop and photo editing from the pre-existing Photo E10 Digital Photography II which focuses on making photo albums.

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

III. Course Objectives

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

1. Understand the basic principles of graphic design using Photoshop including typography, color, and composition.
2. Understand how to use effects, gradients, scaling, cloning, levels, and layer masks in Photoshop.
3. Create composite images that demonstrate advanced knowledge of selection techniques, layer styles, blending modes, and filters.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Projects

V. Course Content

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

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no assignments or grades in Noncredit classes

VII. Sample Assignments:

Retouching Photos: Using one of your previously scanned or taken photos, indicate 3 elements you intend to touch up. Once completed, share the before and after image with a classmate.

Photo restoration: Using an older photo, implement any of the restorative techniques taught to preserve your photo digitally.

VIII. Student Learning Outcomes:

1. Apply the computer skills taught in this class.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E PHOTO E20 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

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

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, 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:

"Photoshopping Family Photos"

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

Introduction (Multimedia Presentation):

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

Once the lecture has finished, questions to ask and discuss:

- 1) What will restoring and preserving these photos mean to you and your family?
- 2) What sorts of digital products or physical items would you like to produce with some of these photos on it?
- 3) How comfortable do you feel in engaging in more photo restoration projects through Photoshop on your own?

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

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024
TOP/SAM Code:	1501.00 - English / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

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

I. Catalog Description

This course increases Emeritus students' understanding of various subjects that vary from term to term. Students will consider the political, social and economic ramifications of special topics each term, both domestically and around the world. Topics may include such subjects as: America & the World; Health Care in the US; US Economy & Taxes; Global Climate Change; Poverty in America; Housing in California, etc. Check section note for course topic.

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 political ramifications and policy impacts of the Semester's Special Studies topic(s)
2. Discuss the nuances of each of the Special Studies topic(s) that are presented during the Semester.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Visiting Lecturers

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Why is This Topic Important?
10.000%	Provide Historical and Contextual Background
10.000%	Introduce Key Stakeholders
50.000%	<p>Special Studies Topics Include</p> <p>Below is a partial list of topics that can be taught as an individual topic or combined with other relevant ones that allow our instructors to create unique Special Studies courses for our students. Students will refer to the Section Note of the Course Description to identify which topic an instructor will be teaching for that current Semester.</p> <p>Once students are introduced to the topic, its background, context and stakeholders, instructor will do a deep dive into the Special Studies topic and discuss with students on how that topics impacts</p>

	<p>them, and what policy or other solutions exist to address the topic. Partial list of topics that have been identified as topics of interest by Emeritus Pol Sc instructors include:</p> <p>The US & The World NATO, NAFTA and other International Agreements Geography and World Politics Unending Wars Basic Needs & Housing Health Care in the 21st Century Climate Change & Sustainability Water & Energy in California Elections in America Tech & AI Taxes, etc...</p>
10.000%	Policy-Making Process
15.000%	Impacts of Topic on Student
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Share an article about the Impacts of Global Climate Change on Underserved Communities: Please find an article in a magazine, newspaper or online (it does not have to be current), about global climate change (global warming) and the differentiated impacts to different communities. Pay close attention to the impact felt by underserved communities. Be prepared to share this and discuss with the class.

Discuss with a classmate: Discuss the facts you already know about the topic of homelessness, and current legislative or policy actions in place.

VIII. Student Learning Outcomes:

1. Evaluate the political and social ramifications of the special studies topics presented in the term.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E POL SC E99 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

Student-to-student interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student-to-student interactions outside this class

are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course content.

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online lecture	Content Delivery - Through Lecture mostly, or guest speakers/performances.	60%
Discussion	Students will discuss current events, whether they're the ones presented during lecture or not, by presenting an issue or question and engaging in a class discussion.	40%

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

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

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

"Basic Needs: Food Insecurity"

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

Introduction (Multimedia Presentation):

Through a combination of a slide deck and in screen-sharing, the class will study the root causes of food insecurity, analyze the origins and impacts of governmental and non-governmental efforts to address this and discuss grassroots solutions and ways in which to improve other efforts.

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

Once the lecture has finished, questions to ask and discuss:

1) What role should the government play in addressing food insecurity? How about NGOs?

2) During the pandemic, SMC had food delivered to the homes of students who were food insecure or could not go out due to being high-risk. While this helped the acute need, partnering with Meals on Wheels West or another service may help longer term. How would you present this opportunity to them?

New Course: 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
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

Rationale

Once approved, this course will be offered as an upper-division elective in the Cloud Computing BA program at SMC.

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. Identify 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

<u>% of Course</u>	<u>Topic</u>
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

<u>% of Course</u>	<u>Topic</u>
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
- Other: [Please Explain.] The course objectives could be achieved in either a fully on-ground or fully online model. It would be challenging to address these topics in a hybrid model, because of the types of assignments being considered (presentations, debates, etc.).

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 LMS and the state rubric for online education best practices for designing their LMS course.

5. Student Support Services:

The following should be linked on the course homepage: Counseling, Financial Aid, Career Services, Tutoring, ITHelp, Library, DSPS, Health and Well-Being, Basic Needs and the Identity, Cultural Pride, & Self-Empowerment Community

6. Accessibility Requirements:

By aligning with all items in the state rubric for online education best practices, 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; Psychology; Sociology
Program Impact:	Forthcoming: 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 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. Identify the multiple systems and historical events that have shaped current perspectives of homelessness in the United States that interact with the populations served.
2. Develop familiarity with laws and policies established to meet the needs of the populations served.
3. Identify different funding sources used to establish the homeless response system.
4. Examine how people have come to develop positive and negative perspectives concerning the homeless population, and how those impact funding solutions.
5. Describe 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. Apply the understanding of historical policies and racial disparities within the homeless response system via a caring approach in serving the populations in this sector.
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:

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:

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
Date Submitted:	March 2023
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:	Forthcoming: 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

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. In the Realm of Hungry Ghosts, Illustrated Edition , Mate, Gabor, North Atlantic Books © 2010, ISBN: 978-1556438806
2. The Social Determinants of Health and Health Disparities, Braveman, Paula, Oxford University Press © 2023
3. Facing History, Uprooting Inequality: A Path to Housing Justice in California, Chew, Ameer, PolicyLink © 2020, ISBN: URL: https://www.policylink.org/sites/default/files/pl_report_calif-housing_101420a.pdf
4. Social determinants of mental health: Where we are and where we need to go, Ilegria, M., NeMoyer, A., Falgás, B. I., Wang, Y., & Kiara, A., Current Psychiatry Reports, 20(11), 1–13. © 2018
5. Role of social disadvantage in crime, joblessness, and homelessness among persons with serious mental illness., Draine, Jeffrey, Mark S. Salzer, Dennis P. Culhane, and Trevor R. Hadley, Psychiatric Services 53, no. 5 565-573. © 2002
6. The Emerging Crisis of Aged Homelessness: Could Housing Solutions Be Funded from Avoidance of Excess Shelter, Hospital and Nursing Home Costs?, Dennis P Culhane, Dan Treglia, Thomas Byrne, Stephen Metraux, et al., University of Pennsylvania © 2019
7. Report and Recommendations of the Ad Hoc Committee on Black People Experiencing Homelessness, Los Angeles Homeless Services Authority, Los Angeles Homeless Services Authority © 2018, ISBN: URL: <https://www.lahsa.org/documents?id=2823-report-and-recommendations-of-the-ad-hoc-committee-on-black-people-experiencing-homelessness.pdf>
8. The Age of Dignity: Preparing for the Elder Boom in a Changing America, Poo, Ai-jen, The New Press © 2014
9. Inequity in the Permanent Supportive Housing System in Los Angeles: Scale, Scope and Reasons for Black Residents' Returns to Homelessness, Edwards, E., Milburn, N., Obermark, D., Rountree, J., California Policy Lab. © 2021, ISBN: URL: <https://www.capolicylab.org/inequity-in-the-psh-system-in-los-angeles/>
10. 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 use disorder on the unhoused.
5. Identify how power dynamics impact system relationships and interactions.
6. Recognize the influence that authentic and effective relationships with self, team, community, and participants has had on the homeless services sector.

IV. Methods of Presentation:

Online instructor-provided resources, Visiting Lecturers, Group Work, Discussion, Projects, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
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

<u>% of Course</u>	<u>Topic</u>
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. Evaluate 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	10.00%

	watch the recording at their own time, and review the comments posted on the Review Session Q&A Discussion Thread.	
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%	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:

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:

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.

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:	Forthcoming: 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 manage 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
2. Homelessness Prevention and Intervention in Social Work: Policies, Programs, and Practices, Larkin, Heather, Amanda Aykanian, and Calvin L. Streeter, Cham, Switzerland: Springer. © 2019
3. Trauma Stewardship., Lipsky, Laura, and Burk, Connie, Berrett-Koehler Publishers © 2009, ISBN: 978-1576759448
4. Tattoos On the Heart: The Power of Boundless Compassion, Boyle, Greg, Free Press © 2011
5. 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. 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. Describe how direct service work impacts worker health and wellness.
4. Demonstrate knowledge about documentation and data entry utilized within the homeless services realm.
5. Apply best practices and principles within the human services field, with a focus on housing and homeless services.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Introduction to Philosophy and Effective Approaches to Supporting the Unhoused
20.000%	Effective Practices: Methodological Approach to Service Provisio
20.000%	Coordination: Support and Care, Role Delineation and Management of Resources
10.000%	Impact of Direct Service Work
10.000%	Technical and Communication Skills and Basic Soft Skill
10.000%	Securing Essential Documentation
10.000%	Data Tracking and Funding Agency Requirements
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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: Describe the nature and expected frequency of student-content interactions:

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:	Forthcoming: 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 Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma, Van der Kolk, Bessel A., Penguin Books © 2015, ISBN: ISBN: 978-0143127741
4. Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized, Figley, Charles R., Brunner/Mazel © 1995
5. Transforming the pain: A workbook on vicarious traumatization, Saakvitne, Karen, and Pearlman, Laurie A, W.W. Norton and Company © 1996, ISBN: 978-0393702330

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

<u>% of Course</u>	<u>Topic</u>
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

<u>% of Course</u>	<u>Topic</u>
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:	Forthcoming: 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.

IV. Methods of Presentation:

Work Experience (internship), Observation and Demonstration

IVb. Arranged Hours Instructional Activities:

Work Experience (internship), Observation and Demonstration

V. Course Content

<u>% of Course</u>	<u>Topic</u>
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: ART 80, Introduction to Exhibition & Display

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2024

Rationale

We want to give our students real world opportunities and job training as they pursue degrees in art and art history.

I. Catalog Description

This course will be an overview of the field of exhibitions and display including Fine Art Galleries, Museums, and Cultural Institutions. Focus will be on understanding the various roles of exhibitions & display in contemporary society as well as the many ways to create and implement them. Students will be given an overview of exhibition planning & implementation including the creation of didactic materials, learning guides, and workshops in conjunction with the exhibitions. This will be a hands-on course, directly connected to, and correlated with exhibition and display at the college.

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. new exhibition design 03, Philipp Teufel, Avedition GmbH; Bilingual edition © 2021, ISBN: 978-3899863208

III. Course Objectives

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

1. Define and understand terminology related to Exhibition & Display
2. Distinguish various types and avenues of exhibition and display and the different roles that they have within our society.
3. Understand the process of exhibition planning and best practices in managing an exhibition project
4. Understand the importance of exhibition implementation to ensure connection to a viewing audience.
5. Outline an exhibition proposal and the various steps that could be taken for its creation.

IV. Methods of Presentation:

Distance Education, Field Experience, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Projects, Field Trips, Visiting Lecturers, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Methods and materials of Exhibition and Display
10.000%	Overview of Current Exhibition and Display in Contemporary Society
20.000%	Ways in which exhibition and display is used and the roles of exhibition and display to convey knowledge and information
20.000%	Exhibition Planning
20.000%	Exhibition Implementation
10.000%	Creating an exhibition proposal
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
25%	Projects
25%	Class Work
25%	Group Projects
25%	Homework
100%	Total

VII. Sample Assignments:

Final Project: Create a 250 word proposal for an exhibition along with a timeline for exhibition creation and implementation. Please include an outline of exhibition resources and programming.

Case Study: Choose a current exhibition or display on campus and evaluate it in relation to what we have learned so far. Pay specific attention to the creation of the exhibition in terms of methods and materials. What was done especially well? What areas might you suggest for improvement? Identify any best practices that you would want to include in your exhibition proposal.

VIII. Student Learning Outcomes:

1. Demonstrate an understanding of the various stages and aspects of Exhibition & Display
2. Demonstrate visual literacy and effectively communicate with appropriate terms; emphasizing cultural connections of visual display within a larger social, political, and economic context.

Substantial Change: ART 82, Exhibition and Display Production

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2024

Rationale

We want to give our students real world opportunities and job training as they pursue degrees in art and art history.

I. Catalog Description

This course introduces exhibition and display practices through hands-on experience in planning and installing exhibitions and display at Santa Monica College. This course will introduce the basic skills of exhibition production and display including: handling & preparing of art objects, planning and building out exhibition designs, and proper installation. The course will also introduce and explore jobs and careers in the field. Students will have the opportunity to directly participate in the creation of an exhibition and/or display at SMC.

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 Senses: Design Beyond Vision, Ellen Lipton, Princeton Architectural Press © 2018, ISBN: 978-1616897109

III. Course Objectives

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

1. Define and understand terminology related to Exhibition & Display Production
2. Identify challenges in the production process and distinguish various solutions and their pros and cons.
3. Understand the various tools and skills that are readily used in exhibition and display production
4. Understand the process of exhibition and display production and best practices in managing timelines and workflow

IV. Methods of Presentation:

Distance Education, Field Experience, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Projects, Field Trips, Visiting Lecturers, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Production planning including materials and tools needed along with workflow and production schedule
20.000%	Installation of exhibition/Display including hanging & lighting
30.000%	Exhibition and Display Build Out, including adding and removing walls to existing spaces
30.000%	All aspects of Installation, including preparing objects for display, Lighting, and hanging didactic materials.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Projects
25%	Class Work

25%	Group Projects
25%	Homework
100%	Total

VII. **Sample Assignments:**

Skills & Tools: Create a 250 word proposal for the Skills and Tools that will be needed to implement the exhibition. Make an assessment on what we have available and know, and what we will need to acquire and learn. Be prepared to discuss with your peers

Exhibition Lighting: Now that the exhibition/display is installed, consider ways in which the lighting could be more effectively utilized to increase the visual impact. Take an inventory of the lighting solutions we have available and be prepared to discuss solutions. Work within the group to determine the appropriate solutions and implement them.

VIII **Student Learning Outcomes:**

1. Demonstrate an understanding of the various stages and aspects in the production of Exhibitions & Displays
2. Demonstrate critical thinking and problem solving by creating exhibition and display designs and implementing them into the physical environment.

Substantial Change: ART 84, Exhibition & Display Implementation, Activation, and Management

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2024

Rationale

We want to give our students real world opportunities and job training as they pursue degrees in art and art history.

I. Catalog Description

This course offers an opportunity to utilize an existing exhibition and display at the college and how to activate it and connect it to the communities it can serve. Students will develop an understanding of and responsibility for exhibition planning, research, operation, and management of exhibition spaces and introduces the creation of educational materials. There will also be opportunities to plan events and coordinate activities around the exhibition/display along with appropriate web content that can be accessed remotely.

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. Activating the Art Museum, Ruth Slavin, American Alliance of Museums © 2023, ISBN: 978-1538158548
2. Making Dinosaurs Dance, Barry Joseph, American Alliance of Museums © 2023, ISBN: 978-1538159743
3. Displaying Organisation: How to Successfully Manage a Museum Exhibition, Rhiannon Goddard, Facet Publishing © 2023

III. Course Objectives

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

1. Define and understand terminology related to Exhibition & Display Implementation, Activation, and Management
2. Identify ways to activate the exhibition/display and implement them.
3. Understand the various roles and tasks in managing and organizing exhibition/display spaces
4. Understand the process of exhibition and display implementation, activation, and management and best practices in overseeing timelines and workflow

IV. Methods of Presentation:

Distance Education, Field Experience, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Projects, Field Trips, Visiting Lecturers, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Management and Organization of Exhibition/Display spaces
20.000%	Website management and online activations
20.000%	Community events, speakers, and curatorial walk through
20.000%	Learning Guides and Didactic Panels
20.000%	Exhibition/display planning including proposed workshops, activations, & learning guides with a workflow and schedule
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
25%	Projects
25%	Class Work
25%	Group Projects
25%	Homework
100%	Total

VII. Sample Assignments:

Art Activations: Create a 250 word proposal for an art activation as part of the exhibition/display. Make an assessment on the ease or difficulty of this activation and the resources we have and what we will need. Be prepared to discuss with your peers

Learning Guides: You will work in groups on specific Areas of Interest at SMC to design and create learning guides tailored to that area of interest.

VIII. Student Learning Outcomes:

1. Demonstrate an understanding of the various methods to implement, activate, and manage Exhibitions and Displays.
2. Demonstrate critical thinking and problem solving by creating outcomes to connect the exhibition/display to viewers and methods to achieve those outcomes.

Substantial Change: DESIGN 25, Mobile Design 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	DESIGN 13
Proposed Start:	Fall 2024

Rationale

Updating the name of the course to match the new DESIGN nomenclature for the courses related to graphic, user experience and web design and adjacent disciplines

I. Catalog Description

This design course focuses on designing mobile touchscreen interfaces, including smartphones and tablets. Mobile design requires the skill of designing for smaller, hand-held devices and has its own set of characteristics and constraints. Students will conceptualize, design, and implement low-fidelity design prototypes of apps for mobile devices. Projects will cover best practices for mobile device design and the basics of mobile app prototyping, including design process, interface design, and interaction design patterns. NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.

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. Mobile Design and Development: Practical Concepts and Techniques for Creating Mobile Sites and Web Apps, 1st, Fling, Brian, O'Reilly Media © 2009
2. Mobile First. A Book Apart, Wroblewski, Luke, - © 2011, ISBN: 978-1-937557-

III. Course Objectives

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

1. Explain the constraints presented by hand-held devices that differentiate mobile as a distinct medium.
2. Identify the differences between types of mobile applications such as mobile Web apps versus native applications.
3. Create a concept and strategy for implementing a mobile design.
4. Complete information architecture deliverables such as flow charts, wireframes, and prototypes.
5. Integrate mobile design best practices.
6. Apply effective visual design to the mobile environment.
7. Identify the variety of mobile design tools and technologies.

IIIb. Arranged Hours Objectives:

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

1. Students will demonstrate an understanding of how to prototype design for a mobile app.

IV. Methods of Presentation:

Critique, Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Projects

IVb. Arranged Hours Instructional Activities:

Other (Specify), Other

Other Methods: The student will participate in online video tutorials and recommended resources related to prototyping.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Defining the project
15.000%	Concept and strategy
15.000%	Information Architecture: flow charts and wireframes
10.000%	Mobile app design best practices
10.000%	Visual design for mobile
10.000%	Mobile design patterns
10.000%	Mobile design tools and technologies
10.000%	Design Prototyping
5.000%	Final project review and revise
10.000%	Presentation and critique of projects
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Team exercises
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Class Work: Weekly Assignments
30%	Final exam: Final Project
30%	Projects: Midterm Project
100%	Total

VII. **Sample Assignments:**

Assignment 1: Assignment 1: Select a mobile app and critique it based on the criteria discussed in the course. Create a flow chart and wireframe for a re-design of the mobile app.

Assignment 2: Assignment 2: Complete design comps for a mobile app. Present design comps to class. Make design revisions based on class feedback and implement a low-fidelity prototype of the mobile app.

VIII. **Student Learning Outcomes:**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Successfully create a concept and strategy for implementing a mobile app.
3. Demonstrate knowledge and ability to create an effective visual design for the mobile environment.

Substantial Change: DESIGN 26, Motion Graphics 1

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	DESIGN 12 and DESIGN 13
Proposed Start:	Fall 2024

Rationale

Updating the name of the course to match the new DESIGN nomenclature for the courses related to graphic, user experience and web design and adjacent disciplines

I. Catalog Description

This hands-on course focuses on communication design for motion. Students will conceptualize, design and produce visual communication solutions using motion. Motion Graphics is a form of communication with a range of applications: film, television, communication design, branding, advertising and web. Projects will cover best practices for animation and visual effects in broadcast design, film titles, and video production by combining narrative storytelling, graphics and typography.

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. After Effects Apprentice, 3rd, Meyer, Chris, Focal Press © 2012
2. Adobe After Effects CS6 Visual Effects and Compositing Studio Techniques, Christiansen, Mark, Adobe Press © 2012, ISBN: 978-0321834581

III. Course Objectives

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

1. Explore the storytelling possibilities of new media which allow layering of text and images in motion.
2. Apply basic motion graphics processes and design principles.
3. Effectively critique motion graphic projects
4. Create new projects and compositions using appropriate settings.
5. Import files including video clips, still images, and sound files into a project.
6. Add, manipulate, and edit composition layers.
7. Create basic animations using transform properties (anchor point, position, scale, rotation and opacity), and use keyframes to define and control these changes.
8. Apply effects, filters, adjustment layers, blending modes and layer styles to enhance, composite or distort footages.
9. Create, edit and animate text.
10. Create basic 3D layers and use cameras within the software
11. Make a movie from a composition using the render queue panel.

IIIb. Arranged Hours Objectives:

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

1. Create an effective narrative and storyboard.
2. Identify the leading motion graphic designers in the industry.

IV. Methods of Presentation:

Critique, Group Work, Lecture and Discussion, Other, Projects, Visiting Lecturers

IVb. Arranged Hours Instructional Activities:

Lab, Group Work, Other, Projects

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
60.000%	Animation and Motion <ul style="list-style-type: none"> • Transform properties • Animation techniques • Manipulating keyframes • Working with layers • Type animation • Working with sound • Parenting and nesting • Shapes • Creating transparency • 3D Space • Track & key • Rendering
10.000%	Motion Graphic Design Process <ul style="list-style-type: none"> • Project goals and objectives • Who is the target audience? • Storyboarding
10.000%	Motion Graphic Design Critique <ul style="list-style-type: none"> • Criteria for assessing motion graphic design • Principles of typography • Principles of designing for motion • Leading motion graphic designers
10.000%	Video Editing <ul style="list-style-type: none"> • Capturing and Importing footage • Basic editing • Editing tools • Transition effects • Render settings and video compression
10.000%	Presentation and peer critique of projects
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Class exercises
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Class Work
10%	Final exam
20%	Homework
30%	Projects
100%	Total

VII. **Sample Assignments:**

Typography in Motion: Animate a set of opposing words. Choose two combinations of words such as Slow/Fast, Happy/Sad, Harmony/Chaos, Birth/Death. Create two separate animations of 15 seconds each. Each animation will be based on a contrast. Think about scale, size, position, and orientation to create different kinds of movement.

Create an End Tag: Create a five second end tag for a logo of your own design by animating the logo using scale, size, position, and orientation to communicate the characteristics of the brand.

VIII. Student Learning Outcomes:

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Animate text and still images using the transform properties and utilize keyframes to control various commands and actions.
3. Edit video clips, add transitions, effects, titles and audio and render the final project into a finished video.

Substantial Change: DESIGN 35, Mobile Design 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	DESIGN 23 and DESIGN 25
Proposed Start:	Fall 2024

Rationale

Updating the name of the course to match the new DESIGN nomenclature for the courses related to graphic, user experience and web design and adjacent disciplines

I. Catalog Description

This design course focuses on designing apps for mobile touchscreen devices including smartphones and tablets. This class will use knowledge acquired in Mobile Design 1 to conceptualize, design, and implement interactive design prototypes for mobile devices at an intermediate level. Projects will include designing, user testing, and creating mobile app design prototypes. NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.

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. Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps, 2nd Edition, Neil, Theresa, O'Reilly Media © 2014, ISBN: 978-1449363635
2. Mobile First, Wroblewski, Luke, A Book Apart © 2011, ISBN: 978-1-937557-02-7

III. Course Objectives

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

1. Create a concept and strategy for a mobile app.
2. Complete process deliverables such as flow charts, wireframes and prototypes.
3. Design effective touch-based interactions.
4. Integrate design prototyping best practices.
5. Apply effective visual design to the mobile environment.
6. Demonstrate ability to create design prototypes using mobile app tools and/or technologies.
7. Conduct and effectively analyze a user-testing session.
8. Describe the basics of releasing a mobile app.

IIIb. Arranged Hours Objectives:

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

1. Identify and apply an understanding of how to conduct a basic user-testing session.

IV. Methods of Presentation:

Critique, Group Work, Lecture and Discussion, Projects

IVb. Arranged Hours Instructional Activities:

Other: The student will participate in online video tutorials and recommended resources related to user-testing.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Concept and strategy
10.000%	Information Architecture: flow charts and wireframes

20.000%	Mobile design prototyping best practices
20.000%	Mobile design prototyping tools and technologies
10.000%	Conducting a user-testing session
10.000%	Analyzing a user-testing session
10.000%	Creating design iterations
5.000%	Releasing an app: understanding the process
5.000%	Presentation and critique of projects
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Team exercises
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Class Work: Assignments
60%	Projects: Midterm 30% Final 30%
100%	Total

VII. **Sample Assignments:**

Assignment 1: Conduct a user-testing session for a mobile app. Based on best practices outlined in course, conduct and analyze a user-testing session.

Assignment 2: Create a design prototype. Based on user-testing observations and prototyping tool and technologies, create a successful design prototype of a mobile app.

VIII. **Student Learning Outcomes:**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Conduct a user-testing session and utilize design iterations to create a successful design prototype for a mobile app.

Substantial Change: DESIGN 36, Motion Graphics 2

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	1.00
Arranged:	2.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Advisory(s):	DESIGN 26
Proposed Start:	Fall 2024

Rationale

Updating the name of the course to match the new DESIGN nomenclature for the courses related to graphic, user experience and web design and adjacent disciplines

I. Catalog Description

This hands-on course focuses on communication design and common professional uses of advanced motion graphics. Students will conceptualize, design and produce innovative time-based visual communication solutions using motion design theory and techniques. Exploring a wide range of applications (film, web, television, communication design, branding and advertising), students will create projects with advanced techniques for animation and visual effects in broadcast design, film titles and video production by combining typography, graphics and narrative storytelling.

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. Motion Graphic Design: Applied History and Aesthetics, Krasner, Jon, Focal Press © 2013, ISBN: 978-0-240-82113-9
2. 3D Motion Graphics for 2D Artists, Byrne, Bill, Focal Press © 2011, ISBN: 978-0-240-81533-6

III. Course Objectives

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

1. Apply advanced motion graphics processes and design principles.
2. Create an effective narrative and storyboard
3. Appropriately apply the role of pacing, continuity and dramatic structure in visual storytelling.
4. Utilize principles of typography with motion design.
5. Effectively critique motion graphic work.
6. Apply motion graphics concepts to progressively more difficult visual problems.
7. Demonstrate professional presentation skills.
8. Create new projects and compositions using the appropriate software settings.
9. Import files including video clips, still images, and sound files into a project.
10. Create work using leading animation and motion software, while conforming to international digital standards of settings and compression while completing the animations.
11. Add, manipulate, and edit composition layers
12. Create animations using transform properties (anchor point, position, scale, rotation and opacity), and use keyframes to define and control these changes.
13. Apply effects, filters, adjustment layers, blending modes and layer styles to enhance, composite or distort footages.
14. Create, edit, and animate text
15. Create basic 3D layers.

IIIb. Arranged Hours Objectives:

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

1. Create an effective narrative and storyboard.
2. Review and evaluate contemporary motion title designs.

IV. Methods of Presentation:

Projects, Critique, Lecture and Discussion

IVb. **Arranged Hours Instructional Activities:**

Projects, Critique, Visiting Lecturers, Lab

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
60.000%	Motion Graphic Projects • Successful execution; timely submission; quality and presentation of creative assignments; completed readings; evidence of substantial/productive time in lab doing work. • Project meets rubric criteria. • Demonstrated development of form, content, technique, and process over course of semester; neatness in presentation; attention to detail.
20.000%	Motion Graphic Design Process • Project goals and objectives • Identifying the target audience • Advanced Storyboarding techniques
20.000%	Motion Graphic Design Critique • Criteria for assessing motion graphic design • Principles of storytelling and designing for motion • Presentation and critique of projects
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
50.00%	Critiques
50.00%	Class exercises
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Class Work
10%	Final exam
20%	Homework
30%	Projects
100%	Total

VII. **Sample Assignments:**

Create an animated infographic: Using data and references create a storyboard and then a 15-second motion graphics video with appropriate charts and/or graphs.

Create a cinematic trailer.: Create a script and storyboard. Utilize special effects and consider resolution, composition, style, tone, and environment to create a 10-second trailer for an animated feature or television show.

VIII. **Student Learning Outcomes:**

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Apply principles of design and typography to create motion graphics projects.
3. Be able to create 2D motion graphics: frame-by-frame and tweened animations and integration of sound.
4. Create computer projects that convey a client's point of view to an intended audience.

Modify Course: ECE - NONCREDIT 904, Health and Safety for ECE Providers

Units:	0.00
Total Instructional Hours (usually 18 per unit):	6.48
Hours per week (full semester equivalent) in Lecture:	0.18
In-Class Lab:	0.18
Arranged:	0.00
Outside-of-Class Hours:	6.48
Degree Applicability:	Noncredit
Proposed Start:	Spring 2024

Rationale

The proposed course update includes the addition of course objectives and a student learning outcome that were inadvertently excluded from the original course proposal. The course objectives and SLOs now reflect the entirety of the course content.

I. Catalog Description

Introduction and training on specific topics associated with cardiopulmonary resuscitation, emergency procedures, and first aid, with an emphasis on infants and young children.

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. First Aid/CPR/AED Participant's Manual, American Red Cross, American Red Cross © 2021

III. Course Objectives

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

1. Recognize and respond appropriately to cardiac, breathing and first aid emergencies.
2. Recognize and respond appropriately to cardiac and first aid pediatric situations.
3. Demonstrate the ability to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over.
4. Identify strategies to prevent workplace injuries and illness.
5. Identify strategies to prevent classroom injuries and illness among children.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Lab, Critique

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	1. Procedures to prevent job-related injuries such as proper lifting and carrying of infants and toddlers and proper body mechanics when diapering and toileting young children. 2. Procedures to prevent contamination of classroom materials and spreading of illness. 3. Proper classroom furniture and materials arrangement to prevent injuries. 4. Playground arrangement to prevent injuries.
15.000%	Workplace health and safety procedures for early childhood education teachers.
35.000%	Intervention procedures for cardiac and first aid emergencies.
35.000%	1. Life threatening emergencies that occur with adults, children, and infants 2. Procedures to address cardiac emergencies and health crises with adults, children, and infants 3. Implications for classroom practice and environmental circumstances 4. Skills for handling cardiopulmonary emergencies and administering first aid
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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25%	Other: Case Study Reflections
25%	Quizzes
25%	Final exam: Final exam measuring knowledge of injury/illness prevention strategies.
25%	Final Performance: Final Demonstration of CPR/First Aid Skills
100%	Total

VII. **Sample Assignments:**

Reading Assignment: Reading Assignments: Students will read passages from First Aide Manual and CPR book.

Demonstration of Mastery of Procedures: Following reading assignment, students will by practice and demonstrate mastery of procedures.

VIII. **Student Learning Outcomes:**

1. Demonstrate understanding of procedures to prevent classroom illness and injuries.
2. Demonstrate competency in cardio-pulmonary resuscitation and acquire a CPR card which is valid for 2 years.
3. Demonstrate skills of basic first aid and acquire a First Aid card which is valid for 2 years.

Substantial Change: EMERITUS – ENGL E27, Poetry and Fiction

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024

Rationale

Instructor asked us to add "and Fiction" after the word "Poetry" in the course description for accuracy's sake.

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Critique their own works of poetry and fiction, and that of their peers.
2. Differentiate and discuss different genres of writing

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Critique

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Various genres of writing
20.000%	Poetic structures and rhythms
20.000%	Plot development in Fiction
20.000%	Character development in Fiction
20.000%	Critique etiquette
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Discuss your favorite author/writer: What influenced the writer you deem as your favorite? What has their impact been? Why are you drawn to their work? Is there anything of their work you don't like?

Pair and Share: In dyads and triads, pass around your most recent writing for constructive criticism.

VIII. Student Learning Outcomes:

1. Compare and contrast the writing styles of various authors as it related to their era, genre and impact.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

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

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024
TOP/SAM Code:	100400 - Music / E - Non-Occupational

Rationale

Changing Discipline of the course in Meta from HUMDEV to MUSIC.

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Distinguish a variety of musical techniques and instruments.
2. Listen to music with an awareness and appreciation of form, style and the elements with which it is created.
3. Review music selections, including the techniques used, the meaning behind it, and it's relevance, both at the time it was created, and since.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Visiting Lecturers

V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Musical techniques and instruments.
50.000%	Music forms, styles, and elements.
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Discuss musical relevance: Discuss the music the class heard, and it's relevance to the period in which it was created.

Discuss the feelings evoked by the music: How has this music impacted you? Was this the first time you heard it?

VIII. Student Learning Outcomes:

1. Evaluate a variety of musical performances, with a mix of both live, in-person concerts, and online archived concerts.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – OCC E08, Word Processing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024

Rationale

Renumbering Word Processing from E01 to E08 allows for some stratification in the course numbering.

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Identify elements and tools of word processing programs.
2. Demonstrate some of the functional uses of word processing programs.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion

V. Course Content

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

VI. Methods of Evaluation

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

VII. Sample Assignments:

Copy, Rename, Save and open a file: Copy the file marked "Sample Assignment:.". Rename it as "First Name Last Name Sample" using your own name. Open it. Follow the provided formatting instructions and then click Save. Raise your hand when you want me to check your work.

Copy and Paste: Copy and Paste an article from your favorite website into a Word document. Be sure to cite your source.

VIII. Student Learning Outcomes:

1. Apply the computer skills taught in this class.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Substantial Change: EMERITUS – POL SC E15 - Pop Culture, Politics and Social Change

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:	2207.00 - Political Science / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

Pol Sc E00 is one of the most popular courses at Emeritus and the music department offers many classes to a large number of students. In the Spring of 2023 we introduced Pol Sc E10 which allowed students to learn how music influences and is influenced by political movements. The class has attracted student interest and enrollment. Students in that class have asked instructors if they can present about other art forms, but unfortunately given all the musical material to cover, the instructors have not been able to integrate other forms of art in a meaningful way. From that student interest, we offer this proposal to broaden the types of topics related to art and politics that we can teach at Emeritus.

I. Catalog Description

This course helps Emeritus students understand how political movements influence and are influenced by popular culture (such as music, books, comics, fine arts, sports, theater, films and TV). Emphasis will be placed on reviewing different elements of popular culture of various eras in American history and discussing those influences and their impacts on American life and politics.

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Identify several examples of art and pop culture have influenced politics and vice versa.
2. Recognize the relationship between art, culture and politics.
3. Explain how social issues have been introduced to the public in ways that affect acceptance.

IV. Methods of Presentation:

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

V. Course Content

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

VI. Methods of Evaluation

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

VII. **Sample Assignments:**

Discussion: Watch a documentary in class, and discuss the state of America and its politics at the time of the documentary. Do you think it was reasonable when it was filmed? Do you agree with it now?

Reflection : Instructor will ask students to share an experience with a form of artistic expression that awakened them to a topic that they then wanted to learn more about or take a stand on?

VIII. **Student Learning Outcomes:**

1. Explain how different cultural and political movements have been represented through art, and how art and pop-culture movements have affected American culture and politics.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

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

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024

Rationale

Changing Discipline of the course in Meta from HUMDEV to TH ART.

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

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

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Selected topics (e.g. burlesque vaudeville, silent film clowns, etc.)
25.000%	History, origins, structures, and forms of comedy.
25.000%	Various comedic performances.
25.000%	Impacts of comedy on historical events, and vice versa.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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100%	Other: There are no grades for Emeritus classes, as it is a noncredit program.
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VII. **Sample Assignments:**

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

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

VIII. **Student Learning Outcomes:**

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

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

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024

Rationale

Changing Discipline of the course in Meta from HUMDEV to TH ART.

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023
2. All texts and resources will be provided by the instructor.

III. Course Objectives

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

1. Explain why Jewish Americans were particularly driven to arts and entertainment roles, and how that has driven both content and performance.
2. Engage in critical discussions or analysis of the subject matter at hand (e.g., the multifaceted contributions of the Jewish community to a variety of fields, including the arts, entertainment and culture).

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	Influence of Jewish Americans on American culture.
20.000%	Jewish immigration into the USA.
20.000%	Jewish theater, literature, film, art and music
20.000%	Jewish humor
20.000%	Jewish art, culture and entertainment in 20th Century United States
100.000%	Total

VI. **Methods of Evaluation**

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

VII. **Sample Assignments:**

Compare the depictions between humor and drama: The instructor will show two film clips, one comedy and one drama. Please discuss the pros and cons of the depictions of Jewish Americans in each one.

Humor through Adversity: In light of generational trauma and adversity facing the Jewish community for generations, the Jewish community has leveraged humor to cope. Discuss the cathartic benefits of humor as an outlet and share thoughts on if the arts, culture, and entertainment was an outlet for healing, or the only opportunity available.

VIII. **Student Learning Outcomes:**

1. Recognize the connection between theatrical performances, film and music, and the impact they have on the cultural, historical, and national Jewish identity.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

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

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024

Rationale

Changing prefix from ENGL and submitting for DE.

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Recognize the role of the playwright/director/actor relationship in the process of producing a dramatic presentation.
2. Analyze performance intention and audience response to theatrical performances performance, musical pieces, and film.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Nuances of Dialogue
25.000%	American Playwrights
25.000%	European Playwrights
25.000%	Scene reenactments
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no assignments or grades for a Noncredit or Emeritus class.

VII. Sample Assignments:

Dyads, triads, small groups: In your group, please select one of the listed vignettes or scenes. Pick roles and read through them. On a second read-through, change roles. What insights do you glean from this? Please share with your group and be prepared to discuss with the class as a whole.

Discuss the meaning of a particular piece: In your groups, please reach a consensus on what the meaning of that work has been, both in the era of it's first writing and performance, and it's ongoing meaning today.

VIII. Student Learning Outcomes:

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

E TH ART E28 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery	60.00%
Discussion	Discussion and Q&A	40.00%

2. Organization of Content:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:

Instructors 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:

"Contemporaries of Shakespeare"

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

Introduction (Multimedia Presentation):

Through a combination of a slide deck and screen sharing, the instructor will lecture about playwrights that were peers of Shakespeare. Students will act out scenes from these works.

Once the lecture has finished, questions to ask and discuss:

- 1) What is it about Shakespeare's work that allowed him to outshine all of these lesser known playwrights?
- 2) List 3 things about the human condition that are portrayed well in some of these playwrights' works?

Substantial Change: MEDIA STUDIES 2, Media Literacy

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:	060100 - Media and Communications, General / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Mass Communication

Rationale

Name change for clarity, updated SLOs and course description to have clearer language, and updated edition of textbook.

I. Catalog Description

This course prepares students for a media-saturated world, by equipping them with the tools they need to critically evaluate media content in print, electronic and digital form, such as magazines, television, film, podcasts, advertising and video games. Students will delve into the intricacies of media messages, the techniques behind them, and their societal implications; exploring the powerful narratives that shape our culture and the profound influence media messages have on public opinion. Students will also cultivate an ethical approach to media consumption and gain insights into the importance of accurate representation and the challenges of media bias.

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. Media Literacy, 10, Potter, W.J, Sage Publications © 2021, ISBN: 9781071814451

III. Course Objectives

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

1. Define media literacy—explain what it is, and what it is not.
2. Identify the five fundamental aspects of a media message: creator/author/producer; format and techniques of production; audience; content or message; motive or purpose.
3. Define and explain the five core concepts of media literacy.
4. Use library resources and databases to evaluate sources of information.
5. Apply five key questions to identify the media text authors; the specific "construction" techniques that influence what the text is saying (values expressed and unexpressed); lifestyles endorsed or rejected, points of view proposed or assumed.
6. Interpret a message by analyzing purpose, point of view, format, genre, character, plot, theme, mood and context.
7. Analyze media messages by methods of compare/contrast, cause/effect, listing and sequencing.
8. Summarize how a media text is constructed and how various elements of the construction trigger one's own response, which may be different from other people's interpretations of the text.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Other Methods: Training sessions at the SMC Library, Screenings of film, television, video games and CD-Rom program excerpts

V. Course Content

% of Course	Topic
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6.250%	Defining media literacy—what it is (critical analysis of media) and what it is not (media bashing). Identifying five fundamental aspects of a media message: creator/author/producer; format and techniques of production; audience; content or message; motive or purpose.
6.250%	Key Question #1: Who created the message? Classes focus on the concept of media texts as messages that have been constructed by an author/creator for a purpose. Suggested activity: Using materials such as those provided by the Center for Media Literacy, students will view a slide showing letters of the alphabet that most will recognize as being made famous by commercial products.
6.250%	Students visit the Library to learn how to evaluate and cross-check sources of information such as printed texts, trade journals, blogs and Internet websites. Library resources and databases will be demonstrated.
6.250%	Key Question #2: What creative techniques are used to attract the media consumer's attention? Clips from a specific television program or film will show how camera angle, music, narration or silence can affect the message. Suggested activity: Students watch a TV sitcom at home, and in class break up in small groups to identify how various creative decisions affected the outcome of the media message.
6.250%	Key Question #3: How might other people interpret a media message differently? Suggested activity: Student groups compare notes on their analyses of the TV show or film viewed previously. Differences of opinion are analyzed to show how personal experience and cultural perspectives influence our conclusions.
6.250%	Key Question #4: What lifestyles, values and points of view are represented in, or omitted from, the media message? Classes focus on what to look for in watching the news as presented in print, electronic or online media: selection and omission; placement; image selection; word choice and tone, sources. Suggested activity: Students break up into small groups to examine a list of possible stories and photos for the evening newscast or daily newspaper. Each group will come up with the top three stories and photos, and groups then will compare notes on what was chosen and what was left out. What kinds of decisions were made before the news ever reaches the public?
6.250%	Key Question #5: Why is this message being sent? Discussion will focus on how media messages are constructed to gain profit or power. Suggested activity: Students review print articles, video clips, commercial/political advertising, video games or other media texts to determine what ideas and products are being sold. Who benefits? How are sex, money and power represented?
6.250%	Return to Library for follow-up sessions to learn how library sources can be utilized for research in answering the above five media literacy questions.
6.250%	Close media analysis of media texts, concentrating on visuals—page design, photography, graphic design, lighting, camera angles, how pictures are edited together. Descriptions of people—what they look like, what they are wearing. Suggested activity: Students view a video clip or newspaper/magazine story and immediately afterward write down what visual images "stick," which ones made the greatest impression, and why that influences meaning.
6.250%	Close examination of media texts, concentrating on sounds—what words are spoken and who says them; use of music; who is being spoken to. Suggested activity: students view video clip and immediately afterward write down which sounds they remember most vividly, and why that contributes to the meaning of the text.
6.250%	Application of the Five Key Questions to a text from the print media. Students work in groups to analyze a news story or magazine article using principles of media literacy.
6.250%	Application of the Five Key Questions to a text from the visual media. Students work in groups to analyze a television show or film using principles of media literacy.
6.250%	Application of the Five Key Questions to advertising or political media. Students work in groups to analyze ads or political propaganda using principles of media literacy.
6.250%	Application of the Five Key Questions to representations of sex and/or violence in the media. Students work in groups to analyze newspapers, magazines, television, films or advertising using principles of media literacy.
6.250%	Final Examination

6.250%	Presentations of group conclusions synthesizing media literacy principles with reference to print, broadcast, online, film, advertising, video games and political media.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Final exam
20%	Papers: Written Analyses/Exercises
40%	Projects: Individual and group
20%	Quizzes
100%	Total

VII. **Sample Assignments:**

Print Ad Assignment: Create a one-page print advertisement featuring the product of your choice. Your task is to make it appealing to your audience by using demographic and psychographic research to sell the lifestyle or ideology behind the product rather than the product itself. You can draw it by hand, cut and paste the elements from newspapers and magazines, use a computer program like Photoshop, or combine these methods. You'll present them in class on the due date, and your classmates will provide comments on your creation.

Ad Analysis: For this assignment, please select a media artifact, such as an advertisement. Please critically analyze the ad (or other media artifact) and post your analysis to the threaded discussion. Please also include a photo of your artifact or a link to the artifact. Focus on which creative techniques are used to create meaning. Then, please respond to two classmates' posts and comment on their analyses. First, make observations. Look at the ad and evaluate its aesthetics. Here are some possible questions to consider from the Media Education Foundation: Take note of the lighting used in the ad. Does it appear to be natural or artificial? Why or why not? Are certain parts of the ad highlighted while others are not? If so, why do you think this is? Are there shadows? What colors are used? Are they bright? Black and white? In sharp contrast to each other? Are there people depicted in the ad? What gender is represented? What race? What do the people look like (young, old, stylish, etc.)? What are their facial expressions? Second, determine the purpose of the ad. Consider what feelings or emotions the ad tries to associate with the product. Third, determine the assumptions the ad makes and the messages it sends.

News Writing: Write a three-paragraph news story about an event that you have first-hand knowledge or experience about. The story can be something you found in the newspaper or online; it must be something you experienced personally. Come up with a teaser headline of about 5-9 words that a) sum up the story and b) make us want to read this story. Consider your audience when deciding on the subject, the headline, and the angle. Why should we care about this story? What makes us interested? Tell us a story.

VIII. **Student Learning Outcomes:**

1. Analyze and critically evaluate media content, understanding the ways in which media messages are constructed, the techniques employed, and the potential influence on audiences.
2. Recognize the broader sociocultural, economic, and political contexts in which media operates, understanding its role in shaping cultural narratives, reinforcing or challenging power dynamics, and influencing public opinion and behaviors.
3. Discern credible sources and demonstrate an understanding of ethical considerations in media production, including issues related to representation, bias, and privacy.

**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:

NPMGMT 1 Introduction to Workforce Training within the Homeless Response System	Units: 12.0
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).



**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 marketing 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.

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 <input checked="" type="checkbox"/>	Endorsed: Some Criteria Met <input type="checkbox"/>	Not Endorsed <input type="checkbox"/>
Program Endorsement Criteria			
Supply Gap:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Living Wage: (Entry-Level, 25th)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Education:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Emerging Occupation(s)			
Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>	

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 above 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 Counties⁵

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 (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th 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.

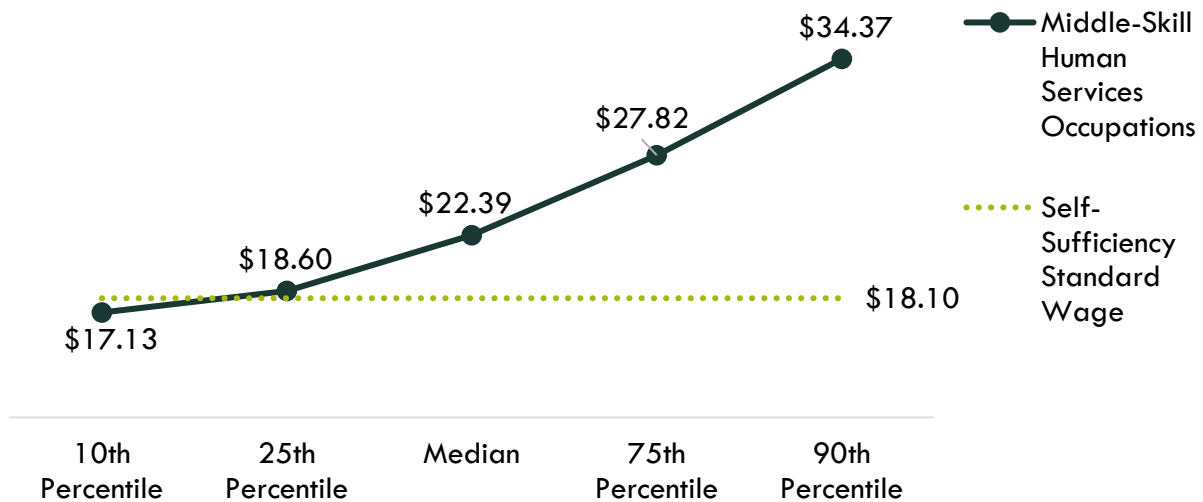
Exhibit 3: Earnings for Occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th 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.

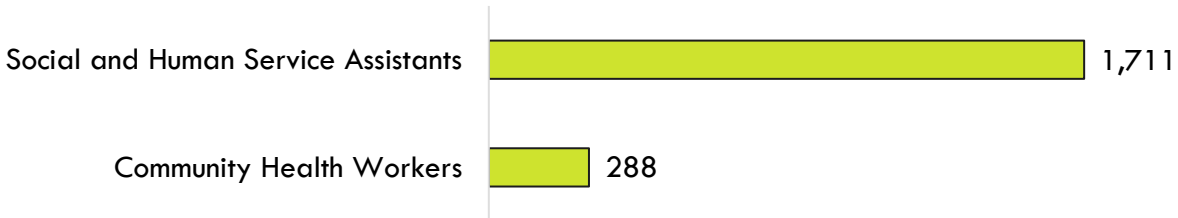
Exhibit 4: Average Hourly Earnings for Middle-Skill Human Services Occupations in LA/OC



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
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

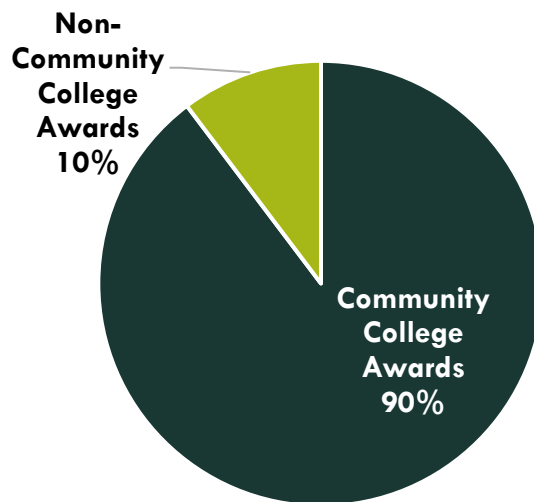
For a comprehensive regional supply analysis, it is important to consider the supply from other institutions in the region that provide training programs for middle-skill human services occupations. Exhibit 7 shows the annual and three-year average number of awards conferred by these institutions in 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 (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th 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 (25 th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75 th 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)

For more information, please contact:

Luke Meyer, Director
Los Angeles Center of Excellence
Lmeyer7@mtsac.edu



**Santa Monica College
Program Of Study
New Program:**

Introduction to Logistics and Supply Chain Management Certificate of Achievement

The Introduction to Logistics and Supply Chain certificate program examines the policies and practices used by Logistics and Supply Chain management staff to build and maintain an effective workforce. Topics include human logistics basics, and supply chain analysis and simulations for students to understand the flow of products from manufacturing to shipping to warehouse to stores.

Program Learning Outcomes:

Upon completion of this program, students will be able to understand on how to move products across the globe with a career in logistics.

Upon completion of the program students will be able to identify the core competencies needed for a career in logistics and supply chain management.

Required Courses

Units: 9.0

BUS 1 ^{DE} Introduction To Business	3.0
BUS 80 ^{DE} Principles of Logistics	3.0
BUS 82 ^{DE} Supply Chain Management	3.0

Select 1 of these courses

Units: 3.0

BUS 53 ^{DE} Importing and Exporting	3.0
BUS 55 ^{DE} Southern California's International Connections and Blue/Ocean Economy	3.0
BUS 57 ^{DE} Introduction to Lean Six Sigma	3.0
BUS 81 ^{DE} Transportation Management	3.0
BUS 83 ^{DE} Operations Management	3.0
BUS 87 ^{DE} ERP System: Procurement	4.0

Total: 12.0

**Santa Monica College
Program Narrative
Introduction to Logistics and Supply Chain Management Certificate of Achievement**

Program Goals and Objectives:

The Introduction to Logistics and Supply Chain certificate program examines the policies and practices used by Logistics and Supply Chain management staff to build and maintain an effective workforce. Topics include human logistics basics, and supply chain analysis and simulations for students to understand the flow of products from manufacturing to shipping to warehouse to stores.

Program Learning Outcomes:

Upon completion of this program, students will be able to understand on how to move products across the globe with a career in logistics. Upon completion of the program students will be able to identify the core competencies needed for a career in logistics and supply chain management.

Catalog Description:

The Introduction to Logistics and Supply Chain certificate program examines the policies and practices used by Logistics and Supply Chain management staff to build and maintain an effective workforce. Topics include human logistics basics, and supply chain analysis and simulations for students to understand the flow of products from manufacturing to shipping to warehouse to stores.

Program Learning Outcomes:

Upon completion of this program, students will be able to understand on how to move products across the globe with a career in logistics.

Upon completion of the program students will be able to identify the core competencies needed for a career in logistics and supply chain management.

Program Requirements:

Required Courses	Units: 9.0
BUS 1 ^{DE} Introduction To Business	3.0
BUS 80 ^{DE} Principles of Logistics	3.0
BUS 82 ^{DE} Supply Chain Management	3.0
Select 1 of these courses	Units: 3.0
BUS 53 ^{DE} Importing and Exporting	3.0
BUS 55 ^{DE} Southern California's International Connections and Blue/Ocean Economy	3.0
BUS 57 ^{DE} Introduction to Lean Six Sigma	3.0
BUS 81 ^{DE} Transportation Management	3.0
BUS 83 ^{DE} Operations Management	3.0
BUS 87 ^{DE} ERP System: Procurement	4.0
	Total Units: 12.0

Master Planning:

This program provides students the opportunity to develop skills in the growing field of logistics and supply chain management. Students will learn about the flow and movement that organizations utilize to produce and deliver their products and services. Logistics and supply chain touches all aspects of a company's operations—from the movement of raw materials, energy, goods, money, people, satellites, information, and an array of operational tools. Our logistics' and supply chain management degree will prepare the student for a career in the growing field of Global Trade and Logistics/Supply Chain. Our program partners with PRO-GTL to enhance education and business partnerships for optimal job opportunities.

Enrollment and Completer Projections:

Enrollment complete projections are 30 students per year.

Place of Program in Curriculum/Similar Programs:

After completing this certificate, students may opt to pursue our A.S. Business degree as well. This program complements our Management/Leadership certificate of achievement.

Similar Programs at Other Colleges in Service Area:

Pasadena City College, Long Beach Community College, East Los Angeles College

Global Trade, Logistics and Transportation Advisory Board Meeting May 03, 2023

Attendees:

- Norman W. Harris III -Customs Brokerage Manager at NNR Global Logistics
- Jane Tierney - President at Purple Link
- Mark Spiwak Owner of Beachside Consulting and Aerospace and Technology Leadership
- Jimmy Camilo Boeing Research and Technology Senior Project manager
- Brandy Richards LA Department of Homeland Security Transportation Security Administration
- Tung Huynh LA Department of Homeland Security Transportation Security Administration
- Dana Nassar SMC Business Department Chair
- Katya Rodriquez Co Leader of GTL
- Keith Everett Co Leader of GTL

Meeting Minutes

- Industry experts made the following comments and recommendations:
- Excel is very important in the industry and should be included in all classes.
- Really appreciated and recognized the importance of teaching BUS 57 Introduction to Lean Six Sigma.
- Create a class or expose students to Business Analytics
- Skills students needed in the workplace:
 - Risk analysis and consequences
 - Cultural Intelligence
 - Ability to build trust in relationships
 - Good communication skills and global communication skills
 - Be able to summarize
 - Disseminate information
 - Email etiquette
- Feedback Items for Advisors: Presented information about the need for an entry-level job in the industry which can be addressed by a short-term certificate of 12 units. The certificate is oriented towards career advancement for those already in the logistics industry or to give students entering the workforce additional credentials to make their candidacy more attractive to employer.
 - The certificate contains:
 - Required (9 units)**
 - BUS 01 Introduction to Business
 - BUS 80 Principles of Logistics
 - BUS 82 Supply Chain Management
 - Elective (3 units)**
 - BUS 53 Import/Export
 - BUS 55 Southern's California International Connections
 - BUS 57 Introduction to Lean Six Sigma
 - BUS 81 Transportation Management
 - BUS 83 Operations Management
 - BUS 87 ERP Procurement
 - Action :The Advisory Board recommended to develop "the Introduction to Logistics and Supply Chain Management Certificate of Achievement"