SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, April 30, 2025, 3:00 p.m.
Drescher Hall, Loft (3ʳᵈ Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
https://smc-edu.zoom.us/j/88008685421

Meeting ID: 880 0868 5421

One tap mobile
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Find your local number: https://smc-edu.zoom.us/u/kog4GeKXL

Members:

Redelia Shaw, *Chair*	Javier Cambron	Aileen Huang	Bobby Simmons
Dione Hodges, *Vice Chair*	Jihyeon Cha	Gary Huff	Briana Simmons
Jason Beardsley	Evelyn Chantani	Jesus Lopez	Lydia Strong
Mary Bober	Rachel Demski	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Susan Fila	Estela Narrie	Associated Students Rep
Walter Butler	Christina Gabler	Kevin Roberts	Associated Students Rep
Susan Caggiano	Walker Griffy	Scott Silverman	

Interested Parties:

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

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

V. Chair's Report

VI. Information Items

1. CCN Updates
2. Cal-GETC Updates

VII. Action Items

(Courses: New)

(Courses: Distance Education)

(Courses: Substantial Changes)

(Programs: New)

(Programs: Revisions)
  - SLO/PLO mapping
  - Course description and PLO updates

  - SLO/PLO mapping

  - SLO/PLO mapping
  - Removing BUS 60
  - Accounting: Adding ACCTG 22 (from ACCTG 1 or 21 to ACCTG 1 or 21 *and* 22)
  - Other Specialty: Adding CIS 2 as option for CIS 35A (from CIS 35A to CIS 2 *or* CIS 35A)

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

The next Curriculum Committee meeting is May 7, 2025.

Curriculum Committee Minutes
Wednesday, April 2, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, *Chair*	Javier Cambron	Walker Griffy	Scott Silverman
Dione Hodges, *Vice Chair*	Jihyeon Cha	Gary Huff	Bobby Simmons
Mary Bober	Rachel Demski	Jesus Lopez	Briana Simmons
Fariba Bolandhemat	Susan Fila	Estela Narrie	Audra Wells
Susan Caggiano	Christina Gabler	Kevin Roberts	

Members Absent:

Jason Beardsley	Evelyn Chantani	Jacqueline Monge*	Lydia Strong*
Walter Butler	Aileen Huang		

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

Others Present:

Guido Davis Del Piccolo	Eric Oifer	Steven Sedky	Alex Tower

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

I. Call to Order and Approval of Agenda
The meeting was called to order at 3:05 pm. Motion to approve the agenda with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.

II. Public Comments
None

III. Announcements
None

IV. Approval of Minutes
Motion to approve the minutes of March 19, 2025 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Walker Griffy
The motion passed with the following vote: Y: 16; N: 0; A: 1 (Jesus Lopez abstains.)

V. Chair's Report
Common Course Numbering Phase III information is available in the curriculum canvas shell. Reminder to discuss with your departments the details/information/share links to surveys, etc.

VI. Information Items

1. SMC GE Update
   Adding DANCE courses to Area 3 Arts/Humanities:

DANCE 10, 11, 14, 17, 19A, 20, 21A, 22A, 24, 25, 26A, 31A, 41A

VII. Action Items

(Courses: New)
a. ART 87B Art Mentor Professional Practice
Motion to approve ART 87B with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.

b. ART 87C Art Mentor Material and Exhibition Studies
Motion to approve ART 87C with no revisions.
Motion made by: Walker Griffy; **Seconded by:** Susan Caggiano
The motion passed unanimously.

c. SWHS 1 Introduction to Social Work and Human Services
Motion to approve SWHS 1 with no revisions.
Motion made by: Dione Hodges; **Seconded by:** Gary Huff
The motion passed unanimously.

d. SWHS 10 Social Work and Human Services Seminar (Prerequisite: SWHS 1; Corequisite: SWHS 95)
Motion to approve SWHS 10 with no revisions.
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.

Motion to approve SWHS 10 prerequisite SWHS 1 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Hodges
The motion passed unanimously.

Motion to approve SWHS 10 corequisite SWHS 95 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Hodges
The motion passed unanimously.

e. SWHS 95 Social Work and Human Services Fieldwork (Prerequisite: SWHS 1; Corequisite: SWHS 10)
Motion to approve SWHS 95 with revision to sample assignment #1 to add hours to 108 ("108 hours"), and change course content to "100%: Application of the following to the fieldwork experience:…"
Motion made by: Walker Griffy; **Seconded by:** Gary Huff
The motion passed unanimously.

Motion to approve SWHS 95 prerequisite SWHS 1 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously.

Motion to approve SWHS 95 corequisite SWHS 10 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Hodges
The motion passed unanimously.

(Courses: Distance Education)
f. ART 87B Art Mentor Professional Practice
Motion to approve distance education for ART 87B with no revisions.
Motion made by: Bobby Simmons; **Seconded by:** Kevin Roberts
The motion passed unanimously.

g. ART 87C Art Mentor Material and Exhibition Studies
Motion to approve distance education for ART 87C with no revisions.
Motion made by: Kevin Roberts; **Seconded by:** Bobby Simmons

The motion passed unanimously.

h. SWHS 1 Introduction to Social Work and Human Services
    Motion to approve distance education for SWHS 1 with no revisions.
    Motion made by: Walker Griffy; **Seconded by:** Audra Wells
    The motion passed unanimously.

(Courses: Substantial Changes)
i. AHIS 80 History of Exhibition & Display (Changes: course description, SLOs, course objectives, course content, sample assignments)
    Motion to approve changes to AHIS 80 with additional revision to correct duplicated textbook in META.
    Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons
    The motion passed unanimously.

j. AQUA 3 Microbiology and Genetics for Aquaculture (Changes: prerequisite from AQUA 1 *and* AQUA 2 to AQUA 1 *or* AQUA 2, SLOs, course objectives)
    Motion to approve changes to AQUA 3 with no additional revisions.
    Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges
    The motion passed unanimously.

    Motion to approve prerequisite change to AQUA 3 (AQUA 1 *and* AQUA 2 to AQUA 1 *or* AQUA 2)
    Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
    The motion passed unanimously

k. ART 87A Art Mentor Portfolio (Changes: course number (was 87), SLOs, course objectives, lab content, methods of evaluation, textbooks)
    Motion to approve changes to ART 87A with no additional revisions.
    Motion made by: Jesus Lopez; **Seconded by:** Scott Silverman
    The motion passed unanimously.

l. PHOTO 30 Techniques of Lighting: Introduction (Changes: SLOs, course objectives, remove PHOTO 5 pre/corequisite)
    Motion to approve changes to PHOTO 30 with no additional revisions.
    Motion made by: Susan Caggiano; **Seconded by:** Estela Narrie
    The motion passed unanimously.

(Programs: New)
m. Social Work and Human Services AA-T
    Motion to approve Social Work and Human Services AA-T with revision to the second paragraph of the catalog description to add "or Human Services"
    Motion made by: Audra Wells; **Seconded by:** Susan Fila
    The motion passed unanimously.

(Programs: Maps)
n. Social Work and Human Services AA-T
    Motion to approve the program map for Social Work and Human Services AA-T with no revisions.
    Motion made by: Susan Caggiano; **Seconded by:** Dione Hodges
    The motion passed unanimously.

(Programs: Revisions)
o. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
    Motion to approve to changes to degrees, certificates, and program maps as a result of courses considered on this agenda
    Motion made by: Scott Silverman; **Seconded by:** Audra Wells
    The motion passed unanimously.

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 3:59 pm.
Motion made by: Kevin Roberts; **Seconded by:** Susan Caggiano
The motion passed unanimously.

New Course: REAL ESTATE 10, Property Management

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2026
TOP/SAM Code:	051100 - Real Estate / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Real Estate
Program Impact:	Proposed for inclusion in an existing degree or certificate • This course is part of a multi-course series that will prepare and qualify students to sit for their real estate salesperson license exam. The certificate will be earned by completing a 3-course series.

Rationale
This course aligns with career education goals for preparing students to enter the workforce at the entry level. The target population consists of students interested in entering the real estate industry, specifically for positions within the real estate brokerage and property management sectors.

I. Catalog Description
This course offers a comprehensive overview of property management fundamentals. It explores the management of income-producing properties, including residential, office, retail, and industrial. It examines the unique requirements for leasing, collecting rents, and working with tenants for each property type. Key topics include tenant relations, landlord–tenant law, fair housing regulations, evictions, insurance, budgeting, financial statements, record-keeping, and office administration. An overview of property management software used for financial reporting and operations is introduced. This course partially covers the information needed to obtain a Real Estate Salesperson and/or Real Estate Broker's license.

II. Examples of Appropriate Text or Other Required Reading:
(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)
1. Principles of Real Estate Management, 18, Kathy Whitman, IREM © 2023, ISBN: 978-1-57203-293-4
2. Property Management, 3rd, Kathryn Haupt, Dearborn Real Estate Education © 2021, ISBN: 978-1-57203-293-4

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Define the responsibilities of property managers for residential, commercial, and mixed-use properties.
2. Apply financial management techniques including budgeting, rent collection and financial reporting.
3. Develop a property management plan addressing maintenance, staffing, marketing, and risk mitigation.
4. Examine California real estate law, fair housing regulations, and ethical practices in property management.

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

V. Course Content

% of Course	Topic
10.000%	Overview of Property Management

10.000%	Real Estate Economics & Ownership
10.000%	Management Agreements & Plans
20.000%	Financial Management
10.000%	Workforce Management
10.000%	Marketing, Leasing & Tenant Retention
15.000%	Property Operations & Maintenance
5.000%	Technology Trends
10.000%	Residential, Commercial & Mixed-Use Properties
100.000%	Total

VI. **Methods of Evaluation**

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

VII. **Sample Assignments:**
Case Study: Assume the role of a property manager that's been hired to take over an apartment complex, office building, industrial space, or mixed-use property that has been poorly managed. Write a 1–2-page memo on how they will address the issues of low occupancy, streamline rent collection, resolve maintenance backlogs, and ensure compliance with legal requirements such as fair housing and lease agreements.
Group Presentation: Prepare a 10-minute oral presentation in groups of 2-3 students. A. Find an income-producing property (residential, commercial, or mixed-use) currently on the market using LoopNet, Zillow, Homes.com or any real estate listing platform of your choice. B. Prepare a presentation as if you are the property manager reporting to the property owner, and include the following: 1. An overview of the property, size, tenant mix, and financial performance through rent roll and key expenses. 2. Propose strategies to improve operational efficiency (staffing, vendor services). 3. Recommend marketing or leasing adjustments to increase NOI and tenant retention. 4. Identify potential risk (market, legal, maintenance) and provide mitigation plans.

VIII. **Student Learning Outcomes:**
1. Apply strategies to enhance tenant retention and operational efficiency by leveraging effective technology tools.
2. Analyze financial reports, budgets, and property performance metrics to recommend operational improvements.
3. Evaluate tenant relations, lease agreements, and fair housing compliance in real-world property scenarios.

REALES 10 Distance Education Application
☑ Fully Online
☑ Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction: Describe the nature and expected frequency of instructor-student interactions:
The course will begin with a detailed welcome email and a video that includes pertinent details regarding the course and how the instructor will communicate 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, a typed message or an audio file will also suffice. Each week, the instructor will post regular announcements and reminders regarding the assignments that must be completed. Additionally, content pages will begin each module and include key information and suggestions for approaching content. Weekly discussion boards will be posted, and the instructor will provide comments, input, and feedback as in a traditional classroom environment. Additionally, constructive feedback will be supplied on the homework essays and exams, in addition to numerical scores. The instructor will promptly respond to communication from students via email, during 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: Describe the nature and expected frequency of student-student interactions:
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
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 video conferencing, 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%
Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interactions on various topics.	30.00%
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%
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 property management topic studied in class and construct a media presentation to be given in class or posted online.	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 project.

3. Assessments:

% of grade	Activity	Assessment Method

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

4. Instructor's Technical Qualifications:
Instructors should 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 will be provided: online tutoring and tutorials for online classes. Students will be informed of the technical support phone number and other related student support services. Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes.

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

7. Representative Online Lesson or Activity:
Students will assume the role of a property manager that's been hired to take over an apartment complex, office building, industrial space, or mixed-use property that has been poorly managed. Students will write a 1–2-page memo on how they will address the issues of low occupancy, streamline rent collection, resolve maintenance backlogs, and ensure compliance with legal requirements such as fair housing and lease agreements. It will be posted in an open discussion board for other classmates to review, critique and provide feedback on.

New Course: REAL ESTATE 11, Affordable Housing Property Management

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2026
TOP/SAM Code:	051100 - Real Estate / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Real Estate
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate This course is part of a multi-course series that will prepare and qualify students to be property managers, focused on affordable housing. The certificate will be earned by completing the multi-course series.

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

I. **Catalog Description**
This course offers a comprehensive exploration of affordable housing property management, focusing on the management of income-restricted properties and special populations such as low-income families, seniors, individuals with disabilities, and formerly homeless residents. Students learn the roles and responsibilities of property management in relation to supportive services in the buildings they are managing, compliance with funding regulations and reporting requirements, including tax credits, project-based and tenant-based federal rental subsidies (e.g., Section 8/Housing Choice Vouchers, Continuum of Care programs), local rental subsidies, and permanent supportive housing (PSH). Topics include tenant relations & engagement, fair housing laws, de-escalation strategies, trauma-informed property management, harm reduction, rent calculation, budgeting, maintenance, and risk management (including evictions and habitability standards), motivational interviewing, and partnerships with public agencies, housing authorities, social service providers, and developers.

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. Edward Kelley, 7th, Practical Apartment Management, IREM © 2020, ISBN: 978-1-57203-288-0
   2. Managing Rental Housing (California Edition), 10th, California Apartment Association, CAA © 2021, ISBN: 978-1-66412-556-8

III. **Course Objectives**
Upon completion of this course, the student will be able to:
   1. Define the responsibilities of property managers in affordable housing, including compliance with funding regulations, reporting requirements, and serving special populations.
   2. Apply financial management techniques such as income-based rent calculation, budgeting, and compliance reporting.
   3. Develop strategies for tenant relations, community engagement, and partnerships with social service agencies and housing authorities.
   4. Explain the relationship between affordable housing development, funding mechanisms, and long-term property operations, including risk management.

IV. **Methods of Presentation:**
Distance Education, Discussion, Projects, Group Work

V. Course Content

% of Course	Topic
5.000%	Affordable Housing Property Management Overview
15.000%	Property Management Fundamentals
10.000%	Funding Sources
15.000%	Compliance & Reporting
10.000%	Risk Management
5.000%	Fair Housing Requirements
20.000%	Tenant Relations & Engagement
10.000%	Special Populations
5.000%	Supportive Services
5.000%	Community Partnerships
100.000%	Total

VI. Methods of Evaluation

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

VII. Sample Assignments:

Case Study: Assume the role of a property manager for a newly acquired income-restricted property with multiple government funding sources. Write a 1–2-page memo detailing your plan to ensure compliance with reporting requirements, fair housing laws, and Section 8 acceptance. Briefly explain how you will address tenant needs, serve special populations, and manage risk factors like habitability and evictions.

Group Presentation: 10-minute oral presentation in groups of 2-3 students. A. Select an income-restricted affordable housing property. B. Prepare a presentation as if you are the property manager reporting to the property owner, and include the following: 1. An overview of the property, size, and target population: (families, seniors, disabled, formerly homeless, low-income). 2. Identify funding sources and explain key compliance and reporting requirements. 3. Propose tenant relations strategies, including how you will implement trauma-informed practices and de-escalation policies. 4. Identify one major challenge – such as maintaining compliance or addressing special needs services – and present a clear solution.

VIII. Student Learning Outcomes:

1. Apply funding regulations, reporting requirements, and fair housing laws in affordable housing management.
2. Develop tenant management strategies to serve special populations.
3. Propose solutions to maintain compliance, habitability standards, and tenant retention.

REALES 11 Distance Education Application

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

1a. Instructor - Student Interaction:
The course will begin with a detailed welcome email, and a video which includes pertinent details regarding the course and how the instructor will be in communication with the students. The instructor will also post a video on "Meet the Instructor" to personalize and humanize the course. The students will be asked to post a self-introduction video to the class. If the student doesn't feel comfortable showing face, then a typed message or an audio file will suffice as well. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted, and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email, office hours, and through the "General Questions" discussion board for administrative type questions. The instructor will also respond in a timely manner to questions related to homework assignments and course content via the "Homework Q&A" discussion board, emails, and office hours.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. The students can also view and comment on each other's self-introduction posts.

1c. Student - Content Interaction:
The class is organized through weekly course modules. Each module will cover readings from the required textbooks. Students will read the selected texts for the course. Supplemental materials will also be provided via captioned lecture videos for each module and current articles and relevant websites on topics in the homeless response system. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

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

3. Assessments:

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

4. Instructor's Technical Qualifications:
Instructors should 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. Students should be informed of the technical support phone number and other related student support services. Santa Monica College library, online tutoring, the bookstore, and tutorials for online classes.

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

7. Representative Online Lesson or Activity:
Students will assume the role of a property manager for a newly acquired income-restricted property with multiple government funding sources. Write a 1–2-page memo detailing your plan to ensure compliance with reporting requirements, fair housing laws, and Section 8 acceptance. Briefly explain how you will address tenant needs, serve special populations, and manage risk factors like habitability and evictions. It will be posted in an open discussion board for other classmates to review, critque and provide feedback on.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 19A, English Fundamentals 1

Units:	4.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	4.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	144.00
Transferability:	Transfers to UC
]Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ESL 11A or multiple measures placement
Proposed Start:	Fall 2026

I. **Catalog Description**

This high-intermediate course helps English language learners improve their communication skills in a multicultural setting. It focuses on paragraph and essay writing, reading, academic vocabulary, critical thinking, and advanced grammar. ESL 19A: 4 transferable units. COURSE NOTE: Students who receive a final grade of "C" in 11A should enroll in support courses (ESL20A/20B, 23) before taking ESL 19A or concurrently with ESL 19A.

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. Grammar and Beyond 4, 2, Bunting, J.L., L. Diniz, R.Reppen, Cambridge © 2020, ISBN: 978-0-521-14301-1
2. Elements of Success 3, Ediger, A., L. Lee, Oxford © 2018, ISBN: 978-1-107-4957-9
3. Pathways 3, Reading, Writing, and Critical Thinking, 3, Vargo, M. and Blass, L., Cengage Learning © 2023, ISBN: 978-1133317104

III. **Course Objectives**

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

1. Use a variety of sentence types with correct punctuation and capitalization.
2. Plan, compose, and revise multi-paragraph essays with an introduction and a thesis statement, body paragraphs, transitional sentences, and a conclusion.
3. Produce on-topic responses to prompts.
4. Paraphrase key points from lectures and readings.
5. Use academic vocabulary, including common collocations and related word forms, in speaking and writing.
6. Analyze and explain main ideas and supporting details in speaking and writing.
7. Identify main ideas, supporting details, and the writer/speaker's purpose in a variety of sources.
8. Use reading and note-taking strategies.
9. Use the following in speaking and writing: active and passive verbs (including modals); noun clauses, adjective clauses; adverb clauses; real and unreal conditionals; and gerunds and infinitives.
10. Integrate information from assigned sources and class discussions to support ideas in writing and speaking assignments.
11. Explain opinions on assigned sources in speaking and writing, and share this information with the class.
12. Format assignments and cite sources.

IV. **Methods of Presentation:**

Lecture and Discussion, Other Methods: Group and pair activities Multi-media

V. **Course Content**

% of Course	Topic
30.000%	Writing
20.000%	Grammar
20.000%	Reading and Critical Thinking
15.000%	Vocabulary

10.000%	Speaking
5.000%	Listening
100.000%	Total

VI. **Methods of Evaluation**

% of Course	**Topic**
25%	Final exam
15%	Homework
30%	In Class Writing: Paragraphs, Essays including mid-term, and outlines
20%	Quizzes
10%	Class Work: In-class assignments (group work, presentations)
100%	Total

VII. **Sample Assignments:**
Sample Assignment #1: Step 1: Complete an assigned reading at home. Step 2: In groups, discuss three possible paraphrases of a sentence from the reading and identify which one is most accurately paraphrased without plagiarizing. Step 3: Each group analyzes a different assigned sentence to understand its meaning. Step 4: Put the reading aside and orally paraphrase the sentence before writing it down. Step 5: Each group presents the original sentence and its paraphrase to the class. Step 6: Provide feedback and modify the paraphrases as needed to create accurate paraphrases. Step 7: For homework, paraphrase several other sentences from the reading.
Sample Assignment #2: Step 1: Complete a reading assignment about the social characteristics of three different animal groups. Step 2: In groups, become "experts" on one of the animals by deciding whether five statements about their animal are true or false and provide evidence from the text to support their position. Step 3: Work together in groups to identify the main idea of the passage and summarize it in your own words. Step 4: Form new groups of three with one "expert" on each animal. Take turns presenting the most important ideas about your animal within your peer group. While one student shares their information, the group members take notes on a chart. You are encouraged to ask questions to clarify information. Step 5: Use the information from the chart to produce a variety of sentences that show similarities and differences between animal groups using coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs. Step 6: Each group shares its sentences with the class, and the sentences are analyzed for accuracy and meaning.

VIII. **Student Learning Outcomes:**
1. Plan, draft, revise, and edit a well-organized, four-paragraph essay that uses information from class materials to support ideas.
2. Explain and respond to main ideas and supporting details in a text in speaking and writing.
3. Employ a variety of sentences, academic vocabulary, and advanced grammar, including adjective clauses, noun clauses, conditionals, gerunds and infinitives, and passives in speaking and writing.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 19B, English Fundamentals 2

Units:	4.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	4.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	144.00

Transferability:	Transfers to UC
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ESL 19A

I. **Catalog Description**

This advanced course helps English language learners refine their communication skills with an emphasis on reading, writing, and critical thinking in a multicultural setting. Students compose multi-paragraph essays that integrate source materials and use advanced grammar and vocabulary. *ESL19A and 19B combined: maximum credit, 8 units.

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. They Say I Say: The Moves that Matter in Academic Writing, 2nd, Graff, G. and C. Birkenstein, Norton © 2018, ISBN: 978-0393631678
   2. Pathways: Reading, Writing, and Critical Thinking 4, 3rd, Blass, L. & Vargo, M., Cengage National Geographic Learning © 2025, ISBN: 9780357980101
   3. Elements of Success 3, 1st, Ediger, Anne & Lee, L., Oxford University Press © 2014, ISBN: 978-0194028264

III. **Course Objectives**

Upon completion of this course, the student will be able to:
   1. Paraphrase, summarize, and synthesize key points from readings and other media sources without plagiarizing.
   2. Plan, compose, and revise multi-paragraph essays that integrate information from readings and other sources.
   3. Use evidence from source materials to support claims using correct MLA format.
   4. Use academic vocabulary that is appropriate, varied, and clear.
   5. Identify and distinguish the differences between connotative and denotative meanings of academic vocabulary.
   6. Identify common collocations and understand how word choice affects meaning.
   7. Organize and give presentations individually and in groups.
   8. Differentiate main ideas and details in college-level texts.
   9. Identify how writers use organizational patterns to support ideas and connect them to a thesis.
   10. Analyze a variety of source texts for evidence of the writer's audience, purpose, bias, tone and register.
   11. Identify cohesive strategies used in readings and apply them throughout a multi-paragraph essay.
   12. Annotate texts for specific citation purposes.
   13. Interpret information from readings and other media to select and evaluate ideas for writing.
   14. Use the following correctly in speaking/writing: Content-appropriate verb tense and form, including passive voice Parallel structure Reduced adjective and adverb clauses Reported speech Unreal conditionals (past and present) Sentences free from sentence-level errors such as fragments, run-ons, and comma splices
   15. Edit writing to improve grammar, vocabulary, and sentence variety.

IV. **Methods of Presentation:**

Lecture and Discussion, Online instructor-provided resources, Group Work, Distance Education, Projects, Other Methods: Multi Media

V. **Course Content**

% of Course	**Topic**

45.000%	Writing: Draft, revise, and edit essays and shorter writing assignments including summaries and paraphrases.
15.000%	Grammar and vocabulary: Analyze vocabulary and grammatical structures in order to express ideas in writing and speaking.
25.000%	Reading: Analyze a variety of texts including journal articles, college-level readers, and literary works.
5.000%	Listening: Analyze information presented in multimedia presentations, news programs, documentaries, and other sources relevant to the topics of discussion, readings, and writing.
10.000%	Small group and individual presentations based on group discussion of texts and other information from sources. Personal interviews.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Final exam
15%	Quizzes
10%	Homework: Homework, in-class work, and presentations.
15%	In Class Writing: Shorter written assignments - paragraphs and summaries.
40%	In Class Writing: Two to five essays with revisions.
100%	Total

VII. **Sample Assignments:**
Collaborate to revise a weak paragraph to improve cohesion: Step 1: Analyze two short passages, one with strong cohesion and the other with weak cohesion. Discuss with a partner which passage is easier to understand and why. Step 2: Listen to a lecture and review a handout/slides on techniques for improving cohesion. Step 3: Work in pairs to complete a cohesion exercise in which they modify the second sentence in a pair to more smoothly connect to the previous sentence. Share suggestions and receive feedback from the instructor. Step 4: Collaborate in pairs or a group to improve a weak paragraph. Share improvements and receive instructor feedback.
A Hidden Read Exercise: Step 1: Rewrite one body paragraph from their essay, using the quoting strategies that have been covered in class. Step 2: Bring a typed copy of their revised body paragraph to class, but do not put their name on the paper. Step 3: Form groups of four. The teacher collects the paragraphs and gives each group of four paragraphs to read. This is called a hidden read, and you will not know whose papers you are reading. After all the group members have read the four paragraphs, discussed their strengths, and chosen the one that the group feels most successfully integrates a quotation, Step 4: Each group submits the chosen paragraphs to the teacher, and the teacher selects two to present to the entire class in the next class session. Step 5: After each group analyzes these paragraphs, revise the other body paragraphs in your essay and then turn in the final revision of your essay.

VIII. **Student Learning Outcomes:**
1. Plan, draft, and revise a well-supported, multi-paragraph essay that establishes a clear point of view and integrates sources.
2. Analyze academic texts to understand main ideas, supporting details, and purpose, and explain them in speaking and in writing.
3. Edit written work for cohesion, clarity, sentence variety, and grammatical accuracy.

Santa Monica College
Program Of Study
Introduction to Salesforce Certificate of Achievement

The Introduction to Salesforce Certificate of Achievement program explores the different certifications and career opportunities at Salesforce. Students gain expertise in professional customer service skills, professional conduct, and positive problem-solving for modern workplace settings. Students will dive deeper into CRM (Customer Relationship Management) technology, and automation of sales, marketing, communication, and workflow.

Program Learning Outcomes:
Demonstrate proficiency using Salesforce in a business environment.
- BUS 36: Obtain knowledge of how Salesforce offers several features to help companies automate their business processes.
- BUS 36A: Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.

Practice using Salesforce's introductory concepts and its core functions in a business setting.
- BUS 36: Gain knowledge of Salesforce's introductory concepts.
- BUS 36: Obtain knowledge of how Salesforce offers several features to help companies automate their business processes.
- BUS 36A: Identify effective practices for both virtual and physical contact centers.

Formulate tactics and strategies to connect with customers using Salesforce Service Cloud and Salesforce Marketing Cloud.
- BUS 36A: Describe how the Fourth Industrial Revolution has changed how customers interact with companies and organizations and the impact on the customer service exchange.
- BUS 36B: Measure, report, and optimize on marketing performance, impact, and customer loyalty.

Explore different certifications and career opportunities that are available in the Salesforce job market.
- BUS 36: Learn about the different career opportunities that are available in the Salesforce job market.
- BUS 36A: Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.

Required Courses	Units: 9.0
BUS 36 Salesforce for your Business	3.0
BUS 36A[DE] Customer Service in the Digital Age	3.0
BUS 36B[DE] Introduction to Salesforce Marketing Cloud	3.0

Total: 9.0

<div align="center">

Santa Monica College
Program Narrative
Introduction to Salesforce Certificate of Achievement

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Program Goals and Objectives:

The Introduction to Salesforce Certificate of Achievement program explores the different certifications and career opportunities at Salesforce. Students gain expertise in professional customer service skills, professional conduct, and positive problem-solving for modern workplace settings. Students will dive deeper into CRM (Customer Relationship Management) technology, and automation of sales, marketing, communication, and workflow.

Program Learning Outcomes:
Demonstrate proficiency using Salesforce in a business environment.
Practice using Salesforce's introductory concepts and its core functions in a business setting.
Formulate tactics and strategies to connect with customers using Salesforce Service Cloud and Salesforce Marketing Cloud.
Explore different certifications and career opportunities that are available in the Salesforce job market.

Catalog Description:

The Introduction to Salesforce Certificate of Achievement program explores the different certifications and career opportunities at Salesforce. Students gain expertise in professional customer service skills, professional conduct, and positive problem-solving for modern workplace settings. Students will dive deeper into CRM (Customer Relationship Management) technology, and automation of sales, marketing, communication, and workflow.

Program Learning Outcomes:
Demonstrate proficiency using Salesforce in a business environment.
Practice using Salesforce's introductory concepts and its core functions in a business setting.
Formulate tactics and strategies to connect with customers using Salesforce Service Cloud and Salesforce Marketing Cloud.
Explore different certifications and career opportunities that are available in the Salesforce job market.

Program Requirements:

Required Courses (9 units)	Units:	Semester/Year
BUS 36 Salesforce for your Business	3	S1
BUS 36A Customer Service in the Digital Age	3	S1
BUS 36B Introduction to Salesforce Marketing Cloud	3	S1
Total Units: 9		

Master Planning:

Salesforce certifications demonstrate expertise and proficiency with the Salesforce platform, making students more valuable candidates in the job market, opening doors to better career opportunities, and potentially leading to higher salaries by proving best practices and knowledge to handle complex Salesforce projects effectively.

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:

Cabrillo College

Labor Market Analysis: 0509.00 – Marketing and Distribution
Introduction to Salesforce – Certificate requiring 8 to fewer than 16 semester units
Los Angeles Center of Excellence, January 2025

Program Endorsement:	Endorsed: All Criteria Met	☐	Endorsed: Some Criteria Met	☒	Not Endorsed	☐
Program Endorsement Criteria						
Supply Gap:	Yes ☑			No ☐		
Living Wage: (Entry-Level, 25th)	Yes ☐			No ☑		
Education:	Yes ☑			No ☐		
Emerging Occupation(s)						
Yes ☐				*No* ☑		

SUMMARY

This report analyzes whether local labor market demand is being met by community college programs aligned with the identified middle-skill occupations[1] or whether a shortage of workers exists. Labor market demand is measured by annual job openings while education supply is measured by the number of awards (degrees and certificates) conferred on average each year.

Based on the available data, there appears to be a supply gap for the three identified middle-skill occupations in the region. While entry-level wages are lower than the self-sufficiency standard wage in both Los Angeles and Orange counties, more than one-third of current workers in the field have completed an associate degree or less educational attainment.

Recommendation: Due to two of three program endorsement criteria being met, the Los Angeles Center of Excellence for Labor Market Research (LA COE) endorses this proposed program.

Key Findings
Supply Gap
➢ 19,509 annual job openings are projected in the region through 2028. This number is greater than the three-year average of 396 awards conferred by educational institutions in the region.
  • Over the past 12 months, there were **3,636 online job postings for the target middle-skill sales occupations that mentioned "Salesforce" as a specialized skill.** The highest number of job postings were for account executives, account

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[1] Middle-skill occupations typically require some postsecondary education, but less than a bachelor's degree. 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.

managers, sales representatives, customer service representatives, and business account executives.

Living Wage
➢ All three target occupations have entry-level wages **below** Los Angeles County's self-sufficiency standard hourly wage ($24.03/hour).[2]

Educational Attainment
➢ A high school diploma or equivalent is the typical entry-level education for the middle-skill sales occupations, according to the Bureau of Labor Statistics (BLS).
➢ 45%-72% of workers in the field have completed an associate degree or less educational attainment, according to national educational attainment data.

Community college supply
➢ 25 community colleges issued awards related to sales and marketing in the greater LA/OC region.
➢ 375 awards (degrees and certificates) were conferred on average each year between 2021 and 2023.

Other postsecondary supply
➢ 2 educational institutions in the LA/OC region have conferred sub-baccalaureate awards in programs related to sales and marketing over the past three years.
➢ 21 awards were conferred on average each year by other postsecondary institutions throughout the greater LA/OC region between 2020 and 2022.

TARGET OCCUPATIONS

LA COE prepared this report to provide regional labor market and postsecondary supply data related to three middle-skill occupations. For full occupation descriptions, please see Appendix.

- ***Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel (41-3091)*** [3]
- ***Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (41-4012)*** [4]
- ***Customer Service Representatives (43-4051)*** [5]

OCCUPATIONAL DEMAND

Exhibit 1 shows the five-year occupational demand projections for these middle-skill sales occupations. In the greater Los Angeles/Orange County region, the number of jobs related to these occupations is projected to decrease by 4% through 2028. However, there will be nearly 20,000 job openings per year through 2028 due to retirements and workers leaving the field.

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[2] Center for Women's Welfare, University of Washington. (2024). *The self-sufficiency standard for California 2024.* http://selfsufficiencystandard.org/California.
[3] Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel (bls.gov)
[4] Wholesale and Manufacturing Sales Representatives (bls.gov)
[5] Customer Service Representatives (bls.gov)

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The majority of jobs in 2023 for these middle-skill sales occupations (71%) were located in Los Angeles County.

Exhibit 1: Current employment and occupational demand, Los Angeles and Orange counties[6]

Geography	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	Annual Openings
Los Angeles	128,287	123,258	(5,029)	(4%)	13,818
Orange	52,659	51,233	(1,426)	(3%)	5,690
Total	**180,946**	**174,491**	**(6,455)**	**(4%)**	**19,509**

Detailed Occupation Data

Exhibit 2 displays the current employment and projected occupational demand for each of the target occupations in Los Angeles County. Positive scores for automation resilience[7] reflect a lower-than-average threat of the occupation(s) being replaced by automation, while negative scores reflect a greater-than-average risk of automation. The average percentage of workers aged 55+ across all occupations in the Los Angeles/Orange County region is 26%; occupations with a larger share of workers aged 55 and older typically have greater replacement needs to offset the amount of impending retirements. On average, 81% of workers across all occupations in California are employed full-time. Occupations with a lower-than-average percentage of full-time workers may have less employment security but may see increased activity in the gig economy.

Exhibit 2: Detailed employment and occupational demand, Los Angeles County[8]

Occupation	2023 Jobs	2028 Jobs	5-Yr % Change	Annual Openings	Automation Resilience	% Aged 55 and older	% Full Time Workers
Sales Reps. of Services, Except Advertising, Insurance, Financial Services, and Travel	29,268	29,545	1%	2,801	3.3	25%	91%
Sales Reps., Wholesale and Manufacturing, Except Technical and Scientific Products	43,924	40,520	(8%)	3,729	8.5	34%	97%

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[6] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

[7] Automation risk is calculated based on the percentage of time spent on high-risk compared to low-risk work, the number of high-risk jobs in compatible occupations, and the overall industry automation risk.

[8] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

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Occupation	2023 Jobs	2028 Jobs	5-Yr % Change	Annual Openings	Automation Resilience	% Aged 55 and older	% Full Time Workers
Customer Service Reps.	55,095	53,192	(3%)	7,288	3.6	20%	64%
Total	**128,287**	**123,258**	**(4%)**	**13,818**	**-**	**-**	**-**

WAGES

The labor market endorsement in this report considers the entry-level hourly wages for these middle-skill sales 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 Los Angeles/Orange County region.

Los Angeles County

All three occupations have entry-level wages <u>below</u> the self-sufficiency standard wage for one adult ($24.03 in Los Angeles County). Typical entry-level hourly wages are in a range between $18.17 and $23.14. (Exhibit 3). Experienced workers can expect to earn wages between $26.85 and $48.59, which are higher than the self-sufficiency standard.

Exhibit 3: Earnings for occupations in Los Angeles County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Sales Reps. of Services, Except Advertising, Insurance, Financial Services, and Travel	$23.14	$34.47	$48.59	$71,700
Sales Reps., Wholesale and Manufacturing, Except Technical and Scientific Products	$22.79	$31.19	$45.82	$64,900
Customer Service Representatives	$18.17	$21.90	$26.85	$45,500

*Rounded to the nearest $100

Orange County

All three occupations have entry-level wages <u>below</u> the self-sufficiency standard wage for one adult ($27.13 in Orange County). Typical entry-level hourly wages are in a range between $18.19 and $24.22 (Exhibit 4). Experienced *customer service representatives* can expect to earn $26.85, which is below the self-sufficiency standard. However, experienced *sales representatives of services, except advertising, insurance, financial services, and travel* and *sales representatives, wholesale and manufacturing, except technical and scientific products,* can expect to earn wages between $47.87 and $48.53, which are higher than the self-sufficiency standard.

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Exhibit 4: Earnings for occupations in Orange County

Occupation	Entry-Level Hourly Earnings (25th Percentile)	Median Hourly Earnings	Experienced Hourly Earnings (75th Percentile)	Median Annual Earnings*
Sales Reps. of Services, Except Advertising, Insurance, Financial Services, and Travel	$22.90	$34.04	$47.87	$70,800
Sales Reps., Wholesale and Manufacturing, Except Technical and Scientific Products	$24.22	$33.09	$48.53	$68,800
Customer Service Representatives	$18.19	$21.91	$26.85	$45,600

*Rounded to the nearest $100

Across the greater Los Angeles and Orange County region, the average entry-level hourly earnings for the occupations in this report are $21.48; this is below the living wage for one single adult in Los Angeles County ($24.03). Exhibit 5 shows the average hourly wage for the occupations in this report, for entry-level to experienced workers.

Exhibit 5: Average hourly earnings for middle-skill sales occupations, Los Angeles and Orange counties
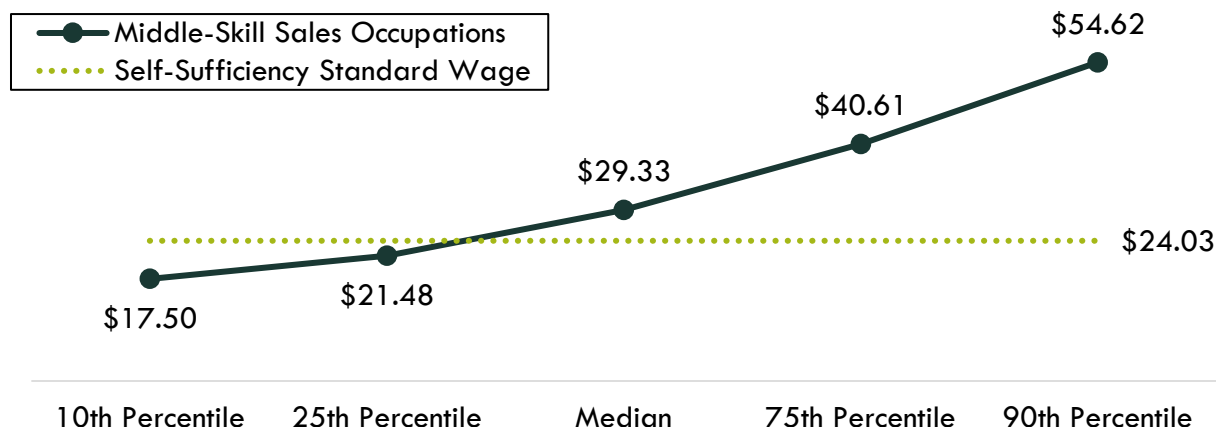
JOB POSTINGS

There were 3,636 online job postings for middle-skill sales occupations that also mentioned "Salesforce" as a specialized skill listed in the past 12 months in Los Angeles and Orange counties. Exhibit 6 displays the number of job postings by occupation. The majority of job postings (69%) were for *sales representatives, wholesale and manufacturing, except technical and scientific products*, followed by *sales representatives of services, except advertising, insurance, financial services, and travel* (18%) and *customer service representatives* (13%).

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Exhibit 6: Job postings by occupation (last 12 months), Los Angeles and Orange counties

Occupation	Job Postings
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,514
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	646
Customer Service Representatives	476
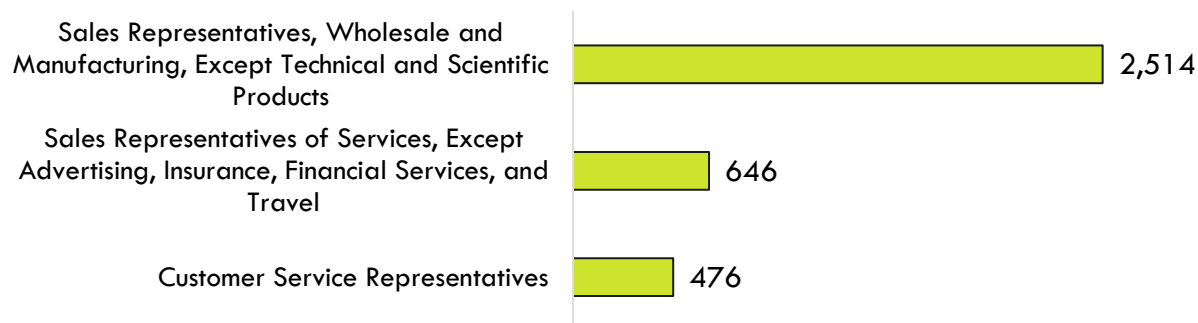
Job postings were analyzed for the most common job titles, skills, and employers associated with the target occupations in this report (Exhibit 7).

Exhibit 7: Most commonly requested job titles, skills and employers in job postings, Los Angeles and Orange counties

Top Job Titles	Top Skills	Top Employers
• Account executives • Account managers • Sales representatives • Customer service representatives • Business account executives	• Salesforce • Customer relationship management • Selling techniques • Sales prospecting • Marketing	• Spectrum • HD Supply • Amazon • Elevance Health • Clean Harbors • TEKsystems

In the greater Los Angeles/Orange County region, 67% of the middle-skill sales job postings listed a minimum educational requirement. Exhibit 8 details the number and percentage of job postings by educational level.

Exhibit 8: Education levels requested in job postings for middle-skill sales occupations, Los Angeles and Orange counties

Education Level	Job Postings	% of Job Postings
Bachelor's degree	1,588	65%
Associate degree	97	4%
High school diploma or vocational training	764	31%

EDUCATIONAL ATTAINMENT

The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for the target occupations in this report (Exhibit 9). However, the national-level

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data indicates between 45% and 72% of workers in the field have completed an associate degree or less education as their highest level of educational attainment. The Bureau of Labor Statistics (BLS) lists the following typical entry-level education levels for the occupations in this report:

Exhibit 9: Entry-level education preferred by employers nationally, Bureau of Labor Statistics

Occupation	Education Level
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	High school diploma or equivalent
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	High school diploma or equivalent
Customer Service Representatives	High school diploma or equivalent

EDUCATIONAL SUPPLY

Community College Supply

Exhibit 10 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 Santa Monica, Santiago Canyon, and Orange Coast.

Exhibit 10: Regional community college awards (certificates and degrees), 2021-2023

TOP Code	Program	College	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Average
0509.00	Marketing and Distribution	Cerritos	14	26	21	20
		Compton	-	1	-	0
		East LA	8	6	7	7
		El Camino	9	6	6	7
		Glendale	3	4	2	3
		LA City	15	13	13	14
		LA Harbor	-	1	-	0
		LA Pierce	8	10	15	11
		LA Trade-Tech	7	4	3	5
		LA Valley	24	27	32	28
		Long Beach	15	18	15	16
		Mt San Antonio	12	9	14	12
		Pasadena	3	17	8	9
		Rio Hondo	11	7	6	8
		Santa Monica	54	61	58	58
		West LA	1	4	3	3
		LA Subtotal	**184**	**214**	**203**	**200**

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TOP Code	Program	College	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Average
		Coastline	-	-	7	2
		Cypress	4	-	6	3
		Fullerton	8	4	6	6
		Golden West	4	6	5	5
		Orange Coast	48	20	11	26
		Saddleback	15	19	33	22
		Santa Ana	2	1	1	1
		Santiago Canyon	57	17	50	41
		OC Subtotal	**138**	**67**	**119**	**108**
		Supply Subtotal/Average	**322**	**281**	**322**	**308**
0509.40	Sales and Salesmanship	Glendale	9	5	10	8
		Santa Monica	25	23	12	20
		LA Subtotal	**34**	**28**	**22**	**28**
		Orange Coast	6	10	-	5
		OC Subtotal	**6**	**10**	**-**	**5**
		Supply Subtotal/Average	**40**	**38**	**22**	**33**
0518.00	Customer Service	Citrus	-	3	1	1
		East LA	4	4	2	3
		LA Pierce	3	5	2	3
		Santa Monica	21	8	14	14
		LA Subtotal	**28**	**20**	**19**	**22**
		Santiago Canyon	2	10	4	5
		OC Subtotal	**2**	**10**	**4**	**5**
		Supply Subtotal/Average	**30**	**30**	**23**	**28**
1301.10	Consumer Services	LA City	1	7	-	3
		Mt San Antonio	1	1	-	1
		LA Subtotal	**2**	**8**	**-**	**3**
		Orange Coast	6	-	-	2
		OC Subtotal	**6**	**-**	**-**	**2**
		Supply Subtotal/Average	**8**	**8**	**-**	**5**
		Supply Total/Average	**400**	**357**	**367**	**375**

Other Postsecondary 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 sales occupations. Exhibit

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11 shows the number of awards conferred by these institutions in relevant programs. Due to different data collection periods, the most recent data is from 2020 to 2022. Between 2020 and 2022, other postsecondary college institutions in the region conferred an average of 21 sub-baccalaureate awards. Sub-baccalaureate awards include associate degrees, postsecondary awards, and other academic awards that typically take fewer than four years to complete.

Exhibit 11: Other regional postsecondary awards, 2020-2022

CIP Code	Program	Postsecondary Institution	2019-20 Awards	2020-21 Awards	2021-22 Awards	3-Year Average
52.1401	Marketing/ Marketing Management, General	Fashion Institute of Design & Merch.	27	16	15	19
		Fremont University	4	1	-	2
		Supply Total/Average	**31**	**17**	**15**	**21**

Exhibit 12 shows the proportion of community college awards conferred in the greater Los Angeles/Orange County region compared to the number of other postsecondary awards for the programs in this report. The majority of awards conferred in these programs are awarded by community colleges in the greater Los Angeles/Orange County region.

Exhibit 12: Percentage of community college awards compared to other postsecondary institution awards in the Los Angeles/Orange County region

Other Postsecondary Awards 5%

Community College Awards 95%
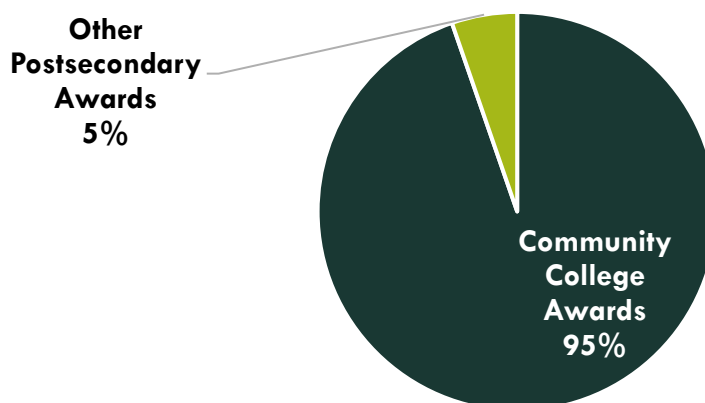
APPENDIX: OCCUPATION DESCRIPTIONS

LA COE prepared this report to provide regional labor market supply and demand data related to these target occupations:

- *Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel* **(41-3091)** Sell services to individuals or businesses. May describe options or resolve client problems.[9]

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[9] Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel (bls.gov)

- *Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (41-4012)* Sell goods for wholesalers or manufacturers to businesses or groups of individuals. Work requires substantial knowledge of items sold.[10]
- *Customer Service Representatives (43-4051)* Interact with customers to provide basic or scripted information in response to routine inquiries about products and services. May handle and resolve general complaints. Excludes individuals whose duties are primarily installation, sales, repair, and technical support.[11]

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DATA 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)

Important Disclaimer: All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges or their representatives based upon components or recommendations contained in this study.
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Centers of Excellence for Labor Market Research, Economic and Workforce Development Program

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[10] Wholesale and Manufacturing Sales Representatives (bls.gov)
[11] Customer Service Representatives (bls.gov)

Santa Monica College
General Business Advisory Board Meeting
November 22, 2024 – Via Zoom 12:30-2:00pm
Minutes

<u>**Attendees:**</u>
Dana Nasser (SMC), Enrique Lopez (SMC), Aileen Huang(SMC), Jenny Resnick(SMC), Cesar Rubio(SMC), Katya Rodriguez(SMC), Ming Lu(SMC),Erin Steinberger(SMC), Lisa Lewenberg (SMC)
Don Crawford (Board Member)
Stephen Williams (Board Member)
Denise Froemming (Board Member)

1) **Dana Nasser Introduction** – Dana reviewed the meeting agenda. Dana mentioned the value of department certificates. Some students do not want a degree, and a certificate is a great option to gain valuable skills and recognition of these skills.

2) **Faculty Introductions** – all SMC faculty introduced themselves

3) **Welcome from the District**: Lisa Lewenberg, Project Manager, Office of Economic/Workforce Development. Lisa discussed the role of workforce development in developing skills-based initiatives at the school and collaborations with the business community.

4) **Presentation of Salesforce Certificate of Achievement**
   Katya Rodriguez (SMC Professor) presented a new Certificate in Salesforce Achievement. She presented a PowerPoint presentation that :1) Described what is Sales Force, 2) Use of Salesforce and popularity of software across business and the forecasted job growth of related Sales Force positions – 9.3mm new jobs by 2026. 3) The Course Requirements for the Certificate

   Feedback:
   Stephen Williams – mentioned the use of Salesforce at Fox Film and that certification of Sales Force knowledge is important.

   Denise Froemming – asked about how we track progress of student's post-certification
   Lisa Lewenberg – responded to Denise's question stating the school is working on a process to track student progress.

   Cesar Rubio – mentioned that it would be good to know how Salesforce can be used across various business areas

   Aileen Huang – If Salesforce can be leveraged by students interested in the technical space as well as the business space. Katya responded that it can be used in either space.

   SMC Board Members recommended the development of the **Certificate of Achievement in Salesforce**. A vote to approve the **Certificate of Achievement in Salesforce** was requested and **Unanimous approval** from all Board Members for the Certificate was recorded.

5) AI and its impact on the workforce: How is it changing the skills needed in the workplace?

Stephen Williams – mentioned that AI is being leveraged at Fox Film in the following areas: 1) Optimizing headlines, 2) Customizing material to audiences and 3) For solving business problems

Don Crawford – mentioned that Deloitte is utilizing AI to solve problems across different segments of their practice. He believes that it is important that SMC students gain the skills to effectively use AI.

Aileen Huang – asked board members how they are best using AI? Stephen Williams responded – Fox is using Chat GBT internally for the areas previously mentioned.
Don Crawford – responded that Deloitte has developed a proprietary AI Chat GBT that they use internally. It has embedded Deloitte content that is used for audits and written communication.

Cesar Rubio – asked how is AI changing business needs. Raised concerns of job loss due to AI utilization.
Don Crawford stated that he does not forecast significant job losses. AI allows staff to spend more time on higher level thinking areas than being task oriented.
Denise Froemming stated she sees a gap between critical thinking and memorization.

Lisa Froemming asked what is main AI that board members recommend? All board members stated that they recommend the most popular application "Chat GBT"

6) Any suggestions for curriculum or course updates that incorporate new workplace skills?

Don Crawford stated: 1) Excel skills, 2) Verbal Communication and 3) Effective email communication skills

Stephen Williams stated: 1) Critical Thinking, 2) Project Management and 3) Ability to break-down problems/solve complex problems

Denise Froemming stated: 1) Resiliency and 2) Ability to deal with uncertainty

Don Crawford also stated that it is important for companies to effectively provide critical feedback to employees and employees to deal with that feedback with resiliency.

7) Do you have any concerns regarding new grads/hires?

Stephen Williams – It appears that recent college grads are less loyal to companies that in the past. Students don't understand the value of staying with a company for many years. This phenomenon has made employee retention critical for companies like Fox Film

Don Crawford – he agrees that employee retention is important to Deloitte as well. They believe that recent hires need to have a more realistic view of lifestyle within the professional services space.

Aileen Huang – express concern that she has students who are making mid-career transitions, and they are finding it difficult to find opportunities with accounting firms given their older age.
Don Crawford responded that he agrees with Aileen as Deloitte's recruitment efforts are more focused on "traditional students" and they need to improve their efforts non-traditional students.
Denise Froemming stated that the accounting firms need to make improvement in these areas.

8) How would you like to be involved as an Advisory Board Member?

Don Crawford – open to what SMC would propose in the future. He would like to be involved in speaking opportunities with other Deloitte professionals. They could communicate internships/student development programs.

Stephen Williams – he would be open to efforts collaborate in building Salesforce student skills.

Denise Froemming – support the Salesforce certification efforts

9) Closing

Dana thanked the board and SMC staff and faculty members in attendance for their time and input

Santa Monica College
Program Of Study
Early Childhood Education AS-T

Upon successfully completing the Santa Monica College AS-T in Early Childhood Education, the student will have a strong academic foundation in the field and be prepared for upper-division baccalaureate study. This coursework will satisfy most of the lower-division Early Childhood Education requirements at many institutions. This degree is intended for students interested in Early Childhood Education and planning on transferring to a four-year university.

Early Childhood Education professionals adhere to the guidelines and the Professional Code of Ethics of the National Association for the Education of Young Children (NAEYC), providing developmentally appropriate learning opportunities to enhance the physical, intellectual, social, emotional, and creative domains of young children.

Completing this degree will likely give you priority admission consideration in the majors at the CSU campuses listed below. In addition, you will need to complete no more than 60 semester/90 quarter CSU units of coursework after transferring to complete your degree. If you are considering transferring to a UC, private, or out-of-state university, please consult a counselor before applying to transfer, as that institution's transfer requirements might differ from those required for the AS-T in Early Childhood Education.

Program Learning Outcomes:
Use developmental theory and research to support children's learning across developmental domains (cognitive, social-emotional, physical).
- ECE 17: Apply elements of various curriculum models, approaches, theories, and standards for early learning, including indicators of quality, to plan curriculum for children ages birth through eight.
- ECE 2: Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.
- PSYCH 11: Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.

Demonstrate skills (e.g. reflective listening, positive interactions) and abilities (e.g. collaboration, cultural humility, empathy) required to build family, school, and community relationships that support children's development and learning.
- ECE 11: Describe socialization of the child focusing on the interrelationship of family, culture, teachers, and the community.
- ECE 11: Describe strategies for collaboration with families to support children's development and learning that are respectful, reciprocal, and engaging.
- ECE 11: Identify community resources to support children and their families.
- ECE 2: Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.

Design culturally and developmentally appropriate environments and curriculum informed by developmental theory and analysis of observation and assessment data.
- ECE 17: Apply elements of various curriculum models, approaches, theories, and standards for early learning, including indicators of quality, to plan curriculum for children ages birth through eight.
- ECE 17: Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.
- ECE 17: Develop curriculum for all content areas to support children's learning and developmental needs.
- PSYCH 11: Apply knowledge of development and major theoretical frameworks to child observations.

Demonstrate anti-bias and inclusive teaching practices to scaffold development and learning, guide behavior, engage in reflective practice, and communicate effectively with children, families, and colleagues.
- ECE 19: Based on their knowledge of the following American cultures, (Latino American, African American, Asian American, Native American and European American) students will describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
- ECE 22: Design and implement curriculum and environments that are developmentally and linguistically appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children.
- ECE 22: Apply a variety of teaching strategies, manage the classroom, monitor children's development and learning, guide behavior, and use reflection on teaching practice to guide future planning.
- ECE 22: Demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.

Required Core Courses (8 courses):   **Units: 27.0**

Students may satisfy the requirements of this degree with approved courses (which may be fewer units) taken at other California community colleges. The courses listed below are SMC courses. If completed entirely at SMC, the Area of Emphasis requires 27 units.

ECE 2[DE] Principles and Practices of Teaching Young Children	3.0
ECE 11[DE] Child, Family and Community	3.0
ECE 17[DE] Introduction to Curriculum	3.0
ECE 19[DE] Teaching in a Diverse Society	3.0
ECE 21[DE] Observation and Assessment	4.0
ECE 22[DE] Practicum in Early Childhood Education	5.0
ECE 64[DE] Health, Safety, and Nutrition for Young Children	3.0
PSYCH 11[DE] hild Growth and Development	3.0

Total: 27.0

Santa Monica College
Program Of Study
Interior Architectural Design Fundamentals Certificate of Achievement

This program provides a series of foundation courses in Architecture and Interior Architectural Design. Students will gain a broad overview and acquire fundamental skills needed in the design profession. This would be the first of two tier stackable certificate program specializing in Interiors or Architectural Design.

Program Learning Outcomes:
Demonstrate proficiency with the fundamental skills needed in the Interior and Architectural design profession.
- ARC 10: Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
- ARC 10: Develop, design, craft, and present a series of 3 dimensional models that study design principles using a variety of materials such as paper, metal, and wood.
- ARC 11: Develop, reproduce, and present a set of professional quality perspectives and rendered drawings of interior or exterior space.
- ARC 11: Observe, analyze, and document space to better understand the built environment.
- ARC 21: Prepare a simple set of working drawings that reflect design industry standards of content, accuracy, data integrity, and coordination.
- ARC 21: Print drawings to scale with appropriate dimensions, text, symbols, and cross referencing.
- IARC 15: Design, develop, craft & present a series of color study projects based on universally recognized color systems & theories as applied to interior architecture.
- IARC 20: Demonstrate the ability to abstract and utilize design principles from case studies
- IARC 20: Research, analyze, develop, design, and present a series of design projects, while demonstrating an understanding of space planning and human interaction with the built environment.
- IARC 25: Will demonstrate a basic understanding of surface materials and products related to the interior design field.

Required Courses (18) units	**Units: 18.0**
ARC 10^{DE} Studio 1	3.0
ARC 11^{DE} Design Communication 1	3.0

ARC 20^{DE} Studio 2: Architecture	3.0
OR	
IARC 20^{DE} Studio 2: Interior Architecture	3.0

ARC 21^{DE} Design Communication 2	3.0
IARC 15^{DE} 2D Color Theory	3.0
IARC 25^{DE} Materials and Products for Interior Architectural Design	3.0

Total: 18.0

Santa Monica College
Program Of Study
QuickBooks Virtual Enterprise Certificate of Achievement

The QuickBooks Virtual Enterprise certificate prepares students with specific skills to become QuickBooks ProAdvisor. This program provides students with the skill set to support small businesses with the setup and customization of their QuickBooks to meet the company's needs, train company employees on how to use the QuickBooks features, and provide assistance with small routine bookkeeping tasks.

Program Learning Outcomes:
Demonstrate proficiency and self-confidence in using QuickBooks and Excel, as well as the accounting foundation needed to use these programs.
- ACCTG 1: Be able to record, classify and interpret financial data and prepare reports for service and merchandising businesses
- ACCTG 1: Be able to complete a comprehensive accounting cycle problem.
- ACCTG 21: Students will classify, interpret and record financial data and prepare reports for small businesses
- ACCTG 21: Given a narrative and specific data for a typical small business, students will prepare a full set of books for a small business. This will entail analyzing and classifying business transactions, making ledger and journal entries, financial statements, worksheets and adjusting entries, bank reconciliations, payroll, specialized journals, and taxes.
- ACCTG 22: Students will be able to record, classify and interpret financial data and prepare financial statement reports using accrual and deferral accounting for merchandising businesses for sole proprietorship and partnerships.
- ACCTG 22: Perform financial accounting functions using proper format and procedures based on Generally Accepted Accounting Principles (GAAP).
- ACCTG 31A: Given the proper accounting data, create financial statements and graphs that are appropriately and accurately designed in Excel spreadsheets.
- ACCTG 31A: Given the proper business information, design financial forms and templates using various financial formulas used by business entities.
- ACCTG 31B: Given the proper accounting data,create managerial worksheets, loan amortization schedules, and other financial worksheets that are appropriately and accurately designed using Excel spreadsheet.
- ACCTG 31B: Given a scenario concerning specific financial worksheets, create scenario managers, dashboards using Power BI tools, enter complex functions, and macros to create comprehensive financial reports.
- CIS 30: Given data, students will create professional workbooks for financial analysis, including formulas and function, charts, and macros.
- CIS 30: Given data analysis project, students will set up, sort and query a worksheet database.
- CIS 35A: Give the accounting data, enter financial data using QuickBooks Professional to create various financial statements and reports for service and merchandise entities.
- CIS 35A: Given specific data, process weekly payroll and prepare monthly, quarterly, and yearly payroll forms used by accountants and businesses.
- CIS 35B: Given the accounting data, enter financial data using QuickBooks Online to create various financial statements and reports for small business entities.
- CIS 35B: Given the accounting data, complete bank reconciliations and enter payroll using the tools offered through QuickBooks Online or its additional required Apps.

Apply self-discipline and professional communication techniques in virtual and office environments.
- ACCTG 1: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 21: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 22: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 31A: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 31B: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

- CIS 2: Operate virtual and hybrid teams and be adaptable to changing tools and work environments.
- CIS 2: Solve strategic problems and demonstrate strategies for time and self-management in a virtual or hybrid work environment.

Employ interpersonal and critical thinking skills as well as problem-solving.
- ACCTG 1: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 21: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 22: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 31A: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- ACCTG 31B: Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.
- CIS 2: Solve strategic problems and demonstrate strategies for time and self-management in a virtual or hybrid work environment.
- CIS 30: Given data, students will create professional workbooks for financial analysis, including formulas and function, charts, and macros.
- CIS 30: Given data analysis project, students will set up, sort and query a worksheet database.
- CIS 35A: Give the accounting data, enter financial data using QuickBooks Professional to create various financial statements and reports for service and merchandise entities.
- CIS 35A: Given specific data, process weekly payroll and prepare monthly, quarterly, and yearly payroll forms used by accountants and businesses.
- CIS 35B: Given the accounting data, enter financial data using QuickBooks Online to create various financial statements and reports for small business entities.
- CIS 35B: Given the accounting data, complete bank reconciliations and enter payroll using the tools offered through QuickBooks Online or its additional required Apps.

Accounting: Select one course from this group	Units: 5.0-6.0
ACCTG 1DE Introduction to Financial Accounting	5.0
OR	
ACCTG 21DE Business Bookkeeping	3.0
and	
ACCTG 22DE Advanced Bookkeeping	3.0

Excel: Select one course from this group:	3.0
ACCTG 31ADE Excel for Accounting	3.0
OR	
ACCTG 31BDE Advanced Excel for Accounting	3.0
OR	
CIS 30DE Microsoft Excel	3.0

Other Specialty	Units: 6.0
CIS 2DE Computer Skills for Virtual Assistants	3.0
OR	
CIS 35ADE QuickBooks Desktop	3.0

CIS 35BDE QuickBooks Online	3.0

Total: 14.0-15.0