



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, May 6, 2026, 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

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Find your local number: <https://smc-edu.zoom.us/u/kog4GeKXL>

Members:

- | | | | |
|---------------------------------|-------------------|--------------------|-------------------------|
| Redelia Shaw, <i>Chair</i> | Evelyn Chantani | Carolyn Jia (A.S.) | Bobby Simmons |
| Dione Hodges, <i>Vice Chair</i> | Rachel Demski | Sharlene Joachim | Briana Simmons |
| Lourdes Arévalo | Susan Fila | Jesus Lopez | Lydia Strong |
| Jason Beardsley | Walker Griffy | Walt Louie | Olivia Vallejo |
| Fariba Bolandhemat | Catherine Haradon | Jacqueline Monge | Audra Wells |
| Walter Butler | Aileen Huang | Kevin Roberts | Associated Students Rep |
| Susan Caggiano | Justice Isaacs | Scott Silverman | |

Interested Parties:

- | | | | |
|-------------------|----------------|----------------------|-------------------------------|
| Stephanie Amerian | Jessie Garcia | Liz Koenig | Jessica Rodriguez |
| Maria Bonin | Jose Hernandez | Kristin Lui-Martinez | Steven Sedky |
| Department Chairs | Tracie Hunter | Maria Munoz | Esau Tovar |
| Nick Chambers | Maral Hyeler | Stacy Neal | Paola Vazquez Martinez (A.S.) |
| Kiersten Elliott | Luis Jauregui | Tamika Phillips | Tammara Whitaker |

Ex-Officio Members:

- Vicenta Arrizon

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

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

III. Announcements	
IV. Approval of Minutes (April 1, 2026)	4
V. Chair's Report	
VI. Information Items	
1. Common Course Numbering Updates	
2. Cal-GETC Updates	
3. TOP to CIP Project Updates	

VII. Action Items

Consent Agenda: Deactivations

- a. CIS 58 Designing Accessible Websites
- b. CS 6 Virtual Worlds and Game Programming
- c. CS 18 Advanced Assembly Language Programming
- d. CS 74B Security in J2ee Application
- e. PHILOS 6 Philosophy Of Science
- f. PHILOS 24 Philosophy In Literature
- g. PHILOS 41 Philosophical Problems Seminar
- h. PHILOS 48 Nonviolent Resistance
- i. POL SC 8 The Modern Far East
- j. POL SC 10 Government Internships
- k. POL SC 11 World Affairs And The United Nations
- l. POL SC 12 Model United Nations
- m. POL SC 14 Middle East Government And Politics
- n. POL SC 47 International Politics Seminar
- o. POL SC 94 Law - Experiential Learning
- p. SOCIOL 1 S Introduction to Sociology - Service Learning

Consent Agenda: Program Maps

- q. Aquaculture Technician I & Aquaculture Technician II Certificates of Achievement Program Map..... 9
- r. Sustainable Aquaculture Technology AS Program Map..... 10

Courses

- s. ART 53C Advanced Wheel Throwing
 - New Course 11
- t. BUS 48 AI, Energy and the Business of Zero-Emissions Logistics
 - New Course 13
 - Distance Education (Fully Online, Hybrid) 15
- u. ECE 2 Principles and Practices of Teaching Young Children
 - Changed: course description, SLOs, textbooks, sample assignments 17
 - Removed: Advisory: PSYCH 11
- v. ECE 76 Children in Nature
 - Changed: course description, SLOs, course objectives, textbooks, sample assignments 21
 - Removed: Prerequisite: ECE 21 or three years of Early Children program experiences
- w. ECE 77 Nature: In, Out, and Beyond..... 24
 - Changed: course description, SLOs, course objectives, sample assignments
 - Removed: Prerequisite: ECE 76

Programs

- x. Media Studies Certificate of Achievement 27
- y. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

Action Item: Approval of updated META Program Learning Outcomes help text:

The current META PLO help text:

Please provide a few outcomes in one paragraph. Text should begin with "Upon completion of the program, students will demonstrate" (Example: Upon completion of the program, students will demonstrate coherent and comprehensive analyses of business issues, identify and resolve ethical dilemmas in the domestic and global business environment, and apply business principles to international trade issues.)

Proposed updated PLO help text:

Please write the Program Learning Outcomes using Bloom's Taxonomy and list each outcome as a separate sentence rather than combining them into one paragraph.

For example:

- *Demonstrate coherent and comprehensive analyses of business issues.*
- *Identify and resolve ethical dilemmas in the domestic and global business environment.*
- *Apply business principles to international trade issues.*

Work with your Curriculum Rep on the CSLO/PLO alignment.

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 20, 2026.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, April 1, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, <i>Chair</i>	Rachel Demski	Maral Hyeler*	Scott Silverman
Dione Hodges, <i>Vice Chair</i>	Susan Fila	Justice Isaacs	Bobby Simmons
Fariba Bolandhemat	Walker Griffy	Sharlene Joachim	Briana Simmons
Susan Caggiano	Catherine Haradon	Walt Louie	Olivia Vallejo
Evelyn Chantani	Aileen Huang	Kevin Roberts	Audra Wells

**Maral Hyeler sitting in for Walter Butler*

Members Absent:

Lourdes Arévalo*	Walter Butler	Jacqueline Monge*	Lydia Strong
Jason Beardsley	Jesus Lopez*		

**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:

Keith Graziadei	Alisa Orduna	Steven Sedky	Mark Tomasic
Liz Koenig			

(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 3:08 pm. Motion to approve the agenda with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Walker Griffy

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of March 18, 2026 with no revisions.

Motion made by: Kevin Roberts; **Seconded by:** Bobby Simmons

The motion passed unanimously.

V. Chair’s Report

- SMC will create a documented procedure to incorporate IDEAAS and UDL into the COR
- The TOP to CIP code presentation is now posted to the canvas shell
- Reminder to fill out the new meeting time survey (there was tie between 12-2pm and 3-5pm)
- It is National Arab American Heritage Month (NAAHM) – the Canvas shell has spotlights on Linda

VI. Information Items

1. Non-Substantial Change
SWHS 95 Social Work and Human Services Fieldwork
2. Common Course Numbering Updates – Susan Caggiano
 - Berman (AB 1111) drafted a new bill, AB 2236, which addresses articulation at the template level. The bill will go to the Assembly's Higher Education Committee on April 14.
 - Templates do not have guaranteed transfer or GE articulation, so a student can take a CCN at one college and receive UC/Cal-GETC credit, and at another college receive no transfer/GE.
 - UC has requested all Phase III templates for review.
 - The taxonomy of the CCN is to eventually move all courses, regardless of transfer/GE status to the new CCN prefix/numbering system. The only courses that wouldn't be impacted would be college-specific disciplines and areas of study.
 - There was discussion regarding Ethnic Studies courses/GE credit. Colleges are continuing to receive denials even when adhering to the detailed requirements for Cal-GETC credit.
3. Cal-GETC Updates – Olivia Vallejo
 - We haven't yet heard back, UC has been focused on courses only counting toward one Cal-GETC area. If you have a course that could be both areas, continue to submit for both areas.
4. TOP to CIP Project Updates – Rachel Demski
 - No updates – the TOP-CIP crosswalk should be finalized and there is a Chancellor's Office COCI webinar on Friday. Additional updates to be shared at the next curriculum meeting.

VII. Action Items

Consent Agenda: Deactivations

- a. DANCE 9 Dance Productions
- b. DANCE 37 Beginning Pointe
- c. DANCE 38 Intermediate Pointe
- d. DANCE 55C Modern Dance Staging Techniques
- e. DANCE 57C World Dance Staging Techniques
- f. DANCE 87 Dance 87

Motion to approve consent agenda deactivating DANCE 9, 37, 38, 55C, 57C, and 87 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Walker Griffy

The motion passed unanimously.

Courses

- g. ESL 911 Beginning Listening and Speaking
 - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments
Motion to approve changes to ESL 911 with no additional revisions.
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.
- h. ESL 913 Intermediate Listening and Speaking
 - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments
Motion to approve changes to ESL 913 with no additional revisions.
Motion made by: Audra Wells; **Seconded by:** Kevin Roberts
The motion passed unanimously.
 - Adding Advisory: ESL 911 Beginning Listening and Speaking

Motion to approve adding advisory ESL 911 to ESL 913 with no additional revisions.

Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons

The motion passed unanimously.

i. ESL 915 Advanced Listening and Speaking

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks

Motion to approve changes to ESL 915 with no additional revisions.

Motion made by: Susan Fila; **Seconded by:** Dione Hodges

The motion passed unanimously.

- Adding Advisory: ESL 913 Intermediate Listening and Speaking

Motion to approve adding advisory ESL 913 to ESL 915 with no additional revisions.

Motion made by: Scott Silverman; **Seconded by:** Walker Griffy

The motion passed unanimously.

j. ESL 961 Beginning Reading and Writing

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

Motion to approve changes to ESL 961 with no additional revisions.

Motion made by: Dione Hodges; **Seconded by:** Audra Wells

The motion passed unanimously.

k. ESL 963 Intermediate Reading and Writing

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks

Motion to approve changes to ESL 963 with no additional revisions.

Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano

The motion passed unanimously.

- Adding Advisory: ESL 961 Beginning Reading and Writing

Motion to approve adding advisory ESL 961 to ESL 963 with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Maral Hyeler

The motion passed unanimously.

l. ESL 965 Advanced Reading and Writing

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

Motion to approve changes to ESL 965 with no additional revisions.

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

The motion passed unanimously.

- Adding Advisory: ESL 963 Intermediate Reading and Writing

Motion to approve adding advisory ESL 963 to ESL 965 with no additional revisions.

Motion made by: Audra Wells; **Seconded by:** Susan Fila

The motion passed unanimously.

m. ESL 971 Beginning ESL Vocabulary

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

Motion to approve changes to ESL 971 with no additional revisions.

Motion made by: Scott Silverman; **Seconded by:** Kevin Roberts

The motion passed unanimously.

n. ESL 973 Intermediate ESL Vocabulary

- Substantial Changes: SLOs, course objectives, course content, methods of presentation,

methods of evaluation, textbooks, sample assignments
Motion to approve changes to ESL 973 with no additional revisions.
Motion made by: Bobby Simmons; **Seconded by:** Susan Caggiano
The motion passed unanimously.

- Adding Advisory: ESL 971 Beginning ESL Vocabulary
Motion to approve adding advisory ESL 971 to ESL 973 with no additional revisions.
Motion made by: Maral Hyeler; **Seconded by:** Susan Caggiano
The motion passed unanimously.

o. ESL 975 Advanced ESL Vocabulary

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments
Motion to approve changes to ESL 975 with no additional revisions.
Motion made by: Dione Hodges; **Seconded by:** Scott Silverman
The motion passed unanimously.
- Adding Advisory: ESL 973 Intermediate ESL Vocabulary
Motion to approve adding advisory ESL 973 to ESL 975 with no additional revisions.
Motion made by: Kevin Roberts; **Seconded by:** Bobby Simmons
The motion passed unanimously.

Programs

p. Homeless Service Work Certificate of Achievement

- Substantial Change: Required Courses: replacing NPMGMT 4 and NPMGMT 5 with NPMGMT 6, no change to units
Motion to approve changes to Homeless Service Work Certificate of Achievement with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously.

q. Liberal Arts – Arts and Humanities AA

- Substantial Change: removing “At least 1 course” from Arts/Humanities restriction
Motion to approve changes to Liberal Arts – Arts and Humanities AA with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Justice Isaacs
The motion passed unanimously.

r. Liberal Arts – Social and Behavioral Science AA

- Substantial Change: removing “At least 1 course” from Social/Behavioral Science restriction
Motion to approve changes to Liberal Arts – Social and Behavioral Science AA with no additional revisions.
Motion made by: Walker Griffy; **Seconded by:** Maral Hyeler
The motion passed unanimously.

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

Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.

VIII. New Business

- Updates to Administrative Regulation (AR) 4020 Curriculum Committee Structure, Functions, Responsibility, and Curriculum Approval Process
 - Additions to 5. Curriculum Committee Members: items F., G.
 - Additions to 6. Curriculum Committee Approval Process: items I., J.

Motion to approve changes to AR 4020 with no additional revisions.

Motion made by: Scott Silverman; **Seconded by:** Maral Hyeler

The motion passed unanimously.

- New Administrative Regulation (AR) 4020.1 Credit Hour
 - New AR to address specific hours to unit calculations
- Motion to approve new AR 4020.1 with no additional revisions.
- Motion made by:** Scott Silverman; **Seconded by:** Audra Wells
- The motion passed unanimously.

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:15 pm.

Motion made by: Susan Caggiano; **Seconded by:** Bobby Simmons

The motion passed unanimously.

Aquaculture Technician I & II / CoA						N/A				
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	AQUA 1	1	PR		3	9				
	RE ELECTIVE 1	2	RE		4	12				BIOL 15 or one course from Grp 1 and 2 / Dept recommends BIOL 15
					7	21				
SEMESTER 2	AQUA 2	1	PR		4	12				
	RE ELECTIVE 2	2	RE		3	9				HEALTH 11 or AQUA 10A
	TOTAL Semester 2				7	21				
SEMESTER 3	PR	1	PR		3	9		Demonstrated ability	YES	AQUA 90A/B/C or 88B / Advised intercession after Sem 2 / offered Summer session only
	AQUA 3	2	PR		4	12		AQUA 1 or AQUA 2 (P)		
	TOTAL Semester 3				7	21				
SEMESTER 4	AQUA 4	1	PR		2	6		AQUA 1 / AQUA 2 (P)		
	AQUA 5	2	PR		2	6		AQUA 1 / AQUA 2 (P)		
	TOTAL Semester 4				4	12				

Aquaculture certificates (Level I and II) are stackable in nature. Aquaculture Technician I can be completed in one year (14-19 units). Aquaculture Technician II can be completed in 2nd year (additional 8 units).

Sustainable Aquaculture Technology / AS						SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET	
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	AQUA 1	1	PR		YES	3	9				
	RE ELECTIVE 1	2	RE / GE	5 / GC		4	12			BIOL 15 or one course from Grp 1 and 2 / Dept recommends BIOL 15	
	ENGL C1000		GE	1A		3	9				
	EL		EL			3	9		YES		
	COUNS 20		EL			3	9		YES		
						16	48				
SEMESTER 2	AQUA 2	1	PR			4	12				
	RE ELECTIVE 2	2	RE			3	9			HEALTH 11 or AQUA 10A	
	GE		GE	2		3	9		YES		
	GE		GE	3		3	9	ENGL C1000 (P)	YES	Recommend ENGL C1001 for transfer options	
	EL		EL			2	6				
						15	45				
SEMESTER 3	PR	1	PR			3	9		Demonstrated ability (P)	YES	AQUA 90A/B/C or 88B / Advised intercession after Sem 2 / offered Summer session only
	AQUA 3	2	PR			4	12		AQUA 1 or AQUA 2 (P)		
	GE		GE	4		3	9			YES	
	GE		GE	1B		3	9				Recommend COMS C1000 or COM ST 21 for transfer options
	EL		EL			3	9				
						16	48				
SEMESTER 4	AQUA 4	1	PR			2	6		AQUA 1 / AQUA 2 (P)		
	AQUA 5	2	PR			2	6		AQUA 1 / AQUA 2 (P)		
	GE		GE	6		3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
						13	39				

This map shows both stackable Aquaculture certificates (Level I and II) as an Associates degree. Aquaculture Technician I CoA can be completed in one year (14-19 units). Aquaculture Technician II CoA can be completed in 2nd year (additional 8 units) without general education or the completion of 60 units.

**New Course:
ART 53C, Advanced Wheel Throwing**

Units:	3.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2027
TOP/SAM Code:	100200 - Art / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Art
Program Impact:	Art AA, Art History AA-T, Studio Arts AA-T

Rationale

New course as our program grows

I. Catalog Description

This advanced course in ceramics emphasizes aesthetic development and refinement on the potter's wheel. Students will gain proficiency in generating both functional forms and art objects. This course introduces advanced throwing techniques and methods such as altering forms, coil and throw, and stacking. Students will gain increased knowledge of kiln loading, glaze making, and ceramic studio maintenance.

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. Shaping the World: Sculpture from Prehistory to Now, Antony Gormley, Thames and Hudson © 2020

III. Course Objectives

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

1. Design and implement efficient systems for managing and maintaining personal workspaces and shared exhibition areas.
2. Evaluate and select appropriate clay bodies and ceramic processes, justifying choices based on technical, aesthetic, and conceptual outcomes.
3. Analyze historic and contemporary approaches in ceramics to inform their own studio practice.
4. Critique ceramic works in group, individual, and written contexts using appropriate terminology, methodologies, and theoretical frameworks.
5. Optimize time management and workflow strategies to meet project deadlines.
6. Demonstrate safe studio practices with the proper use of equipment, tools, and materials.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Critique, Projects, Individualized Instruction, Group Work, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Advanced overview of ceramics as a major medium of artistic expression with an emphasis on wheel thrown forms, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft.

25.000%	Proficiency in maintaining/running a ceramic studio. Loading and unloading kilns, glaze mixing , studio management
25.000%	Articulate and present work in an historical or contemporary context
25.000%	Creating individual work that emphasizes aesthetic development and refinement on the potter's wheel
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Projects
20%	Class Participation In class activities.
10%	Exams/Tests
25%	Written assignments
20%	Final Project
100%	Total

VII. Sample Assignments:

Altered Form :

Create and build 3-5 vessels on the wheel. Once these are leatherhard employ different alterations to each form. Below are a list of ways to manipulate your work, you can combine any of these on each vessel or demonstrate them individually. Please document your work before and after alteration 1. Create a form must no longer look like it's original state 2. Create a form that exhibits negative space 3. Use 3 different surface treatments 4. Use color that is not glaze 5. Break the vessel and reassemble in a new way 6. Make one vessel relate to another Please feel free to develop your own methods of alteration and share with your peers. All pieces will be displayed along side their photo documentation of before and after. Please remember to take clear images with a solid background

Individual Body of work:

Create a body of work on the wheel that all relates to itself. This is an advanced assignment for you to develop a theme or style within the work. Consider: Clay body choice Glaze choice- color and application Objects in relationship to one another. Write a proposal for the body of work that includes drawings and historical/contemporary references for inspiration.

VIII. Student Learning Outcomes:

1. Apply advanced wheel-throwing techniques to produce ceramic forms with consistent control of proportion, symmetry, and wall thickness.
2. Evaluate their own and others' ceramic work, using design principles and craftsmanship to justify artistic and technical decisions.
3. Create a cohesive body of wheel-thrown work that demonstrates technical mastery, intentional design, and refined surface treatments (e.g., glazing, carving, slip work).

New Course:
BUSINESS 48, AI, Energy and the Business of Zero-Emissions Logistics

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2027
TOP/SAM Code:	051000 - Logistics and Materials Transportation / C - Clearly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Business
Program Impact:	International Business Certificate of Achievement

Rationale

This course will provide students with the fundamental elements of AI, Energy and the Business of Zero-Emissions Logistics, and higher employment marketability, and support student matriculation in our Certificate of Achievement in Logistics/Supply Chain Management.

I. Catalog Description

This course examines the business, operational, and economic dimensions of zero-emissions energy systems as they apply to global trade, ports, and supply chain logistics. Students explore how electrification, hydrogen, renewable fuels, and AI-enabled energy management systems are reshaping freight movement, terminal operations, and logistics infrastructure. Emphasis is placed on real-world applications in port terminals, distribution centers, freight corridors, and intermodal networks, including infrastructure planning, energy sourcing strategies, cost modeling, and operational decision-making. The course focuses on how energy systems enable trade efficiency, resilience, and competitiveness.

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. Renewable Energy Systems, 1st, Maria Vicidomini, Mdpi AG © 2024, ISBN: 3725807272
2. Renewable and Efficient Electric Power Systems, 3rd, Gilbert M. Masters , Wiley-IEEE Press © 2023, ISBN: 1119847109
3. . Global Hydrogen Review , Website: www.iea.org Volume 2025
4. . DOE (Department of Energy) Hydrogen & Fuel Cell Program Reports, <https://www.energy.gov/eere/fuelcells/hydrogen-and-fuel-cells-annual-progress-reports> Volume

III. Course Objectives

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

1. Compare zero-emissions energy technologies—including electrification, hydrogen, and renewable fuels—used in ports and supply chain infrastructure.
2. Analyze and apply the use of AI and digital tools in improving energy optimization, demand forecasting, asset utilization, and operational efficiency in logistics environments.
3. Assess infrastructure and investment trade-offs related to deploying zero-emissions energy systems in ports and trade corridors.
4. Assess how energy, operations, and supply chains interact within global trade networks using a systems thinking approach.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Field Trips, Online instructor-provided resources, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Capstone Project Development & Presentations (Integrating AI, Supply Chain Management, and Logistics).
9.000%	Case Studies in Zero-Emission Projects with AI and Supply Chain Analysis.
7.000%	Environmental and Social Impacts of Clean Technologies.
7.000%	Sector Deep Dives: Maritime, Aviation, Trucking, Industry & Logistics Networks.
7.000%	Innovation, Commercialization, and Technology Deployment.
10.000%	Clean-Energy Supply Chain Management, Logistics, and Critical Infrastructure.
7.000%	Policy, Regulation, and Incentives (U.S. & Global).
7.000%	Economics of Clean Energy and LCOE (Levelized Cost of Electricity)/LCOH (Levelized Cost of Hydrogen) Modeling with AI-Based Forecasting.
7.000%	Energy Market Structures, Business Models, and Data-Driven Decision-Making.
7.000%	Renewable Fuels & Emerging Decarbonization Technologies.
8.000%	Electrification, Battery Storage, Grid Integration, and Smart AI Systems.
7.000%	Hydrogen Production, Distribution, End Use, and AI-Enabled Logistics Optimization.
7.000%	Introduction to Zero-Emissions Energy Systems, Digital Transformation, and the Role of AI in Supply Chain Management and Logistics.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
15%	Final exam
15%	Final Project
20%	Exams and Quizzes
20%	Written assignments
30%	Class Participation Threaded Discussions
100%	Total

VII. **Sample Assignments:**

Case Study Analysis:

Evaluate the strategy of a commercial hydrogen or clean-energy project, including the role of AI in optimizing operations and the impact on supply chain management and distribution networks.

Capstone Project:

Develop and pitch an innovative zero-emissions solution, incorporating AI-driven technologies, technical and financial analysis, policy considerations, and strategic supply chain management planning.

VIII. **Student Learning Outcomes:**

1. Create a capstone energy solution proposal that integrates clean energy innovation, AI applications, and strategic supply chain management and logistics planning.
2. Test AI and logistics concepts through real-world applications, including careers in business, supply chain management, and personal decision-making.

BUS 48 Distance Education Application

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

1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted, and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams, in addition to numerical scores. A variety of materials are offered for students to learn about AI, Renewable Energy, and the Business of Zero-Emissions Logistics concepts. Examples include the following: Videos, podcasts, case studies, guest speakers. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will discuss different business concepts as well as any challenges understanding AI Renewable Energy and the Business of Zero-Emissions Logistics. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:

The class is organized through weekly course modules. A wealth of materials is offered for students to learn AI Renewable Energy, and the Business of Zero-Emissions Logistics concepts. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various types of customer service technology modalities, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Peer Feedback	In discussion boards, students share ideas for where to find credible resources for their essays on AI, Energy, and the Business of Zero-Emissions Logistics and challenges. They will also share case studies they find in news articles. Students will be asked to provide input on these scenarios.	10.00%
Written assignments	Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	20.00%
Study and/or Review Sessions	Prior to a quiz, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board or via zoom.	10.00%
Online Lecture	Students will watch a video lecture on AI and the Renewable Energy ecosystem. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	30.00%

Discussion Boards	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various business concepts and activities.	30.00%
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2. Organization of Content:

The content will be organized into three categories: AI, Energy, and Zero Emissions. The remaining modules are organized by various concepts and examples of the Renewable Energy environment, including Artificial Intelligence at the Ports, Clean Energy, Hydrogen fuel cells, Maritime, Aviation, Trucking, Industry & Logistics Network. To provide consistency and ensure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. Discussion boards are posted weekly. Exams are spread out and given every 3–4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Threaded Discussions	After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.
20.00%	Written Assignments	There will be a variety of assignments, such as interviewing a professional, creating a prototype, creating a mind map, and storyboard illustrating a process.
15.00%	Final Project	The final project will include: Overview of a company or logistics system Analysis of current energy consumption and environmental impact Identification of opportunities for renewable energy integration Evaluation of costs, benefits, and potential challenges Recommendations for implementation, and conclusion, supported by data or research
15.00%	Final Exam	The final exam will include a variety of question formats, including multiple-choice, short answer, and questions that require students to analyze real-life examples.
20.00%	Exams and Quizzes	There will be exams and quizzes during the course. These may focus on specific topics, while the final exam will be cumulative. The instructor gives feedback and suggestions on how to succeed on the exams. Feedback is provided on the exams via the comments section in the Gradebook.

4. Instructor's Technical Qualifications:

Instructors should be familiar with AI and Renewable Energy training, and our campus LMS system. Additionally, instructors should be aware of the technical support that is available, and knowledge of how to ensure their course materials are accessible.

5. Student Support Services:

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. Students will also have access to Direct Connect resources for academic counseling, and wellness and well-being.

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

Explain the role of energy systems in enabling modern port, freight, and logistics operations. Students will analyze how energy powers each stage of a logistics operation by mapping and explaining the flow of energy through a real-world system.

Substantial Change:
EARLY CHILDHOOD EDUCATION 2, Principles and Practices of Teaching Young Children

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
C-ID:	ECE 120
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

Rationale

This course update removes the Psych 11 advisory. As a result of revisions made to align with 2021 updates to courses within the California Alignment Project (CAP), a statewide initiative to support transfer and curriculum consistency in early childhood education teacher preparation, relevant content from Psych 11 has been incorporated into this course. Therefore, Psych 11 is no longer considered a necessary advisory. Removal of the advisory also minimizes potential confusion between advisories and prerequisites, encourages broader participation, and supports timely academic progress without compromising learning outcomes.

I. Catalog Description

This course examines the historical contexts and theoretical principles of developmentally appropriate and best practices in early care and education for children from birth through age eight. It explores the typical roles and expectations of early childhood educators. It identifies professional ethics, career pathways, and professional standards. It introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children, including how play contributes to children's learning, growth, and development. This class is appropriate for students wanting to work with young children in a variety of programs, including infant-toddler, preschool, transitional kindergarten, and kindergarten.

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 and Practices for Teaching Young Children, Stephens, C., Peterson, G., Eyrich, S., Paris, J, LibreTexts Social Sciences © 2026, ISBN: 9780132657105

III. Course Objectives

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

1. Describe historical and current issues and global approaches for early care and education.
2. Differentiate between various early childhood programs and curriculum in relation to the ages served, regulations, and teacher requirements.
3. Identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
4. Identify and compare the developmental stages and needs of children birth through age eight.
5. Describe developmentally appropriate practices.
6. Explain the value of play.
7. Compare and contrast principles of effective relationships, positive guidance, problem solving skills and teacher-child interactions.
8. Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies through a bias free, culturally and linguistically appropriate lens.
9. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
10. Identify supports for dual language learners in developing English language and literacy skills for children birth to age eight, including support for the home language.
11. Develop an initial personal philosophy of early childhood teaching.
12. Compare and contrast learning standards and foundations.
13. Distinguish the difference between preschool, transitional kindergarten, and kindergarten program practice continuum.
14. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.

IV. **Methods of Presentation:**

Lecture and Discussion, Visiting Lecturers, Other Methods: Videos, PowerPoints

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
25.000%	<p>Historical and current approaches</p> <ul style="list-style-type: none"> • Theories of development and learning • National and international philosophies of education and care • Types of Programs • Ages served • Governance, licensing, and regulations • Personnel requirements • Developmentally Appropriate Practice • State and national standards for quality and content
25.000%	<p>Introduction to the profession of early childhood education</p> <ul style="list-style-type: none"> ○ Teacher's Knowledge <ul style="list-style-type: none"> ○ Child development ○ Teaching strategies ○ The academic disciplines they will be teaching (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) ○ Content standards ○ Professional and ethical conduct ○ Teacher's Personal Qualities <ul style="list-style-type: none"> ○ Flexibility ○ Tolerance ○ Patience ○ Critical thinking ○ Physical ability ○ Mental health ○ Self-Reflection ○ Awareness of personal attitudes and bias ○ Teacher's Role <ul style="list-style-type: none"> ○ Relationships and interactions with children, families, and others ○ Planning and evaluating curriculum ○ Intentional Teaching ○ Creating supportive environments ○ Cultural competency <ul style="list-style-type: none"> • Dual Language Learners • Families • Staff ○ Communication strategies and purposes <ul style="list-style-type: none"> ▪ Teacher-child interactions and focused conversations ▪ With families as partners ▪ Positive guidance ▪ Supervision of other adults in the classroom ○ Professional Growth <ul style="list-style-type: none"> ▪ Philosophy of teaching ▪ Professional Development ▪ Professional Memberships and Affiliations ▪ Career Pathways
20.000%	Children's development birth through eight

	<ul style="list-style-type: none"> • Physical • Cognitive • Language • Social • Emotional <p>Influences on development</p> <ul style="list-style-type: none"> • Heredity and Environment • Families • Culture • Teachers • Communities
30.000%	<p>Introduction to Developmentally Appropriate Teaching and Learning Environments</p> <ul style="list-style-type: none"> • Elements of early childhood environments <ul style="list-style-type: none"> ○ Indoor and outdoor design and uses of physical space ○ Routines ○ Equipment and materials ○ Emotional climate ○ Relationship to curriculum goals ○ Impacts on behavior ○ Health, safety, and nutrition ○ Family involvement spaces ○ Adjusting for ages, abilities, and interests ○ Staffing/Zoning • Early Childhood Teaching <ul style="list-style-type: none"> ○ Introduction to developmentally appropriate approaches ○ The ongoing cycle of observation, planning, observation, and assessment ○ Effective pedagogy for young children • The importance of relationships • Play-based teaching and learning <ul style="list-style-type: none"> ○ Teacher-guided ○ Child-initiated • Positive guidance and discipline • Typical learning trajectories in different domains of development and their implications for curriculum design • Supports for dual language learners • Modification for individual needs
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Exams/Tests
50%	Other 30% Observation 20% Video Analysis
30%	Written assignments
100%	Total

VII. Sample Assignments:

Timeline Activity:

You will analyze prints of famous paintings that depict children from different historical periods and contexts. Using these images and additional course readings and resources, you will 1) construct your own picture of how children have been viewed over time and 2) discuss how these historical views of childhood influence current educational settings.

Video & Discussion :

You will view the video "Safe and Sound," and engage in a class discussion comparing current licensing standards with what you observed in the video. After the discussion, you will complete an extension activity in which you will analyze changes in licensing and accreditation standards over time.

VIII. Student Learning Outcomes:

1. Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.
2. Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.
3. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

**Substantial Change:
EARLY CHILDHOOD EDUCATION 76, Children in Nature**

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

Rationale

This course update removes the ECE 21 prerequisite to promote equitable access for students and eliminates a barrier to enrollment. Key concepts and skills associated with ECE 21 are introduced and reinforced throughout the course, ensuring that all students have access to the foundational knowledge and support needed for success in the class. Removing the prerequisite will streamline enrollment, encourage broader participation, and support timely academic progress without compromising learning outcomes.

I. Catalog Description

This course examines contemporary trends and issues that impact children's healthy development and learning through the lens of environmental education and sustainability. Using a variety of industry resources, students will explore programmatic and system requirements, as well as research-based practices that enhance access to nature, environmental literacy, and healthy development in early childhood. Key topics include environmental awareness in indoor and outdoor learning environments; the relationship between play in nature and environmental behavior in adulthood; developing a sense of place through curricular activities that promote active learning and emphasize sustainable decision-making; and involving families and communities in the development of the outdoor learning environment. The course includes opportunities to observe a nature-based early childhood education in action.

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. Nature-Based Learning for Young Children, Powers, Julie, Redleaf Press © 2018, ISBN: 978-1605545967
2. Guidelines for Excellence: Environmental Education Programs, North American Association for Environmental Education, North American Association for Environmental Education © 2022, ISBN: 978-0-578-38107-7
3. Natural Learning Initiative (NLI), College of Design, NC State University. Preschool Outdoors: Best Practice Toolkit (2nd Ed.), Natural Learning Initiative (NLI), College of Design, NC State University
4. North American Association for Environmental Education . Nature-Based Preschool Professional Practice Guidebook, North American Association for Environmental Education
5. North American Association for Environmental Education . Guidelines for Excellence: Early Childhood Environmental Education Programs, North American Association for Environmental Education

III. Course Objectives

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

1. Develop nature experiences to advance children's life-long enjoyment of and care for the natural world.
2. Identify environmental issues affecting children's development, health, and learning.
3. Recognize how time in outdoor learning environments may benefit children's physical and mental health.
4. Examine the components of Benefit-Risk Assessment.
5. Explain environment-behavior approaches including concepts of affordance, behavior mapping, and developmental stages of early childhood.
6. Describe the educator's role in the (outdoor) learning environment.
7. Summarize the differences between child-led / flow-learning programming and a fixed curriculum.
8. Discuss the benefits of using inquiry-based teaching / learning.
9. Identify solutions to common barriers and issues that arise when implementing nature experiences with children.
10. Identify elements of quality nature experiences for young children.
11. Create ways in which explorations of nature with children can be a component of cultural validation.

IV. Methods of Presentation:

Lecture and Discussion, Field Experience, Online instructor-provided resources, Projects, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
12.000%	Aspects of quality outdoor environments and activities (hardscape, landscaping, props, supervision). Behavior Mapping/ Affordances
15.000%	Nature-base learning continuum Child-led programming / Fixed curriculum Emergent Curriculum Inquiry-Based Teaching /Learning Environmental Education / Stewardship
16.000%	Design/ Develop quality outdoor environment(s) Common barriers and issues that arise in outdoor environments
10.000%	Theory / History / Philosophy/ Approach (Dewey, Pestalozzi, Rousseau, Froebel, Soerensen, McMillan Sisters, Montessori, Piaget, Vygotsky, Bruner, Waldkindergarten, Reggio Emilia)
20.000%	Value of Play Schemes (play patterns) Loose Parts
17.000%	Health Benefits Preventing Obesity by Design (POD) "Nature-deficit disorder" Risk Management Head Start Body Start Assessments
10.000%	Family Involvement Community Resources Culturally Responsiveness
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Projects
20%	Written assignments
10%	Quizzes
25%	Other Observations
25%	Class Participation large and small group discussions
100%	Total

VII. Sample Assignments:**Change in the Environment :**

You will choose an area of an outdoor space for children that you have observed and transform it into an outdoor learning environment using Nature Explore Certification guidelines as a resource. You will document the "before"

and "after" effects of your changes using pictures, drawings, models and/or written reflections. You will also select a child development theoretical perspective (e.g., Piaget, Vygotsky, etc.) and describe how your changes to the environment could impact or have impacted children's exploration and learning.

Forest Kindergarten - CedarSong Reflection:

You will view the Forest Kindergarten video(s) and complete a guided reflection to document your reactions, thoughts, and questions. You will share and discuss your reflections and perspectives in a small group conversation about the principles of Forest Kindergarten.

VIII. Student Learning Outcomes:

1. Develop family and community engagement strategies that ensure culturally responsive and equitable access to high-quality nature-based learning experiences.
2. Design indoor and outdoor activities that promote environmental literacy and stewardship.

**Substantial Change:
EARLY CHILDHOOD EDUCATION 77, Nature: In, Out, and Beyond**

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

Rationale

This course update removes the ECE 76 prerequisite to promote equitable access and eliminate a structural barrier to enrollment. ECE 76 and ECE 77 are complementary courses in which key and overlapping concepts are introduced, reinforced, and revisited throughout each course. As a result, students can successfully engage with course materials regardless of the sequence in which they take the courses. Removing the prerequisite will streamline enrollment, support timely academic progress, and encourage broader participation without compromising learning outcomes.

I. Catalog Description

This course examines the unique approach to curriculum found in nature-based early care and education programs. Students will use research-driven practices to assess, modify, and develop indoor and outdoor play-based environments, rooted in environmental awareness and sustainability. Key topics include the forest kindergarten approach, making connections between indoor and outdoor learning environments, place-based education, the value of unstructured play, supporting language development in nature, conducting benefit-risk assessments, and creating nature-based learning opportunities across developmental domains. The course includes opportunities to observe a nature-based early childhood education in action.

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. Bringing The Outside In, Duncan, Sandra, Exchange Press © 2018, ISBN: 978-0-942702-02-6
2. The Sky Above and the Mud Below, Sobel, David, Redleaf Press © 2020, ISBN: 978-1605546827

III. Course Objectives

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

1. Examine the components of Benefit-Risk Assessment and evaluate your current practice and set appropriate targets to ensure a balance between risk and learning.
2. Identify goals of environmental education/literacy and education for sustainability during the early childhood years.
3. Explain how educators can create hands-on connections between indoor and outdoor environments.
4. Use appropriate program evaluation options in early childhood environments to improve the learning environment.
5. Develop a plan for involving children in a Benefit-Risk Assessment procedure and how to extend 'risky' learning opportunities.
6. Examine how to increase the complexity of learning inside, outside and beyond.
7. Use emergent curriculum planning, content-driven experiences, and assessments that are developmentally appropriate and integrated.
8. Articulate the role of nature experiences in the acquisition of skills and concepts across all developmental domains and building relationships with families.
9. Develop plans for creating positive field trip experiences for groups of children and their families.
10. Explore and describe how to use the outdoors as an extension of the classroom.
11. Brainstorm ways to become more intentional about the use of nature experiences as a tool for sharing and learning about diversity,

IV. Methods of Presentation:

Field Experience, Lecture and Discussion, Observation and Demonstration, Group Work, Online instructor-provided resources, Projects

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
5.000%	Benefit Risk Assessment (BRA) (Benefit - Hazard/Risks- Precautions)
5.000%	Biodiversity (Flora and Fauna)
2.000%	Bush Craft Skills
12.000%	Creating learning opportunities and development across domains/CA Foundations
10.000%	Early Childhood Environmental Education Rating Scale (ECEERS) Preschool Outdoor Environment Measurement Scale (POEMS), plus other tools
10.000%	Sustainability Education
14.000%	Nature-Based Education, Placed- based Education
10.000%	Family and Community Involvement
7.000%	Play- based, Nature Inspired Loose Parts
10.000%	Forest Kindergarten Principles
3.000%	Mindfulness
12.000%	Human and Cultural Diversity
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Written assignments Observations, reflections, activity analysis, risk-benefit assessments, journal entries
25%	Class Participation Large and small group discussions
25%	Other Observation and assessment assignments
10%	Quizzes
20%	Projects
100%	Total

VII. **Sample Assignments:**

Preschool Supportive Literacy Environment:

In this assignment, you will examine how indoor and outdoor environments can be used to promote literacy. You will use course readings and resources to develop a checklist of elements to look for in a literacy-rich environment . You will use this checklist during an observation of an infant-toddler or preschool classroom. The observation will give you practice using mindsets and tools that will help you design a literacy-rich environment for young children.

Observing and assessing Playground & Community Environment:

You will observe two different early childhood environments, including both indoor and outdoor settings. Focus your observation on children's engagement during playtime and other developmentally appropriate activities that connect with nature in some way. Indoor Play Community/Observation Sites include spaces such as the Cayton Museum or Under the Sea Playground. Outdoor Play Community/Observation Sites include spaces such as Stoneview Nature Center or the Natural History Museum's Nature Gardens.

VIII. Student Learning Outcomes:

1. Design and evaluate outdoor learning environments, and recommend improvements to support developmentally appropriate engagement and learning for children of varying ages, abilities, and backgrounds.
2. Plan, implement, and evaluate nature-based learning experiences and family engagement strategies, using assessment resources (e.g., Nature in Early Childhood: A Toolkit) to reflect on and improve children's learning outcomes in language, social-emotional, and cognitive development and to foster environmental stewardship.

Santa Monica College
Program of Study
Media Studies Certificate of Achievement

Understand Media in Everyday Life. The Certificate of Achievement in Media Studies gives students the tools to critically analyze and confidently engage with the media they encounter every day, including social media, advertising, news, film, television, and streaming content. Students learn how media messages are created, how they shape ideas about culture, society, and politics, and how representation and meaning are constructed across different forms of media. Designed for students of all backgrounds, the certificate provides practical and analytical skills that can be applied in academic, professional, and everyday life. It also supports transfer and career pathways in media, communication, and related fields, while helping students become informed and thoughtful participants in a media-driven world.

Program Learning Outcomes:

- Demonstrate the ability to critically analyze media messages by evaluating their economic, political, social, and cultural purposes, including identifying bias, assumptions, and omissions.
 - COM ST 30: Identify/describe theories of the communication discipline.
 - COM ST 30: Apply a communication theory to a specific context.
 - COM ST 36: Identify/describe theories related to gender and communication.
 - COM ST 36: Compare and contrast gender communication styles.
 - COM ST 36: Analyze gender as a social construction.
 - COM ST 37: Identify and describe theories related to intercultural communication.
 - COM ST 37: Apply intercultural communication theories and concepts to different cultural contexts.
 - COMM C1000: *Identify elements necessary for effective verbal and nonverbal delivery skills and valid reasoning.
 - COMM C1004: *Analyze and apply various theories of interpersonal communication across diverse relational and social contexts.
 - COMM C1004: *Demonstrate an awareness and understanding of positive and ethical interpersonal communication skills.
 - COMM C1004: *Explain factors that influence the development, maintenance, and dissolution of interpersonal relationships.
 - COMM C1004: *Examine different influences on identity development, including the impact of culture, race, ethnicity, gender, sexual orientation, etc.
 - FILM 6: Analyze cinematic representations of gender and sexuality, assessing the complex forces which shape both those concepts and cinema itself on a case-by-case basis.
 - FILM 6: Describe the shifting notions of gender and sexuality, and the role cinema has played in constructing, reinforcing, and challenging those notions in a variety of contexts.
 - FILM 7: Analyze cinematic representations of race and ethnicity, assessing the complex forces which shape both those concepts and cinema itself on a case-by-case basis.
 - FILM 7: Describe the shifting notions of race and ethnicity, and the role cinema has played in constructing, reinforcing, and challenging those notions in a variety of contexts.
 - MEDIA 1: Understand the historical development and diverse perspectives of the mass media industries.
 - MEDIA 10: Analyze and articulate concepts such as media and racism, anti-racism as part of media literacy, media and equity, media as a system of racialization, ethnocentrism in media, decolonizing media and visual activism, white supremacy and media, race and ethnicity, and media, globalization, and cultural imperialism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
 - MEDIA 10: Critically review media portrayals of and media produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.
 - MEDIA 10: Critically analyze the intersection of race and racism as they relate to media, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
 - MEDIA 2: Analyze and critically evaluate media content, understanding the ways in which media messages are constructed, the techniques employed, and the potential influence on audiences.
 - MEDIA 2: Recognize the broader sociocultural, economic, and political contexts in which media operates, understanding its role in shaping cultural narratives, reinforcing or challenging power dynamics, and influencing public opinion and behaviors.
 - MEDIA 2: Discern credible sources and demonstrate an understanding of ethical considerations in media production, including issues related to representation, bias, and privacy.

- MEDIA 3: Identify key issues and significant developments in global media.
- MEDIA 3: Identify key theoretical approaches to global media.
- MEDIA 4: Demonstrate an understanding of how and why digital games matter to people and the world as a communication technology.
- MEDIA 4: Analyze and evaluate games as a part of our culture.
- PSYCH 5: Demonstrate a critical understanding of the theories and psychological components of interpersonal communication
- PSYCH 5: Differentiate skills and approaches to effective interpersonal communication in diverse settings.
- PSYCH 5: Demonstrate an understanding and awareness of the influence of culture and social diversity in interpersonal communication.
- WGS 30: Demonstrate academic responsibility and integrity.
- WGS 30: Demonstrate through oral and/or written work knowledge of the course content: feminist theories, images, roles, stereotypes of women in popular culture, the media's impact on popular culture and women, and alternative sources of information.
- WGS 30: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and/or written arguments that apply the feminist perspective to the identification and understanding of how images, roles, and stereotypes of women in popular culture construct gender norms and expectations.
- Demonstrate the ability construct, present, and evaluate evidence-based messages for diverse audiences using effective reasoning, organization, and delivery.
 - COM ST 12: Identify the theoretical foundations and concepts related to persuasion.
 - COM ST 12: Analyze communication events through the application of ancient and modern theories.
 - COM ST 12: Deliver presentations to live audiences drawing from the concepts of persuasion.
 - COM ST 30: Identify/describe theories of the communication discipline.
 - COM ST 30: Apply a communication theory to a specific context.
 - COM ST 36: Identify/describe theories related to gender and communication.
 - COM ST 36: Compare and contrast gender communication styles.
 - COM ST 37: Identify and describe theories related to intercultural communication.
 - COM ST 37: Apply intercultural communication theories and concepts to different cultural contexts.
 - COM ST 37: Demonstrate effective intercultural communication skills.
 - COMM C1000: *Identify and describe concepts and theories related to public speaking.
 - COMM C1000: *Prepare and present an informative and persuasive speech appropriate to diverse audiences, containing an organized outline, credible research, and a citation page.
 - COMM C1000: *Identify elements necessary for effective verbal and nonverbal delivery skills and valid reasoning.
 - COMM C1004: *Analyze and apply various theories of interpersonal communication across diverse relational and social contexts.
 - COMM C1004: *Demonstrate an awareness and understanding of positive and ethical interpersonal communication skills.
 - COMM C1004: *Examine different influences on identity development, including the impact of culture, race, ethnicity, gender, sexual orientation, etc.
 - WGS 30: Demonstrate academic responsibility and integrity.
 - WGS 30: Demonstrate through oral and/or written work knowledge of the course content: feminist theories, images, roles, stereotypes of women in popular culture, the media's impact on popular culture and women, and alternative sources of information.
 - WGS 30: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and/or written arguments that apply the feminist perspective to the identification and understanding of how images, roles, and stereotypes of women in popular culture construct gender norms and expectations.
 - WGS 30: Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.
- Demonstrate the ability to assess the impact of media messages on individuals and society, including how media representations shape perceptions of race, gender, and other intersecting identities.
 - COM ST 36: Identify/describe theories related to gender and communication.
 - COM ST 36: Compare and contrast gender communication styles.
 - COM ST 36: Analyze gender as a social construction.
 - COM ST 37: Identify and describe theories related to intercultural communication.
 - COM ST 37: Apply intercultural communication theories and concepts to different cultural contexts.
 - COM ST 37: Demonstrate effective intercultural communication skills.

- COMM C1004: *Examine different influences on identity development, including the impact of culture, race, ethnicity, gender, sexual orientation, etc.
- FILM 6: Analyze cinematic representations of gender and sexuality, assessing the complex forces which shape both those concepts and cinema itself on a case-by-case basis.
- FILM 6: Describe the shifting notions of gender and sexuality, and the role cinema has played in constructing, reinforcing, and challenging those notions in a variety of contexts.
- FILM 7: Analyze cinematic representations of race and ethnicity, assessing the complex forces which shape both those concepts and cinema itself on a case-by-case basis.
- FILM 7: Describe the shifting notions of race and ethnicity, and the role cinema has played in constructing, reinforcing, and challenging those notions in a variety of contexts.
- MEDIA 1: Understand the historical development and diverse perspectives of the mass media industries.
- MEDIA 1: Identify and differentiate foundational theories of mass communication.
- MEDIA 10: Analyze and articulate concepts such as media and racism, anti-racism as part of media literacy, media and equity, media as a system of racialization, ethnocentrism in media, decolonizing media and visual activism, white supremacy and media, race and ethnicity, and media, globalization, and cultural imperialism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- MEDIA 10: Critically review media portrayals of and media produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- MEDIA 10: Critically analyze the intersection of race and racism as they relate to media, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- MEDIA 2: Analyze and critically evaluate media content, understanding the ways in which media messages are constructed, the techniques employed, and the potential influence on audiences.
- MEDIA 2: Recognize the broader sociocultural, economic, and political contexts in which media operates, understanding its role in shaping cultural narratives, reinforcing or challenging power dynamics, and influencing public opinion and behaviors.
- MEDIA 2: Discern credible sources and demonstrate an understanding of ethical considerations in media production, including issues related to representation, bias, and privacy.
- MEDIA 3: Identify key issues and significant developments in global media.
- MEDIA 3: Identify key theoretical approaches to global media.
- MEDIA 4: Demonstrate an understanding of the theories and methods of studying digital games that have gradually formed between the 20th and early 21st centuries.
- MEDIA 4: Demonstrate an understanding of how and why digital games matter to people and the world as a communication technology.
- MEDIA 4: Analyze and evaluate games as a part of our culture.
- PSYCH 5: Demonstrate a critical understanding of the theories and psychological components of interpersonal communication
- PSYCH 5: Differentiate skills and approaches to effective interpersonal communication in diverse settings.
- PSYCH 5: Demonstrate an understanding and awareness of the influence of culture and social diversity in interpersonal communication.
- WGS 30: Demonstrate academic responsibility and integrity.
- WGS 30: Demonstrate through oral and/or written work knowledge of the course content: feminist theories, images, roles, stereotypes of women in popular culture, the media's impact on popular culture and women, and alternative sources of information.
- WGS 30: Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original oral and/or written arguments that apply the feminist perspective to the identification and understanding of how images, roles, and stereotypes of women in popular culture construct gender norms and expectations.
- WGS 30: Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.

Required Courses

Units: 6.0

MEDIA 1 Introduction to Mass Communication	3.0
MEDIA 10 Media, Gender, and Race	3.0

Select one of the following

Units: 3.0

COMM C1000 Introduction to Public Speaking (<i>formerly COM ST 11</i>)	3.0
COMM C1004 Interpersonal Communication (<i>formerly COM ST 35</i>)	3.0

COM ST 12 Persuasion	3.0
COM ST 30 Introduction to Communication Theory	3.0
COM ST 36 Gender and Communication	3.0
COM ST 37 Intercultural Communication	3.0
FILM 6 Gender and Sexuality in Cinema	3.0
FILM 7 Race and Ethnicity in Cinema	3.0
MEDIA 2 Media Literacy	3.0
MEDIA 3 Global Media (<i>same as: GLOBAL 3</i>)	3.0
MEDIA 4 Introduction to Game Studies	3.0
PSYCH 5 The Psychology of Communication	3.0
WGS 30 Women, Gender, and Sexuality in Popular Culture	3.0

Total: 9.0

**Santa Monica College
Program Narrative
Media Studies Certificate of Achievement**

Program Goals and Objectives:

Understand Media in Everyday Life. The Certificate of Achievement in Media Studies gives students the tools to critically analyze and confidently engage with the media they encounter every day, including social media, advertising, news, film, television, and streaming content. Students learn how media messages are created, how they shape ideas about culture, society, and politics, and how representation and meaning are constructed across different forms of media. Designed for students of all backgrounds, the certificate provides practical and analytical skills that can be applied in academic, professional, and everyday life. It also supports transfer and career pathways in media, communication, and related fields, while helping students become informed and thoughtful participants in a media-driven world.

Program Learning Outcomes:

Demonstrate the ability to critically analyze media messages by evaluating their economic, political, social, and cultural purposes, including identifying bias, assumptions, and omissions.

Demonstrate the ability construct, present, and evaluate evidence-based messages for diverse audiences using effective reasoning, organization, and delivery.

Demonstrate the ability to assess the impact of media messages on individuals and society, including how media representations shape perceptions of race, gender, and other intersecting identities.

Catalog Description:

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Program Requirements:

Required Courses

MEDIA 1 Introduction to Mass Communication	Units: 6.0 3.0
MEDIA 10 Media, Gender, and Race	3.0

Select one of the following

COMM C1000 Introduction to Public Speaking (<i>formerly COM ST 11</i>)	Units: 3.0 3.0
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MEDIA 4 Introduction to Game Studies	3.0
PSYCH 5 The Psychology of Communication	3.0
WGS 30 Women, Gender, and Sexuality in Popular Culture	3.0

Total: 9.0

Master Planning:

The Certificate of Achievement in Media Studies directly supports Santa Monica College's mission by helping students develop the critical thinking, analytical, and communication skills necessary to succeed in college, prepare for careers, and transfer. Grounded in the study of mass media systems and the critical examination of representation, the program supports intellectual exploration within an inclusive and dynamic learning environment. By emphasizing media literacy, intersectionality, and the analysis of race, gender, and other forms of difference, the certificate aligns with the College's strategic priorities and its commitment as a minority-serving institution to eliminate racial equity gaps and ensure that all students feel seen, affirmed, and valued. It also supports the Chancellor's Vision for Success by promoting equitable access, completion, and meaningful engagement with diverse perspectives.

Enrollment and Completer Projections:

This certificate would serve both students pursuing degrees and professionals seeking to strengthen their media and communication skills. It would also support students preparing for transfer, as well as individuals looking to improve their competitiveness in the job market. Santa Monica College currently enrolls approximately 26,000 students. Within this population, the Communication and Media Studies Department serves approximately 4,000 students across its programs, demonstrating strong and sustained demand for coursework in communication and media-related fields.

During the 2024–2025 academic year, the department awarded more than 350 degrees and certificates. The Fall 2024 term-to-term persistence rate for students in these programs was 77%, significantly higher than the district average of 68%. This data suggests that students not only seek out communication and media studies courses, but also find them valuable enough to continue progressing through their studies. Based on current enrollment trends and student interest, the program could expect moderate to strong enrollment in its early years, with an estimated 20 to 35 students completing the certificate annually once the program is established.

One potential challenge may be maintaining high completion rates, particularly for students balancing academic work with employment or financial pressures. To support student success, the program could emphasize flexible course delivery options and access to student support services.

Place of Program in Curriculum/Similar Programs:

The Media Studies program currently does not offer any certificates or degrees. Therefore, this certificate would serve students who take multiple Media Studies courses. Media Studies is closely related to Media Production and Communication Studies, but it has a distinct focus on media analysis, representation, media literacy, and critical engagement with mass media. This certificate would complement those related areas and could also support students interested in transfer or career preparation. This certificate does not replace, alter, or scale down any existing program.

Similar Programs at Other Colleges in Service Area:

Glendale offers some similar courses and offers a Certificate of Completion in Mass Communication / Public Relations. Cerritos College in its Journalism & Media Studies department offers a Certificate of Achievement in Public Relations.