



College Curriculum Committee

Meeting Agenda Package

March 10, 2025

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: TBD

Date: March 10, 2026 Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez__ ; Ahmad Manzoor__ ; Michael Vanoverbeck__ ; Mayela Rodriguez__ ; Stefani Baez__ ; Arneshia Bryant-Horn__ ; Jose Martinez__ ; Kendahl Radcliffe__ ; Nathan Lopez__ ; Gerson Valle__ ; David McPatchell__ ; Noemi Monterosso__ ; Jesse Mills__ ; Bradfield Conn__ ; Lynn Chung__ ; Melain McIntosh__ ; Sheri Berger__ ; Maya Medina__ ; Shante Mumford__ ; and Charles Hobbs__ .

AGENDA:

1. Approval of Agenda: March 10, 2026
2. Approval of Minutes: February 24, 2026
3. Reports and Follow-up Questions From Attendees:
 - a) Vice President, Academic Affairs
 - b) Curriculum Analyst
 - c) Articulation Officer
 - d) Distance Education Faculty Coordinator
 - e) SLO Coordinator
4. Consent Agenda Item(s):
 - a) Course Inactivation
ENGL RWA - Integrated Reading and Writing
SLAN 113 - American Sign Language III
SLAN 131 - Perspective on Deafness

AS 1 - Individualized Academic Strategies
TUTR 200 - Theory and Practice of Tutoring

b) Course Review – Common Course Number
COMM C1004 - Interpersonal Communication

b) Course Review – SLO Update
MATH 180- Precalculus
MATH 270 - Differential Equations with Linear Algebra

c) Standard Course Review – No Proposed Changes
THEA 103 - Theatre Appreciation
FILM 234 - Camera and Lighting

d) 2-Year CTE Course Review- Revised Course Title; Hours; Units
COSM 95 - Work Experience Education

e) 2-Year CTE Course Review- Credit by Examination; SLO Update; Distance Education
FTEC 101 - Fire Protection Organization
FTEC 105 - Fire Behavior and Combustion

5. Action Items

- a) New Program – 2nd Read
Social Work and Human Services - A.A. Degree for Transfer (AA-T)
- b) New Course- 1st Read
COMS 100H - Honors Public Speaking (CCN- COMM C1000H)
LOGI 101 - Logistics Fundamentals
LOGI 102 - Logistics Operations Specialist
LOGI 103 - Logistics Leadership
LOGI 104 - Logistics Analyst
LOGI 105 - Logistics AI Specialist
LOGI 106 - Logistics Project Management
LOGI 107 - Logistics Safety
LOGI 108 - Logistics e-commerce Entrepreneur

6. Informational Items

- a) Accessibility Standards and Revised ADA Title II Regulations -- discussion
- b) Using Accessibility-Aligned AI to Move Courses
Toward the Revised ADA Title II – discussion

7. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

- a) CCC representatives may provide a comment or future agenda item recommendation(s).

8. Public Comment(s):

- a) Public comments may be presented by any person not on the CCC roster in attendance.

College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: TBD

Date: February 24, 2026 / Time: 2:00 p.m. - 3:30 p.m.

Location: IB1-105

Vision:

Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez_x_ ; Ahmad Manzoor__ ; Michael Vanoverbeck_x_ ; Mayela Rodriguez_x_ ; Stefani Baez_x_ ; Arneshia Bryant-Horn_x_ ; Jose Martinez__ ; Kendahl Radcliffe__ ; Nathan Lopez_x_ ; Gerson Valle_x_ ; David McPatchell_x_ ; Noemi Monterosso_x_ ; Jesse Mills_x_ ; Bradfield Conn__ ; Lynn Chung__ ; Melain McIntosh_x_ ; Sheri Berger_x_ ; Maya Medina_x_ ; Shante Mumford__ ; and Charles Hobbs_x_ . Sean Moore X

Meeting started at 2:05pm

AGENDA:

Victoria M. motioned to approve the agenda. Jesse M seconded. Unanimously approved.

1. Approval of Agenda: February 24, 2026 Michael V. motioned to approve the minutes. David M. seconded. Unanimously approved.

2. Approval of Minutes: December 9, 2025 Michael V. motioned to open 3a-e. Noemi M. seconded.

3. Reports and Follow-up Questions From Attendees:

a) Vice President, Academic Affairs

- Email about accessibility standard that goes into effect in April. Memo from chancellor's office. Will need to be incorporated into universal design of learning.
- Recommends Curriculum committee to incorporate the specifics of the AI and accessibility into COR
- Webinar on March 24th from 12-1. Chancellor's office webinar.
- Curriculum handbook emailed out to begin looking at for input.

b) Curriculum Analyst

· Updates to title 5. COR updates and curriculum needs updates for assignments. Needs to be detailed. Fields are now required. · Lab only courses will also need these fields completed. i. Sean M. recommended that drop down fields be included in the COR for lab specific courses that may not include writing assignments and instead a performance exam to show competency. § Sheri B. will be looking into that.

c) Articulation Officer

d) Distance Education Faculty Coordinator

e) SLO Coordinator · Overall SLO assessment numbers were good. · The larger course report for SLO needs work from many departments.

Victoria M. motioned to close 3a-e. Stefani B. seconded.

Michael V. motioned to approve 4a-b. David M. seconded. Unanimously approved.

4. Consent Agenda Item(s):

a) 2-Year CTE Course Review – No Proposed Changes

SOCI 208A - Social Work and Human Services Seminar

SOCI 208B - Fieldwork in Social Work and Human Services

b) Course Inactivation

COSM 118 -- Preparation for the State Board of Barbering and Cosmetology Practical Exam

Michael V. motioned to open action item 5a. Noemi M. Seconded. Unanimously approved.

5. Action Items

a) New Program – 2nd Read Mathematics 2.0 – A.S. Degree for Transfer (AS-T) Michael V. motioned to open action item 5b for first read. Noemi M. seconded. b) New Program - 1st Read Social Work and Human Services - A.A. Degree for Transfer (AA-T)

Michael V. motioned to close action item 5b. Noemi M. seconded.

Michael V. motioned to open informational item 6a. Noemi M. seconded.

6. Informational Items

a) New Required Fields in CNet -- discussion

Michael V. motioned to close 6a. David M. seconded.

Michael V. motioned to open 6b. David M. seconded.

b) Proposed Policy: Course Deactivation – discussion · Maya has notified relevant parties about courses that are out of compliance. · Faculty will have a chance to correct issues or offer justifications. · Maya said that all courses will have an opportunity to reactivate but these issues need to be addressed. · For just COR updates, it would only take a semester. For articulation it could take multiple years to reactivate. · Sean M. has recommended that a faculty driven conversation happen. Possibly a team created to review and update the course deactivation request process.

Stefani B. motioned to close informational item 6b. Gerson V. seconded.

Jesse M. motioned to open 6c. Noemi M. seconded.

c) Vacancies on Curriculum Committee – current and upcoming · 3 year term · Charles H. would like the division to bring this up at their respective division meeting.

Michael V. motioned to close 6c. Gerson V. seconded.

Michael V. motioned to open 6d. Noemi M. seconded.

d) AB 2236 - discussion

Michael V. motioned to close 6d. Kendahl R. seconded.

Michael V. motioned to open 7a. Noemi M seconded.

7. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s): a) CCC representatives may provide a comment or future agenda item recommendation(s). Jesse M. motioned to close 7a. Stefani B. seconded. Stefani B. motioned to open the floor for public comment. Jesse M. seconded.

8. Public Comment(s): a) Public comments may be presented by any person not on the CCC roster in attendance.

Stefani B. motioned to close the floor for public comment. Jesse M. seconded. Meeting ended at 3:17pm



Course Inactivation – ENGL RWA – Integrated Reading and Writing

Justification: Due to AB705 and 1705 this course can no longer be offered. FACH vote 3/3/2026



Course Inactivation – SLAN 113 – American Sign Language III

Justification: The division does not plan on offering the course within the next two years. FACH vote 3/3/2026



Course Inactivation – SLAN 131 – American Sign Language III

Justification: The division does not plan on offering the course within the next two years. FACH vote 3/3/2026



Course Inactivation – AS 1 – Individualized Academic Strategies

Justification: Course has not been offered in multiple years. FACH vote for deactivation
3/3/2026



Course Inactivation –TUTR 200 – Theory and Practice of Tutoring

Justification: Course is no longer used for training tutors. Training happens inside the SCC. Per discussion with SCC and Dean Blonshine. 2/26/2026



Course Review – Common Course Number –
COMM C1004 – Interpersonal Communication

Course Information

Course Discipline:

COMM

Course Division:

Fine Arts, Communication and Humanities

Course Number:

C1004

Full Course Title:

Interpersonal Communication

Short Title:

Interpersonal Commun

TOP Code:

150600 - Speech Communication

SAM Code:

E - Non-Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

A - Transferable to both UC and CSU.

Effective Term:

Spring 2023

Board of Trustees Approval Date:
2022-10-17

Course Description

This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Foundational theories, models, and research in interpersonal communication.

Approximate Time In Hours

4.00

Lecture

Outline

Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication.

Approximate Time In Hours

5.00

Lecture

Outline

The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.

Approximate Time In Hours

5.00

Lecture

Outline

Symbolic and linguistic attributes with respect to language in interpersonal communication.

Approximate Time In Hours

5.00

Lecture

Outline

The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.

Approximate Time In Hours

5.00

Lecture

Outline

Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.

Approximate Time In Hours

5.00

Lecture

Outline

Listening; processes, styles, types, challenges, and responses.

Approximate Time In Hours

5.00

Lecture

Outline

Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.

Approximate Time In Hours

5.00

Lecture

Outline

Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.

Approximate Time In Hours

6.00

Lecture

Outline

Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.

Approximate Time In Hours

3.00

Lecture

Outline

Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model.

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

4B – Language and Rationality – Communication and Analytical Thinking

CSU GE:

A1 - Oral Communication

IGETC GE:

1C - Oral Communication (CSU Requirement Only)

Transfer and Articulation:

C-ID: COMM 130

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Evaluate and apply research methods and theories of interpersonal communication.

Lecture

Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation.

Lecture

Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships.

Lecture

Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency.

Lecture

Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies.

Student Learning Outcomes

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

1. Articulate various theories /concepts related to interpersonal communication.
2. Demonstrate effective conflict prevention/management skills in a given context.
3. Apply a selected theory/concept to a variety of relational and cultural context
4. Identify cultural differences in interpersonal communication.

Methods of Instruction

Discussion

Instructor will create small groups based on gender (feminine/masculine). Groups will make a list of "annoying" communication behaviors of the opposite gender. After a few minutes, each group will be required to share what they wrote and the opposite gender will have the right to defend their habits (confirm/disconfirm that they happen, as well as provide reasons why they engage in such habits). After a very lively discussion, instructor will cover research-based information that explains many of the differences between the way the different genders communicate.

Group Activities

For the Emotions chapter. Research shows that people with high emotional intelligence are more successful in life. Emotional intelligence includes being able to display one's emotions appropriately, as well as being able to read and identify other people's emotions. Therefore, it is important that students learn such skills. For the purpose of this activity, students will be divided into groups of 4-5 people. Each student will be handed a note-card with an emotion listed on it. A short poem will be displayed on a PowerPoint slide. Each student will have to perform the poem in that emotion using a variety of non-verbal channels of communication. The other students in the group will have to guess what emotion was enacted.

Internet Presentation/Resources

Personality assignment. Students will be provided with a link to the "16 Personalities" website. There, students will be required to take a personality test. At the end of the test,

the website provides them with their personality type and a description of strengths, weaknesses that come with their personality, as well as career information, romance, friendships, etc. After reading this information about their personality, students will be required to write a 1 page journal reflecting on what they learned, and anything they could apply to their life.

Lecture

Instructor will lecture on topics such as verbal and nonverbal Communication, how humans' identities are formed and what are some of the primary factors that affect one's identity, emotions, and conflict management.

Multimedia presentations

Instructor will use PowerPoint slides to emphasize information, as well as videos to show examples of some of the topics addressed.

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to, quizzes, exams, written assignments, journals, projects, research, oral presentations, etc. Methods of evaluation are at the discretion of local faculty. Students will research interpersonal topics, organize the research into a meaningful outline, rehearse, and deliver oral presentations on those topics.

Assignment Examples

Reading Assignments:

Students will have weekly readings assigned.

Writing Assignments:

Tendencies of Perception

Journal 2

Essay Instructions

Re-read the section of your notes and the textbook on Common Tendencies of Perception. There are four common tendencies: self-serving bias, clinging to first impressions (halo effect/horn effect, assuming others are similar to us, and being influenced by the obvious. Then, in a paper organized in essay format (introduction, body, conclusion), provide 2 examples when you or someone else you know engaged in one of these tendencies of perception. Your paper/journal should have at the minimum 4 paragraphs.

Introduction (introduce the topic of your essay and preview what two tendencies of perception you decided to address in your paper.

Body (have at least 2 paragraphs – one paragraph for each one of the tendencies you decided to focus on. Make sure you use the course concepts associated with this topic.
Conclusion (briefly review what tendencies you talked about in your essay and draw a memorable ending thought.

Outside-of-Class Assignments:

In a 2-5 page paper, list five specific occasions when you reacted negatively to an event such as meeting someone for the first time, thinking you were criticized, someone being rude to you, or feeling left out. With these five specific occasions in mind, identify the filters through which you view your world. Analyze how your point of view affects your perception of reality.

Some assignments require critical thinking:

Following a conversation with a significant other in which there was a disagreement on a meaningful topic, such as how to discipline a child, evaluate your assumptions through paraphrasing and perception checking. Summarize the results in a written report and oral presentation.

Consider an interpersonal relationship you have with a loved one. Looking at Knapp's relational stages, identify which of Knapp's stages your relationship is in, and what evidence can you provide to support your claim.

Course Materials

Author:

Adler, R., & Proctor II, R.

Title:

Interplay: The Process of Interpersonal Communication.

Edition:

16th

Publisher:

Oxford University Press.

Year:

2023

Or Equivalent:

No

Author:

Wrench, Punyanunt-Carter, & Thweatt.

Title:

Interpersonal Communication: A Mindful Approach to Relationships.

Publisher:

State University of New York.

Year:
2023
Or Equivalent:
No

Author:
Guerrero, Anderson & Afifi.
Title:
Close Encounters: Communication in Relationships.
Edition:
6th
Publisher:
Sage Publications, Inc.
Year:
2020
Or Equivalent:
No

Author:
Wood, J.
Title:
Interpersonal Communication: Everyday Encounters.
Edition:
9th
Publisher:
Wadsworth Publishing.
Year:
2020
Or Equivalent:
No

Author:
Department of Communication Studies, Austin Community College.
Title:
Communication to Connect: Interpersonal Communication for Today.
Publisher:
OER
Year:
2021
Or Equivalent:

No

Author:

Leonard

Title:

Interpersonal Communication Textbook

Publisher:

College of the Canyons

Year:

2019

Or Equivalent:

No

Author:

Adler, R., & Proctor II, R.

Title:

Looking Out, Looking In

Edition:

16th

Publisher:

Wadsworth Publishing

Year:

2022

Or Equivalent:

No

Minimum Qualification

1. Communication Studies(Speech Communications)

Condition



Course Review – SLO Update – MATH 180 - Precalculus

Course Information

Course Discipline:

MATH

Course Division:

Science, Technology, Engineering, and Mathematics (STEM)

Course Number:

180

Full Course Title:

Precalculus

Short Title:

Pre-Calculus

TOP Code:

170100 - Mathematics, General

SAM Code:

E - Non-Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

A - Transferable to both UC and CSU.

Effective Term:

Fall 2020

Board of Trustees Approval Date:
2020-09-08

Course Description

This course is a preparation for calculus. Topics of study include polynomial, rational, exponential, logarithmic, and trigonometric functions as well as their inverses. Matrices and analytic geometry are introduced, as well as sequences and series. The application of these topics is stressed to enhance conceptual understanding of the material. Note: The maximum UC credit allowed for students completing Mathematics 180 and Mathematics 130 is one course.

Course Standards

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

5.000

Activity Units:

Lab Units:

Min/Max Units:

5.000

Total Hours:

90.000

Grading Method:

Letter grade only

Requisites

Prerequisite

Subject

MATH - Mathematics

Requisite Course

MATH 170 - Trigonometry (Active)3.000 - 3.000

Condition

or

Other

Non Course Requirements

Or placement with the Multiple Measures.

Course Content

Lecture

Outline

ALGEBRAIC EXPRESSIONS, EQUATIONS and INEQUALITIES Factorization and simplification of expressions with fractional exponents Simplification of compound rational expressions Solutions of linear and nonlinear inequalities

Approximate Time In Hours

5.00

Lecture

Outline

FUNCTIONS Graphs of functions including piecewise-defined functions; domain and range Transformations of functions; even and odd functions Increasing and decreasing functions Maxima and minima of quadratic functions Average rate of change; simplifying the difference quotient Composition of functions One-to-one functions, inverse functions, and graphs of inverse functions Applications and modeling using quadratic and other functions

Approximate Time In Hours

10.00

Lecture

Outline

POLYNOMIAL AND RATIONAL FUNCTIONS Graphs of polynomial and rational functions Polynomial division The Remainder Theorem and The Factor Theorem Determination of the real and complex zeros of polynomial equations The Fundamental Theorem of Algebra Complex numbers Analysis of extreme behavior of functions (i.e. asymptotes of rational functions)

Approximate Time In Hours

12.00

Lecture

Outline

EXPONENTIAL AND LOGARITHMIC FUNCTIONS Defining, evaluating, and simplifying exponential and logarithmic functions Solving exponential and logarithmic equations Graphs of exponential and logarithmic functions Modeling application problems using exponential and logarithmic functions

Approximate Time In Hours

12.00

Lecture

Outline

TRIGONOMETRIC FUNCTIONS Unit circle trigonometry Defining, evaluating, and simplifying trigonometric expressions Finding solutions to trigonometric equations Graphs of trigonometric functions and their transformations (amplitude, period, and phase shift) Trigonometric identities, including the addition, subtraction, double-angle, and half-angle formulas. Inverse trigonometric functions Applications and modeling using trigonometric functions

Approximate Time In Hours

15.00

Lecture

Outline

SYSTEMS OF EQUATIONS AND MATRICES Solutions to systems of equations and inequalities (linear and nonlinear) Introduction to matrices The algebra of matrices Solutions to systems of equations using matrices Determinants Partial Fraction Decomposition

Approximate Time In Hours

12.00

Lecture

Outline

ANALYTIC GEOMETRY Defining, evaluating, and graphing polar equations Converting between polar coordinates and rectangular coordinates Defining, evaluating, simplifying conics Graphs of conics and their transformations Defining, evaluating and graphing parametric equations

Approximate Time In Hours

12.00

Lecture

Outline

SEQUENCES, SERIES AND MATHEMATICAL INDUCTION Sequences and series Arithmetic and geometric sequences and series Mathematical induction Binomial Theorem

Approximate Time In Hours

12.00

General Education/Transfer

Local GE/Graduation Requirements:

2 - Mathematical Concepts and Quantitative Reasoning Cal-GETC:

2: Mathematical Concepts and Quantitative Reasoning

Transfer and Articulation:

C-ID: MATH 155

UC TCA:

UC-M Mathematical Concepts and Quantitative Reasoning

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Analyze functions (including polynomial, algebraic, rational, exponential, logarithmic, trigonometric) for critical features, including: intercepts, asymptotes, domain, range, and average rate of change.

Lecture

Determine the inverse of a function (polynomial, algebraic, rational, exponential, logarithmic, trigonometric) and analyze it in terms of critical features.

Lecture

Graph relations (including polynomial, rational, exponential, logarithmic, trigonometric functions and conics), using transformations (shifting, stretching, reflection).

Lecture

Determine functions (including polynomial, rational, exponential, logarithmic, trigonometric) that model data.

Lecture

Solve equations involving polynomial, rational, exponential, logarithmic, trigonometric functions.

Lecture

Use polar and parametric functions to solve a variety of problems.

Lecture

Use arithmetic and geometric series and sequences to solve a variety of problems.

Lecture

Use matrices and systems of equations to solve a variety of problems.

Lecture

Solve application problems using the topics of the course.

Lecture

Use technology (graphing, scientific calculators or computer software) to solve problems.

Student Learning Outcomes

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

1. Students will demonstrate their understanding of fundamental algebra concepts by solving a variety of mathematical expressions. This includes working with equations, inequalities, and systems that incorporate algebraic, exponential, logarithmic, trigonometric, and absolute value expressions.

2. Students will apply their knowledge of polynomial, rational, exponential, logarithmic, and trigonometric equations and functions to formulate and solve practical application and modeling problems.

3. Students will engage in the creation, interpretation, and analysis of graphs derived from a variety of mathematical equations, including polynomial, rational, exponential, logarithmic, trigonometric, parametric, polar, and conic forms.

4. Students will engage in the analysis and construction of proofs, with a focus on techniques such as mathematical induction.

Methods of Instruction

Discussion

There will be group discussions.

Group Activities

There will be group activities via discussion board

Lecture

There will be a weekly lecture

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

Students will receive regular reading assignments from the textbook that cover various topics, such as intercepts, symmetry, and asymptotes for graphing rational functions.

They will also study the properties of exponential and logarithmic functions to construct and analyze growth and decay models. Additionally, students will learn how to prove trigonometric identities and solve trigonometric equations, among other subjects.

Writing Assignments:

Students will receive regular written assignments that will be evaluated based on the efficiency of their solution methods, rigor, and accuracy. These assignments will require students to construct functions to model and analyze real-world situations, as well as to

manipulate and apply functions, their transformations, and their respective inverse functions.

A written exam will assess students' abilities to graph and evaluate polynomial, rational, exponential, logarithmic, and trigonometric functions. It will also test their skills in finding inverse functions, solving linear and nonlinear equations and inequalities, solving trigonometric equations and applications, and identifying and describing conic sections and their properties from given equations or geometric descriptions.

Outside-of-Class Assignments:

Determine all primary solutions of the following trigonometric equation. Use a calculator and round all answers to four decimal places:

$$12(\sin(x))^2 - \sin(x) - 6 = 0.$$

Some assignments require critical thinking:

Consider the rational function below. Find all asymptotes and intercepts. Graph the function.

$$f(x) = \frac{(x^2 - 2x - 80)}{(x^2 - 14x + 40)}$$

A farmer has 200 feet of fencing to be used to construct a rectangular garden next to a barn. It will have three sides: one side will parallel to the barn and two sides will be perpendicular to the barn. There will also be two inner fences that are perpendicular to the barn. Write a function $A(x)$ that models the area of all of the enclosed regions as a function of x , the length of the side that is parallel to the barn. What value of x will maximize the area of the garden?

Course Materials

Author:

Michael Sullivan

Title:

Precalculus

Edition:

12th

Publisher:

2025

ISBN-13:

9780138279431

Year:

2025

Or Equivalent:

Yes

Author:
Michael Sullivan
Title:
Precalculus: Enhanced with Graphing Utilities
Edition:
9th
Publisher:
Pearson
ISBN-13:
9780135372968
Year:
2025
Or Equivalent:
Yes

Author:
by Julie Miller & Dona Gerken
Title:
Precalculus
Edition:
2nd
Publisher:
McGraw Hill Inc.
ISBN-13:
978-1264248421
Year:
2023
Or Equivalent:
Yes

Minimum Qualification

1. Mathematics
Condition



Course Review – SLO Update – MATH 270 – Differential Equations with Linear Algebra

Course Information

Course Discipline:

MATH

Course Division:

Science, Technology, Engineering, and Mathematics (STEM)

Course Number:

270

Full Course Title:

Differential Equations with Linear Algebra

Short Title:

Differ. Equations and Lin Alg

TOP Code:

170100 - Mathematics, General

SAM Code:

E - Non-Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

A - Transferable to both UC and CSU.

Effective Term:

Fall 2020

Board of Trustees Approval Date:
2020-09-08

Course Description

This course consists of a study of first-order ordinary differential equations, systems of linear equations, matrices, determinants, vector spaces, linear transformations, linear second-order ordinary differential equations, power series solutions, numerical methods, Laplace transforms, eigenvalues, eigenvectors, and systems of linear differential equations and applications.

Course Standards

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

90.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

180.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

5.000

Activity Units:

Lab Units:

Min/Max Units:

5.000

Total Hours:

90.000

Grading Method:

Letter grade only

Requisites

Prerequisite

Subject

MATH - Mathematics

Requisite Course

MATH 220 - Multi-Variable Calculus (Active) 5.000 - 5.000

Course Content

Lecture

Outline

INTRODUCTION TO DIFFERENTIAL EQUATIONS Introduction Separable equations Homogeneous equations Exact equations First-order linear equations Applications of first order differential equations such as circuits, mixture problems, population modeling, orthogonal trajectories, and slope fields Two special types of second-order equations Existence and uniqueness of solutions

Approximate Time In Hours

10.00

Lecture

Outline

MATRICES AND DETERMINANTS Systems of linear equations Homogeneous systems Matrices and vectors Vector algebra for R^n Matrix multiplication Inner product and length Some special matrices Definition of determinant Determinants and their properties Cofactors Cramer's Rule The inverse of a matrix Proofs involving matrix algebra, e.g. $A(B+C) = AB + AC$ Proofs involving determinants Techniques for solving systems of linear equations including Gaussian and Gauss-Jordan elimination and inverse matrices Matrix algebra, invertibility, and the transpose Relationship between coefficient matrix invertibility and solutions to a system of linear equations and inverse matrices Special matrices: diagonal, triangular, and symmetric

Approximate Time In Hours

15.00

Lecture

Outline

VECTOR SPACES AND LINEAR TRANSFORMATIONS Real and complex vector spaces and subspaces Linear independence and spanning Wronskian Basis and dimension of a vector space Diagonalization including orthogonal diagonalization of symmetric matrices Dot product, norm of a vector, angle between two vectors, orthogonality of two vectors in $\mathbb{R}^n$ Orthogonal and orthonormal bases: Gram-Schmidt process Matrix-generated spaces: row space, column space, null space, rank, nullity Change of basis Linear Transformations, kernel and range, composition, and inverse linear transformations Properties of linear transformations Proofs involving vector spaces and linear transformations Differential operators Matrices of general linear transformations

Approximate Time In Hours

15.00

Lecture

Outline

SECOND ORDER and HIGHER ORDER LINEAR DIFFERENTIAL EQUATIONS Introduction to linear differential equations and fundamental solutions Polynomial operators Complex solutions Equations with constant coefficients Cauchy-Euler equations Nonhomogeneous equations Solving differential equations using the method of undetermined coefficients Solving differential equations using the method of variation of parameters Applications of higher order differential equations such as the harmonic oscillator and circuits

Approximate Time In Hours

15.00

Lecture

Outline

EIGENVALUES, EIGENVECTORS AND SYSTEMS OF DIFFERENTIAL EQUATIONS

Eigenvalues, eigenvectors and eigenspace Systems of ordinary differential equations

Approximate Time In Hours

5.00

Lecture

Outline

POWER SERIES SOLUTIONS DIFFERENTIAL EQUATIONS AND NUMERICAL METHODS

Construction of Taylor Series Series solutions of differential equations with ordinary points Series solutions of differential equations with singular points The Euler method,

Taylor Series methods, Runge-Kutta methods of finding numerical solutions of differential equations

Approximate Time In Hours

10.00

Lecture

Outline

LAPLACE TRANSFORM The Laplace Transform Functions of exponential order Properties of Laplace Transforms Inverse transforms Applications of differential equations Functions with discontinuities

Approximate Time In Hours

10.00

Lecture

Outline

VIII. Problem Solving in Differential Equations and Linear Algebra Using a Computer Algebra System and Applications to Engineering and Physics

Approximate Time In Hours

10.00

General Education/Transfer

Local GE/Graduation Requirements:

2 - Mathematical Concepts and Quantitative Reasoning

Cal-GETC:

2: Mathematical Concepts and Quantitative Reasoning

Transfer and Articulation:

C-ID: MATH 260; MATH 910s

UC TCA:

UC-M Mathematical Concepts and Quantitative Reasoning

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Identify the type of given differential equation and select and apply the appropriate analytical technique for the solution of first order and selected higher order differential equations: separable; exact; first-order linear; two special types of second-order; linear, higher-order differential equations with constant coefficients; Cauchy-Euler equations, and nonhomogenous equations.

Lecture

Create and analyze mathematical models using ordinary differential equations.

Lecture

Verify solutions of differential equations.

Lecture

Apply the existence and uniqueness theorems for ordinary differential equations.

Lecture

Solve differential equations using the following numerical methods, including: Euler method, Taylor series methods, and Runge-Kutta methods.

Lecture

Find power series solutions to differential equations.

Lecture

Perform operations on matrices and prove theorems involving matrices.

Lecture

Prove theorems about determinants and solve problems involving determinants.

Lecture

Find solutions of systems of equations using various methods appropriate to lower division linear algebra.

Lecture

Solve linear systems of equations, both dependent and independent.

Lecture

Determine whether a given set constitutes a vector space or a subspace of a known vector space.

Lecture

Determine whether a given set of vectors or functions is independent.

Lecture

Determine whether a set of vectors spans a given vector space.

Lecture

For some common vector spaces find a basis and the dimension, and prove the result.

Lecture

Find the dimension of spaces such as those associated with matrices and linear transformations.

Lecture

Use the Gram-Schmidt procedure to find an orthonormal basis for a given subspace.

Lecture

Use bases and orthonormal bases to solve problems in linear algebra.

Lecture

Determine whether or not a given operator is a linear transformation.

Lecture

Carry out a variety of proofs and problems involving the kernel, range, composition and inverse of linear transformations.

Lecture

Work with differential operator notation.

Lecture

Find eigenvalues and eigenvectors and use them in applications.

Lecture

Solve linear systems of ordinary differential equations using eigenvectors.

Lecture

Determine the Laplace transform and inverse Laplace transform of various functions using the definition, tables and shifting theorems.

Lecture

Solve differential equations using Laplace transforms.

Lecture

Prove basic results in linear algebra using appropriate proof-writing techniques. These include linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions; and properties of eigenvalues and eigenvectors.

Lecture

Use a computer algebra system to solve problems in differential equations and linear algebra; and solve application problems.

Student Learning Outcomes

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

1. SLO #1: Students can solve non-homogeneous linear differential equations of any order using different methods.
2. SLO #2: Students can create and solve differential equations that represent real-world situations.
3. SLO #3: Students can show and use theory about vector spaces, subspaces, linear independence, bases, and orthogonality.
4. SLO #4: Students can diagonalize square matrices and apply these findings to solve systems of linear differential equations.
5. SLO #5: Students are capable of solving linear differential equations through the application of power series methods.

Methods of Instruction

Demonstration

An instructor will demonstrate applicable situations to real world occurrences, so that students see the significance of the material.

Discussion

Students will be asked to discuss the topics, give their ideas on topics, and have productive differing opinions on how to solve problems.

Group Activities

Students will be asked to get into groups to work on understanding the material, as well as doing projects together.

Lecture

An instructor will demonstrate how to do the material so that the students will see how they should understand the material.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

If you selected "Other", please provide details.

Exams, quizzes, written homework, in-class activities

Assignment Examples

Reading Assignments:

Students will have regular reading assignments from the textbook that focus on the axioms of a vector space. They will discuss the defining characteristics of a vector space as well as what disqualifies a set from being classified as a vector space.

In addition, students will be assigned curated readings on the topic of slope fields, specifically in the form $(D(y) = f(x, y))$. This will include discussions on isoclines, equilibrium solutions, and concavity.

Furthermore, students will also explore the concept of projection vectors and examine how they are used to derive the formula in the Gram-Schmidt Process.

Writing Assignments:

Students will have written assignments that require them to sketch the slope field and some representative solution curves for the differential equation $(D(y) = y(y - 1))$. The written assignments will evaluate each student's proficiency in key skills, including the ability to analyze, solve, and apply first- and second-order linear differential equations. Other written assignments will assess the students' ability to prove linear algebra theorems. Lastly, a comprehensive final exam will evaluate students' proficiency in solving problems involving vector spaces and linear transformations, proving linear algebra theorems, solving and applying first- and second-order linear differential equations, and applying linear algebra concepts to solve differential equations.

Outside-of-Class Assignments:

Solve the nonhomogeneous equation

$$(x^2)y' + 2xy' - 2y = 6x, \text{ given that } x > 0$$

using the method of undetermined coefficients.

Some assignments require critical thinking:

If S is any finite set of elements in a vector space V that contains the zero element of V , prove that S is a linearly dependent set of vectors.

Prove that a linear transformation T is one-to-one if and only if the kernel of T consists of the zero vector alone.

Course Materials

Author:

Henry C. Edwards & David E. Penney

Title:

Differential Equations and Linear Algebra, 4th edition (Discipline Standard Textbook)

Edition:

4th

Publisher:

Pearson

ISBN-13:

9780136743637

Year:

201

Rationale for older textbook:

Discipline standard

Or Equivalent:

Yes

Author:

Stephen W. Goode, Scott A. Annin

Title:

Differential Equations and Linear Algebra, 4th edition (Discipline Standard Textbook)

Edition:

4th

Publisher:

Pearson

ISBN-13:

9780135314067

Year:

2026

Or Equivalent:

Yes
Other:
Graphing Calculator

Minimum Qualification

1. Mathematics
Condition



Standard Course Review – No Proposed Changes – THEA 103 – Theatre Appreciation

Course Information

Course Discipline:

THEA

Course Division:

Fine Arts, Communication and Humanities

Course Number:

103

Full Course Title:

Theatre Appreciation

Short Title:

Theatre Appreciation

TOP Code:

100700 - Dramatic Arts

SAM Code:

E - Non-Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

A - Transferable to both UC and CSU.

Effective Term:

Fall 2021

Board of Trustees Approval Date:

2021-06-15

Course Description

This course is a survey of theater focusing on the theory and practice of modern theater. Topics include acting, directing, design of scenery, architecture, lighting, costuming, makeup, stage properties, and the American musical. Elements of playwriting, critical analysis, and career opportunities are also covered. Attendance is required at selected theater events.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Introduction to the origins, elements, and architecture of the theatre. A.The beginnings of theater from storytelling to ritual. B. Early theatrical traditions leading to Greek and Roman theater. C.The rebirth of theater from mid-evil through neoclassic. D. Theater architecture from Greek through modern. E. Early Asian theatrical traditions.

Approximate Time In Hours

9.00

Lecture

Outline

The playwright and the actor A. Playwriting in antiquity through neoclassicism. B. The playwright today as an artist and social commentator. C. The birth of the actor in antiquity. D. The actors approach two traditional methods.

Approximate Time In Hours

9.00

Lecture

Outline

Designers, technicians, and the director A. The scene and costume designer at work. B. Modern lighting design. C. Technical production and the technical director, crew, stage managers, and unions. D. The rise of the director. E. Realistic directors, teaching directors, and style icing directors.

Approximate Time In Hours

12.00

Lecture

Outline

The theatre today A. The birth of the modern theater. B. The avant-garde theater, expressionism and symbolism. C. Shakespeare theater and its relevance today. D. The postmodern Theatre

Approximate Time In Hours

6.00

Lecture

Outline

Creating a theatrical scene and the Critic A. Creating and writing dialogue for characters. B. Creating and writing the exposition. C. The plays climax and dénouement D. The rise of the theater critic

Approximate Time In Hours

9.00

Lecture

Outline

Theater on the continent of Asia. A.The history of Asian theater. B.Theater of Japan kabuki and no. C.Chinese theatrical traditions.

Approximate Time In Hours

3.00

Lecture

Outline

The musical theatre A. Variety, burlesque, and music hall B. The birth of the American musical the Golden age. C.The rise of realism, the beginnings of the musical drama. D. Musical theater today.

Approximate Time In Hours

6.00

General Education/Transfer

Local GE/Graduation Requirements:

3 - Arts and Humanities

Cal-GETC:

3A: Arts

Transfer and Articulation:

C-ID: THTR 112; THTR 111

UC TCA:

UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Identify the different song types in selected musicals.

Lecture

Evaluate the development of the Broadway musical as America's contribution to the world of theatre and analyze the phases of the American musical.

Lecture

Attend and critique a live theatrical production using appropriate theater terminology.

Lecture

Demonstrate fundamental knowledge about the various duties and skills applicable to the creative artists involved in live production.

Lecture

Evaluate and assess the difference between different genres or styles of theatrical productions and play texts.

Lecture

Identify and define the different types of theatrical forms presented on the Asian continent.

Lecture

Analyze the Origins, Elements, and Architecture of the Theatre as an art form.

Lecture

Identify and define the various theories for the origin and developments of the theatre.

Lecture

Identify the major genres of theatre, the components of a play according to Aristotle's "Poetics", and identify and describe the "Order of the Play"

Lecture

Identify and define the task of the actor, the training techniques of the actor's mind and body, and analyze the two major approaches used by actors in preparation for a part.

Lecture

Define the actor's routine and analyze the actor's life as it relates to other professions.

Lecture

Compare the literary and nonliterary aspects of playwriting, the process of playwriting to other writing forms and the quality of plays as literary works and produced formats.

Lecture

Assess the qualities of "fine" playwriting and analyze plays in terms of dialogue.

Lecture

Identify and analyze the areas of design in the theatre

Lecture

Define the roles of the actor, director, designer's, technicians, and playwrights , the historical origins of the director, the preparatory and production phases of the director and define the director's tasks.

Lecture

Contrast the classical revival plays with modern revivals

Lecture

Analyze the trends of modern drama and theatre and compare the historical trends of drama and theatre with those of today.

Lecture

Evaluate and compare the styles of theatre of the past to those of the present.

Lecture

Assess the relationship of plays to current society, to the individual, to art, and to entertainment.

Lecture

Identify and analyze the functions and tasks of the critic and assess the role of the audience as critic.

Lecture

Define various parts of the musical.

Student Learning Outcomes

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

1. Upon successful completion of this course, students will be able to identify and describe various theater occupations including actor, director, designer, and playwright.
2. Applying Aristotle's Poetics: Upon successful completion of this course, students will be able to categorize and apply Aristotle's poetics to plays.
3. Historical Elements of Plays: Upon successful completion of this course, students will be able to recognize and describe historical elements of plays.

Methods of Instruction

Discussion

The instructor and the class will discuss a variety of topics lectured and presented upon. Students will participate in individual or group discussions upon appropriate topics.

Group Activities

Lecture

The instructor will lecture on topics including but not limited to: Introduction to the origins, elements, and architecture of the theatre. The playwright and the actor Designers, technicians, and the director The theatre today Creating a theatrical scene and the critic Theater on the continent of Asia The musical theatre

Multimedia presentations

This can include but is not limited to: the showing of films and videos watching a live performance other types of presentations or performances

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

Read textbook info regarding the foundations of theater, major movements in theater history, theater occupations including actor, director, designer, playwright

Read Pipeline by Dominique Morriseau

Read Confessions of

Writing Assignments:

Write an original scene based on two known characters from an assigned play

Write a character analysis on a character from an assigned play

Compose dramaturgical work on an assigned play.

Write a play analysis essay

Outside-of-Class Assignments:

Read A Streetcar Named Desire by Tennessee Williams and write a report using the report analysis format provided.

Some assignments require critical thinking:

Write a short paper (six pages) describing eleven genres of plays and give examples of works that fit the description of each genre.

Write a short research paper (six pages) on two styles of plays. Include a bibliography of books and or Internet resources.

Course Materials

Author:

Wilson & Goldfarb

Title:

Theatre: The Lively Art

Edition:

99th

Publisher:

McGraw Hill Education

ISBN-13:

978-1266900976

Year:

2024

Or Equivalent:

No

Author:

Kiara Pipino

Title:

#TheatreAppreciation

Edition:

Brief Edition

Publisher:

SUNY Oneonta

Year:

2022

Or Equivalent:

No

Other:

Four (4) plays selected by students with instructor approval plus research texts in library and or Internet for the research project.

Minimum Qualification

1. Drama/Theater Arts

Condition



Standard Course Review – No Proposed Changes – FILM 234- Camera and Lighting

Course Information

Course Discipline:

FILM

Course Division:

Fine Arts, Communication and Humanities

Course Number:

234

Full Course Title:

Camera and Lighting

Short Title:

Camera and Lighting

TOP Code:

061220 - Film Production

SAM Code:

C - Clearly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

B - Transferable to CSU only.

Effective Term:

Spring 2024

Board of Trustees Approval Date:

2023-11-21

Course Description

This is an intermediate-level course in analog and digital cinematography that explores lighting design, composition, visual interpretation, and camera operation.

Course Standards

Lecture Hours:

36.000

Activity Hours:

0.000

Lab Hours:

54.000

Outside-of-Class Hours:

72.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

36.000

Activity Hours:

0.000

Lab Hours:

54.000

Outside-of-Class Hours:

72.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

2.000

Activity Units:

0.000

Lab Units:

1.000

Min/Max Units:

3.000

Total Hours:

90.000

Grading Method:

Letter grade only

Requisites

Prerequisite

Subject

FILM - Film/Video

Requisite Course

FILM 122 - Production I (Active)3.000 - 3.000

Course Content

Lecture

Outline

Camera/lighting terms and definitions

Approximate Time In Hours

5.00

Lecture

Outline

Exposure Review depth-of field luminance ranges for film and video

Approximate Time In Hours

15.00

Lecture

Outline

Introduction to 35mm Film Shooting incident and reflective metering techniques neutral density filters screening of lab projects

Approximate Time In Hours

16.00

Lab

Outline

Basic Lighting Set-Ups balancing color temperature natural and artificial lighting eight

Hollywood lights grip gear and terminology

Approximate Time In Hours

15.00

Lab

Outline

Quality and Directionality of Light day-for-night shooting nightfor-night shooting screen lab projects

Approximate Time In Hours

12.00

Lab

Outline

Operating the Camera composition lighting for camera and actor movement

Approximate Time In Hours

12.00

Lab

Outline

Shooting Documentary and Nonnarrative Projects screen final lab projects

Approximate Time In Hours

15.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Analyze a video clip from a feature film or television program and hypothesize a possible lighting scheme the cinematographer may have employed.

Lecture

Compare and contrast lighting styles for motion pictures from their origins to contemporary times.

Lecture

Create and implement a lighting plan for a scene based on instructions given by the scene's director.

Lab

Demonstrate camera operating skills, including framing a shot, panning, tilting, and dollying with a moving subject.

Lab

Solve color temperature problems by using gels and filtration techniques for both film and video.

Lab

Calculate exposure settings for a given selection of shots using both incident and reflective metering techniques.

Lab

Create a lighting plan using a variety of visual styles based on the genre of a given script.

Lab

Differentiate between natural and artificial lighting sources and their use in creating a given look for a scene.

Lab

Differentiate between hard and soft lighting sources and their use in creating a given look for a scene.

Student Learning Outcomes

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

1. SLO #1 Advanced Camera Operations - At the end of this course, students will be able to demonstrate how to properly use advanced functions on digital cinema cameras.
2. SLO #2 Learn Basic Lighting Theories and Techniques - At the end of this course, students will be able to demonstrate how to light and maintain exposure for varieties of scenes.
3. SLO #3 Style Described by Director - At the end of this course, students will be able to plan, light, and shoot a given scene based on a style described by a director.

Methods of Instruction

Demonstration

The instructor and/or guest speaker are expected to demonstrate lessons lectured to the students.

Discussion

Discussions may occur during class about various camera and lighting principles, techniques, and theory.

Group Activities

All in-class lighting exercises are collaborative.

Guest Speakers

If available, guest speakers - knowledgeable in cinematographer, may be brought to class for lessons or insights.

Laboratory

Labs will be used weekly for students to practice various theories and techniques learned in class.

Lecture

The instructor will provide lectures on how film and video cameras work, different types of lighting designs, maintaining proper white balance, how maintain lighting ratios using a light meter and waveform, and how f/stops, shutter speed and ISO relate to deep of field.

Multimedia presentations

After each workshop, students will screen their footage for the entire class for feedback and critiques.

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

Students will read assigned scholarly articles regarding the art of cinematography and effective lighting for film.

Writing Assignments:

N/A. Students will exhibit competency through hands-on assignments and class demonstrations.

Outside-of-Class Assignments:

Each group will shoot examples of the following:

- High-key lighting
- Low-key lighting
- High-angle shots
- Low-angle shots
- Experimentation with shot scale
- Use of color to evoke mood

Also:

- Each person must shoot at least one shot independently of the others; however, use your group mates for advice and help. ***Work as a group.***
- Every shot must run for at least 45 seconds.
- Use lights, and set positions that *will rotate after each shot.*
- Take notes.

Some assignments require critical thinking:

Given a hypothetical lighting set-up with a particular white balance and mixed lighting sources, color correct the lighting fixtures to match the white balance of the light's color temperature in order to maintain proper color rendition.

Striving to maintain normal exposure on the subject's face throughout the take, plan and shoot a shot where the camera follows an actor who moves from an inside location to an outside one.

Course Materials

Author:

Tania Hoser

Title:

Introduction to Cinematography: Learning Through Practice

Publisher:

Routledge

Year:

2024

Or Equivalent:

No

Author:

Tal Lazar

Title:

Cinematography Beyond Technique: A Story-First Approach to Moving Images

Publisher:

Routledge

Year:

2025

Or Equivalent:

No

Author:

Ted Hiebert

Title:

Photographing Ambiguity

Publisher:

University of Toronto Press

Year:

2025

Or Equivalent:

No

Minimum Qualification

1. Film and Media Studies
Condition

2. Media Production
Condition



2-Year CTE Course Review- Revised Course Title; Hours; Units - COSM 95 - Work Experience Education

Course Information

Course Discipline:

COSM

Course Division:

Business and Industrial Studies

Course Number:

95

Full Course Title:

Work Experience Education

Short Title:

Work Experience Education

TOP Code:

300700 - Cosmetology and Barbering

SAM Code:

B - Advance Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

B - Transferable to CSU only.

Effective Term:

Fall 2020

Board of Trustees Approval Date:

2019-12-10

Course Description

Through a set of learning objectives established by the student, supervisor, and instructor, each student will work with and learn from experts in the Cosmetology field. These experiences will enable students to improve job skills, analyze career opportunities and requirements, and compare them to personal abilities and career expectations. Note: Transfer limitations apply.

Note: The total units earned for Work Experience Education may not exceed 16 units.

Course Standards

Lecture Hours:

0.000

Activity Hours:

0.000

Lab Hours:

54.000 - 216.000

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

0.000 - 0.000

Activity Hours:

0.000 - 0.000

Lab Hours:

54.000 - 216.000

Outside-of-Class Hours:

- 0.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

-

Lecture Units:

0.000 - 0.000

Activity Units:

0.000 - 0.000

Lab Units:

1.000 - 4.000

Min/Max Units:

1.000 - 4.000

Total Hours:

54.000 - 216.000

Grading Method:

Letter grade only

Requisites

Other

Non Course Requirements

Employment or volunteer work in a position related to the student's major or career goal by the second week of the semester.

Completion of or current enrollment in one course from the major.

Course Content

Lab

Outline

Credit for one unit of work experience is 54 hours.

Approximate Time In Hours

54.00

Lab

Outline

Credit for one unit of work experience is 108 hours.

Approximate Time In Hours

108.00

Lab

Outline

Credit for one unit of work experience is 160 hours.

Approximate Time In Hours

162.00

Lab

Outline

Credit for one unit of work experience is 216 hours.

Approximate Time In Hours

216.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Analyze career opportunities in Cosmetology and compare them to personal skills and career expectations.

Analyze how the process and content of Cosmetology curriculum are relevant to the solution of practical problems on the job.

Compose work-based projects involving problem solving and the application of academic theory, skills and knowledge while undertaking new or expanded workplace responsibilities.

Employ new knowledge and job skills that contribute to occupational and/or educational Cosmetology goals.

Student Learning Outcomes

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

1. SLO# 1: Client Service Under the supervision of a licensed cosmetologist in an approved salon the student will assist a licensed cosmetologist by greeting, shampooing, conditioning, and styling a client.

2. SLO# 2 Front Desk Under the supervision of a licensed cosmetologist in an approved salon the student will perform receptionist duties by answering calls, greeting and rebooking clients.

3. SLO# 3: Perform a Color Application on Client Under the supervision of a licensed cosmetologist in an approved salon the student will perform a color application on a client.

Methods of Instruction

Laboratory

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Assignment Examples

Reading Assignments:

N/A

Writing Assignments:

N/A

Outside-of-Class Assignments:

Complete on-the-job measurable learning objectives that you have developed with your supervisor and that have been approved by the instructor. These learning objectives must include new or expanded skills or information that is directly related to your work or volunteer experience.

Some assignments require critical thinking:

Look at a problem you have encountered on the job, dissect it and think of possible solutions and/or improvements. Describe any potential problems or roadblocks. If you were in charge, what suggestions would you make to the person doing your job? Present your findings in a written essay. The length of this assignment will be determined by the instructor.

Analyze your interactions at work. Describe ways in which you could develop personal habits or social skills that would help you to become a more desirable employee. How could you improve your communication with co-workers that would result in increased knowledge, new ideas, more productivity, better cooperation or smoother work flow? Present your findings in a written essay. The length of this assignment will be determined by the instructor.

Course Materials

Other:

As assigned by individual instructors, such readings as job search and career development books, trade journals, or company publications.

Other:

Cooperative Work Experience Student Handbook and Working Papers, El Camino College, 2008.

Minimum Qualification

1. Cosmetology
Condition



2-Year CTE Course Review -- Credit by Examination; SLO Update;
Distance Education --
FTEC 101 - Fire Protection Organization

Course Information

Course Discipline:

FTEC

Course Division:

Health and Public Services

Course Number:

101

Full Course Title:

Fire Protection Organization

Short Title:

Fire Protect Organization

TOP Code:

213300 - Fire Technology

SAM Code:

B - Advance Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

B - Transferable to CSU only.

Effective Term:

Fall 2019

Board of Trustees Approval Date:

2019-08-20

Course Description

This course provides an introduction to fire protection. Emphasis is placed on career opportunities in fire protection and related fields, and the philosophy and history of fire protection. Additional topics include: fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and introduction to fire strategy and tactics.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

0.000

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

OVERVIEW OF FIRE PROTECTION ORGANIZATION Career potential assessment Assessing an agency Applying for the job Employment processes Physical fitness assessment Career counseling Affirmative action History and application in the fire service Cultural differences Gender stereotypes Ethnic stereotypes Cross cultural and gender communications Case studies and direction Equal Employment Opportunity Commission (EEOC) What is EEOC History and application in the fire service Case studies and discussion Available training programs In-service Regional State National Personnel development programs Need for physical fitness Aspects of firefighter safety and survival

Approximate Time In Hours

6.00

Lecture

Outline

FIRE PROTECTION CAREER OPPORTUNITIES Public fire protection careers Federal agencies State agencies Local agencies Private fire protection careers Industrial Insurance Apparatus and equipment Fire protection systems

Approximate Time In Hours

3.00

Lecture

Outline

PUBLIC FIRE PROTECTION History of fire protection United States fire protection development Social, political, and economic implications of the fire problem Major causes of fires in the United States Fire Losses Deaths and injuries Property damage Purpose and scope of fire agencies Basic types of local agencies Job titles, duties, and requirements for positions in fire agencies Defense planning Built environment Insurance Services Office (ISO) grading schedule Master planning Mutual/automatic aid Community role Wildland/urban Interface
Approximate Time In Hours

3.00

Lecture

Outline

PUBLIC AND PRIVATE SUPPORT ORGANIZATIONS Types of Organizations National Federal State Local Advisory and regulatory agencies Public Private Private fire suppression organizations Contract services Industrial fire brigades Proprietary services
Approximate Time In Hours

3.00

Lecture

Outline

CHEMISTRY Introduction to the characteristics and behavior of fire Fire triangle Fire tetrahedron Fire classifications Fire hazard properties of materials Extinguishing agents and methods Phases of fire Methods of heat transfer
Approximate Time In Hours

3.00

Lecture

Outline

FIRE DEPARTMENT RESOURCES Department facilities Administrative offices Dispatch/communications centers Fire stations Training stations Types of apparatus and their functions Pumpers/engines Aerial apparatus Water tenders Rescue Special Tools and equipment carried on apparatus Personal safety equipment
Approximate Time In Hours

3.00

Lecture

Outline

OPERATIONAL FUNCTIONS OF A FIRE DEPARTMENT Emergency operations Fire prevention training Administration Non-emergency operations Fire station daily activities/routine Apparatus and equipment maintenance Support services
Approximate Time In Hours

3.00

Lecture

Outline

EMERGENCY OPERATIONS Personnel Positions Fire company structure Administration Alarm system Standard operating procedures

Approximate Time In Hours

3.00

Lecture

Outline

FIRE PREVENTION Personnel and positions Responsibilities of the Fire Prevention Bureau Inspections Records and reports Investigations Plan review Hazard abatement Public education Enforcement Fire company inspection programs Fire information reporting systems

Approximate Time In Hours

3.00

Lecture

Outline

TRAINING Personnel and positions Skill development/maintenance Performance standards

Approximate Time In Hours

3.00

Lecture

Outline

FIRE ADMINISTRATION Personnel and positions Functions Budgets Intra and interdepartmental Relationships (communication) Management cycle Management by objectives Relationships of fire department with other agencies Rules and regulations Department policies Contracts and memorandums of understanding Standard operating procedures Internal and external influences Fire service labor organizations Health and safety regulations Equal employment opportunity and affirmative action programs California Joint Apprenticeship Program Local political bodies Professional applications Computer Applications

Approximate Time In Hours

6.00

Lecture

Outline

CODES AND ORDINANCES Federal, state, and local Types of codes Purpose of codes Contents of codes Responsibility for enforcement Relationship of codes and standards Relationship of federal, state, and local regulations

Approximate Time In Hours

5.00

Lecture

Outline

FIRE PROTECTION EQUIPMENT AND SYSTEMS Public and private systems Water supplies Suppression systems Detection and alarm systems Special hazard systems Extinguishing agents

Approximate Time In Hours

5.00

Lecture

Outline

EMERGENCY INCIDENT MANAGEMENT Introduction to strategic development Relationship of strategy to tactics Incident Command System

Approximate Time In Hours

5.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Analyze and describe the differences among the certificate, two-year and four year degree programs, and State Fire certification program.

Compare and contrast educational requirements, duties, and information sources for various occupations in fire protection.

Compare and contrast the basic components of fire as a chemical reaction, the major phases of fire, and the main factors that influence fire spread and fire behavior.

Identify the effects of fire on the environment and historical efforts made to protect society.

Identify the major organizations that contribute to fire protection.

Define and describe the purpose and scope of fire departments.

Discuss the types of common fire department apparatus, equipment, and personal safety equipment used for firefighting.

Identify the various codes, standards, ordinances, and regulations that affect fire protection.

Identify the various types of public and private fire protection equipment and systems.

Define the common elements of a fire prevention bureau.

Define firefighting strategy and tactics.

Describe the basic elements of firefighter safety and survival.

Student Learning Outcomes

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

1. Apply information regarding the history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use of fire codes; identification and correction of fire hazards; and the relationship of fire prevention with fire safety education and detection and suppression systems.

2. Assess buildings for fire hazards, design fire safety plans, and implement fire protection systems.

Methods of Instruction

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

During this course, students will read assignments regarding historical fire incidents, code enforcement and fire prevention, fire behavior and combustion, fire protection systems, building construction for fire protection, fire investigation, leadership and professional development, and pre-incident planning and risk assessment.

Writing Assignments:

Throughout this course, students will be given writing assignments for fire department organizational analysis, fire prevention program proposals, standard operating procedure development, code enforcement, case study, leadership reflection essay, and pre-incident plan development.

Outside-of-Class Assignments:

Interview a person who is currently employed in the field of fire and/or emergency technology. Prepare a three-page report which reflects their analysis of the duties, responsibilities and entry level requirements for their position.

Some assignments require critical thinking:

Analyze, prepare, and present a three-page report on the fire loss problem in the United States in terms of property loss and fire deaths. Compare and contrast the changes that have occurred over the past thirty years.

Given the positions and functions of the personnel within a hypothetical medium-sized fire department, develop an organizational chart that clearly depicts the organizational structure and the chain of command for all personnel.

Course Materials

Author:

Robert Klinoff

Title:

Introduction to Fire Protection and Emergency Services

Edition:

Seventh Edition

Publisher:

Jones & Barlett Learning

ISBN-13:

9781284291742

Year:

202

Or Equivalent:

No

Author:

Robert Klinoff

Title:

INTRODUCTION TO FIRE PROTECTION

Edition:

5th

Publisher:

Thomson Publishing

Year:

2014

Or Equivalent:

No

Author:

Frederick Stowell (IFSTA), Committee of subject matter experts

Title:

ESSENTIALS OF FIREFIGHTING

Edition:

Eighth edition

Publisher:

Brady/International Fire Service Training Association (IFSTA), Fire Protection Publications (FPP)

ISBN-13:

9780879397180

Year:

2024

Or Equivalent:

No

Course Manual

Author:

Brett Lacey

Title:

Fire Prevention Applications

Edition:

Second Edition

ISBN-13:

9780879396213

Publisher:

Fire Protection Publications

Year:

2017

Rationale for older manual:

Most current book.

Minimum Qualification

1. Fire Technology

Condition



2-Year CTE Course Review -- Credit by Examination; SLO Update;
Distance Education --
FTEC 105 - Fire Behavior and Combustion

Course Information

Course Discipline:

FTEC

Course Division:

Health and Public Services

Course Number:

105

Full Course Title:

Fire Behavior and Combustion

Short Title:

Fire Behavior/Combustion

TOP Code:

213300 - Fire Technology

SAM Code:

C - Clearly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

B - Transferable to CSU only.

Effective Term:

Fall 2019

Board of Trustees Approval Date:

2019-08-20

Course Description

This course examines the theory and fundamentals of how and why fires start, spread, and are controlled, as well as an in-depth study of fire chemistry and physics, fire characteristics of materials, extinguishing agents and fire control techniques.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Requisites

Recommended Prep - Courses

Subject

FTEC - Fire and Emergency Technology

Requisite Course

FTEC 101 - Fire Protection Organization (Active) 0.000 - 0.000

Course Content

Lecture

Outline

INTRODUCTION TO BASIC LAWS OF MATTER AND ENERGY Matter and energy The atom and its parts Chemical symbols Chemical equations Periodic Chart Atomic weights and mass Molecules Energy and work Forms of energy Sources of energy Sources of ignition

Transformation of energy Laws of energy

Approximate Time In Hours

6.00

Lecture

Outline

UNITS OF MEASUREMENTS International Systems of Measurement (SI) Units of measurement for mass, energy United States customary units of measurement Length, size, area, volume, weight, flow rates, pressure

Approximate Time In Hours

4.00

Lecture

Outline

CHEMICAL REACTIONS Physical states of matter Compounds and mixtures Solutions and solvents Process of reactions Oxidation/reduction Combustion Exothermic/endothermic
Approximate Time In Hours

4.00

Lecture

Outline

FIRE AND PHYSICAL WORLD Characteristics of fire Characteristics of solids Characteristics of liquids Characteristics of gases
Approximate Time In Hours

4.00

Lecture

Outline

HEAT AND ITS EFFECTS Production and measurement of heat Different kinds of heat Heat of combustion Heat of solution Heat of vaporization Specific heat
Approximate Time In Hours

4.00

Lecture

Outline

PROPERTIES OF SOLID MATERIALS Common combustible solids Plastics and polymers Combustible metals Combustible dusts
Approximate Time In Hours

4.00

Lecture

Outline

COMMON FLAMMABLE LIQUIDS AND GASES Fire characteristics General properties of gases The gas laws Classification of gases Compressed gases
Approximate Time In Hours

4.00

Lecture

Outline

FIRE EXTINGUISHMENT The combustion process The character of flame Fire extinguishment
Approximate Time In Hours

3.00

Lecture

Outline

CLASSIFICATION OF FIRE AND EXTINGUISHING AGENTS Classes of fires Portable fire extinguishers Water Foams and their types Concentrate proportioning systems Foam generating systems
Approximate Time In Hours

4.00

Lecture

Outline

GAS AND HALON EXTINGUISHING AGENTS Inert gas extinguishing agents Halogenated extinguishing agents Dry chemical extinguishing agents Dry power extinguishing agents
Approximate Time In Hours

3.00

Lecture

Outline

DEPARTMENT OF TRANSPORTATION HAZARD CLASSES Nine hazard classes Other regulated materials Other classifications of hazardous materials Cryogenic materials Etiological substances Cancer-causing materials
Approximate Time In Hours

4.00

Lecture

Outline

PLACARDING Department of transportation placards Special placard Dangerous placard Weight limitations Incompatible loads
Approximate Time In Hours

3.00

Lecture

Outline

INTRODUCTION TO LABELING Department of transportation labels Special labels Labels for Office of Radiation Measurement (ORM) materials National Fire Protection Association (NFPA) 704 Systems
Approximate Time In Hours

3.00

Lecture

Outline

HAZARDS OF CHEMICALS Hazards of explosives Hazards of compressed and liquefied gases Hazards of flammable and combustible liquids Hazards of flammable solids Hazards of oxidizing agents Hazards of poisons Hazards of radioactive substances Hazards of corrosives
Approximate Time In Hours

4.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Analyze the basic laws differentiating matter and energy.

Diagram basic terminology, definitions, and phenomena of fire related chemistry.

Create a list using the basic symbols used in chemical formula writing as they relate to fire technology.

Explain the importance of the various physical properties of the three physical states of matter.
Debate how physical forces caused by fire can affect the changes in the physical states of matter
Compare and contrast the Department of Transportation Hazard warning placards and labeling systems.

Diagram the Department of Transportation Hazard Class system.

Categorize the various methods and techniques necessary to effect fire extinguishment.

Compare and contrast the four basic methods of fire extinguishment.

Compare and contrast desirable and undesirable characteristics of water as used in fire extinguishment.

Evaluate various emergency fire incidents and recommend correct methods and techniques to successfully contain and extinguish the fires.

Examine and diagram the Incident Command System (ICS) as it is used in a variety of emergency incidents.

Student Learning Outcomes

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

1. Apply a deep understanding of how fires start, spread, and can be controlled, including the chemistry of combustion, heat transfer, and the impact of various fuels on fire dynamics.

Methods of Instruction

Discussion

Field trips

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Assignment Examples

Reading Assignments:

During this course, students will be giving reading assignments focusing on principles of combustion, the fire tetrahedron, and the art of reading smoke. Other reading assignments will include National Wildfire Coordination Group (NWCG) wildland training guides, fire engineering articles, and textbook chapters in fire dynamics.

Writing Assignments:

During this course, students will write assignments that range from technical analysis of fire incidents to strategic planning for fire control while focusing on safety. These writing assignments will also include case study and incident review, research paper fire dynamics, comparison analysis, and atypical fire scenario analysis.

Outside-of-Class Assignments:

Research and write a two-page report which describes the manner in which physical forces caused by a given fire affect changes in the physical states of matter involved in the fire.

Some assignments require critical thinking:

Given a fire problem scenario, analyze, prepare and present a three-page written report which compares and contrasts the basic methods of fire extinguishment available and explain which method is the best choice to extinguish the fire.

Given a simulated emergency incident involving an overturned tanker on fire, analyze, prepare and present a one-page written evaluation of the probable contents and their potential hazard(s) based on warning placards and make recommendations to mitigate the potential hazards.

Course Materials

Author:

Richard Gann, PhD

Title:

Principles of Fire Behavior and Combustion

Edition:

Fifth Edition

Publisher:

Jones & Bartlett Learning

ISBN-13:

9781284284744

Year:

2024

Or Equivalent:

No

Author:

Bernard "Ben" J. Klaene; Thomas C. Lakamp

Title:

Structural Firefighting: Strategy and Tactics

Edition:

Fourth dition

Publisher:

Jones & Bartlett Learning

ISBN-13:

9781284180299

Year:

2022

Or Equivalent:

No

Author:

Frederick Stowell (IFSTA), Committee of subject matter experts

Title:

ESSENTIALS OF FIREFIGHTING

Edition:

Eighth edition

Publisher:

Brady/International Fire Service Training Association (IFSTA), Fire Protection Publications (FPP)

ISBN-13:

9780879397180

Year:

2024

Or Equivalent:

No

Author:

James G. Quintiere

Title:

Principles of Fire Behavior

Edition:

Second edition

Publisher:

CRC Press

ISBN-13:

9781498735629

Year:

2017

Rationale for older textbook:

Current edition from Author.

Or Equivalent:

No

Author:

James Angle

Title:

FIRE FIGHTING STRATEGIES AND TACTICS

Edition:

3rd

Publisher:

Delmar

Year:

2015

Rationale for older textbook:

Discipline standard

Or Equivalent:

No

Software

Title:

Fire Behavior and Combustion Processes

Edition/Version:

Second Edition

Publisher/Manufacturer:

Jones & Bartlett Learning

Description:

Raymond Shackelford's Fire Behavior and Combustion Processes, Second Edition eBook provides a straightforward, comprehensive resource for students in fire science degree programs, an up-to-date refresher for active firefighters, and an engaging experience for all learners. Through case studies, improved accessibility, and relatable new content, learners will develop an understanding of the basic principles of fire chemistry, the processes of fire combustion, and fire behavior. Because the subject of fire behavior is often complex, this resource clarifies theoretical concepts, explains their importance, and illustrates how they can be applied in a practical way in emergency situations.

Other:

Periodic Charts of the Elements

Other:

Chart - "Hazardous Material Warning Placards Current Chart"

Other:

Incident Command System (ICS) chart

Minimum Qualification

1. Fire Technology

Condition



New Program – 2nd Read -- Social Work and Human Services – A.A. Degree for Transfer (AA-T)

Description

The Social Work and Human Services degree applies behavioral sciences focusing on essential principles needed for understanding and critically analyzing behavior, social forces, and structural conditions in diverse environments. Students will gain essential skills and hands-on experience in providing human services and understanding human behavior in the context of societal structures and forces. Professionals in social work and human services can design effective interventions, provide support, and advocate for those in need. As a profession, this field focuses on methods for helping people from many different social groups to improve the quality of their lives.

The Social Work and Human Services Associate in Arts for Transfer is intended for students who plan to complete a bachelor's degree in a similar major at a California State University (CSU) campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AA-T degree, students must complete:

- 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University (CSU)
- California General Education Transfer Curriculum (Cal-GETC)
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- A minimum overall grade point average of 2.0
- Minimum grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

Note: Students interested in transferring should consult with a Compton College counselor to discuss transfer requirements which vary by institution.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. 1. Demonstrate conceptual and practical understanding of theories, principles, and values of the Social Work and Human Service profession to implement effective practices in various institutions and agencies.
2. 2. Utilize ethical standards used in the Social Work and Human Service profession for future employment.
3. 3. Employ cultural competency in techniques, skills, and advocacy working with diverse populations.

Degree Requirements

Social Work and Human Services AA-T Requirements Required Core: 25 Units

Units: 25.0

ANAT 132 or PHYO 131

4.0

ANAT 132

General Human Anatomy

4.0

OR

PHYO 131

Human Physiology

4.0

ECON 101 or ECON 102

3.0

ECON 101

Principles of Economics: Macroeconomics

3.0

OR

ECON 102

Principles of Economics: Microeconomics Theory

3.0

PSYC C1000 or PSYC C1000H

3.0

PSYC C1000

Introduction to Psychology

3.0

OR

PSYC C1000H

Introduction to Psychology - Honors

3.0

SOCI 101 or SOCI 101H

3.0

SOCI 101

Introduction to Sociology	3.0
OR	
SOCI 101H	
Honors Introduction to Sociology	3.0
SOCI 207	
Introduction to Human Services and Social Work	3.0
SOCI 208A	
Social Work and Human Services Seminar	2.0
SOCI 208B	
Fieldwork in Social Work and Human Services	3.0
<i>STAT C1000 or STAT C1000H or PSYC 120</i>	4.0
PSYC 120 (same as SOCI 120)	
Introduction to Statistics and Data Analysis for the Behavioral Sciences	4.0
OR	
STAT C1000H	
Introduction to Statistics - Honors	4.0
OR	
STAT C1000	
Introduction to Statistics	4.0
List A 6 Units	Units: 6.0
ANTH 102	
Introduction to Cultural Anthropology	3.0
CDEV 103	
Child Growth and Development	3.0
PSYC 116	
Lifespan Development	3.0
SOCI 108	
Global Perspectives on Race and Ethnicity	3.0
SOCI 104	
Social Problems	3.0
	Total: 31.0



New Course – 1st Read – COMS 100H – Honors Public Speaking
(CCN – COMM C1000H)

Course Information

Course Discipline:

COMS

Course Division:

Fine Arts, Communication and Humanities

Course Number:

100H

Full Course Title:

Honors Public Speaking

Short Title:

Honors Public Speaking

TOP Code:

150600 - Speech Communication

SAM Code:

E - Non-Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

B - Transferable to CSU only.

Effective Term:

Fall 2026

Course Description

In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience, and evaluation of various types of speeches, including informative and persuasive speeches. This is an honors course.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication.

Approximate Time In Hours

12.00

Lecture

Outline

Critical analysis of historical and contemporary public discourse.

Approximate Time In Hours

3.00

Lecture

Outline

Ethical communication practices as senders and receivers.

Approximate Time In Hours

3.00

Lecture

Outline

Effective listening and principles of constructive feedback.

Approximate Time In Hours

4.00

Lecture

Outline

Rhetorical sensitivity to diverse audiences.

Approximate Time In Hours

3.00

Lecture

Outline

Adaptation to audiences, rhetorical situations, and purposes.

Approximate Time In Hours

3.00

Lecture

Outline

Types of speeches (for example, speeches to inform, persuade, entertain).

Approximate Time In Hours

1.50

Lecture

Outline

Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.

Approximate Time In Hours

3.00

Lecture

Outline

Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.

Approximate Time In Hours

3.00

Lecture

Outline

Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.

Approximate Time In Hours

4.00

Lecture

Outline

Effective practice and delivery skills using various modes of delivery.

Approximate Time In Hours

4.00

Lecture

Outline

Effective verbal and nonverbal practices while delivering a speech.

Approximate Time In Hours

6.00

Lecture

Outline

Techniques for managing communication apprehension.

Approximate Time In Hours

1.50

Lecture

Outline

Delivery of a variety of student-composed speeches, including Informative and persuasive speeches.

Approximate Time In Hours

3.00

General Education/Transfer

Local GE/Graduation Requirements:

- 1B - Oral Communication and Critical Thinking

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.

Lecture

Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.

Lecture

Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose

Lecture

Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.

Lecture

Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.

Lecture

Employ effective listening practices.

Student Learning Outcomes

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

1. Construct a speech that includes the necessary and appropriate structure based on the purpose of the presentation.
2. Design a culturally sensitive oral message clearly and effectively using relevant and adequate research based supporting evidence.
3. Demonstrate verbal and nonverbal delivery skills in concert with course instruction.
4. Demonstrate competence in the analysis and criticism of public communication.

5. Articulate the influence of culture and context on oral communication.

Methods of Instruction

Demonstration

Discussion

Group Activities

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.

Assignment Examples

Reading Assignments:

Textbook chapters and numerous research articles

Writing Assignments:

Speech outlines, self-evaluations, peer evaluations, reflections of chapter readings with application.

Outside-of-Class Assignments:

Using a communication studies lens, submit an 3-4 page speech outline in which students analyze and propose solutions to current societal issues, such as, but not limited to gentrification, environmental racism, educational disparities, disparities in the health care system.

Develop a 6-8 minute presentation on a research topic to be presented at the Honors Research Conferences. This presentation will require an 3-4 page outline.

Some assignments require critical thinking:

Organize and deliver an informative speech. As part of this assignment:

a. identify credible primary sources (must be cited in outline and orally during presentation)

b. synthesize evidence to support claims

c. organize main ideas in one of the approved logical organizational patterns

d. generate an outline based on the selected organizational pattern and evidence
--

e. practice

. present speech in front of a live audience under faculty supervision

Course Materials

Author:

Barton and Tucker

Title:

Exploring Public Speaking

Edition:

latest

Publisher:

LibreTexts

Year:

2022

Or Equivalent:

No

Author:

Lucas, S.

Title:

The Art of Public Speaking

Edition:

Latest

Publisher:

McGraw-Hill

Year:

2023

Or Equivalent:

No

Author:

Mapes, M

Title:

Speak Out, Call In: Public Speaking as Advocacy

Edition:

Latest
Publisher:
Libre Texts
Year:
2022
Or Equivalent:
No

Author:
Cunill, M
Title:
Fundamentals of Public Speaking
Edition:
Latest
Publisher:
LumenLearning
Year:
2022
Or Equivalent:
No

Author:
Floyd, K
Title:
Public Speaking Matters
Edition:
Latest
Publisher:
McGraw-Hill
Year:
2022
Or Equivalent:
No

Author:
German, K
Title:

Principles of Public Speaking

Edition:

Latest

Publisher:

Routledge

Year:

2022

Or Equivalent:

No

Other:

Texts used by individual institutions and instructors may vary based on local college practice. Barton and Tucker. Exploring Public Speaking. (Latest edition). LibreTexts. (OER) Mapes, M. Speak Out, Call In: Public Speaking as Advocacy. LibreTexts. (OER) Cunill, M. Fundamentals of Public Speaking. (Latest Edition). LumenLearning (OER) Floyd, K. Public Speaking Matters. (Latest edition.) McGraw-Hill. Lucas, S. The Art of Public Speaking. (Latest edition.) McGraw-Hill. German, K. Principles of Public Speaking. (Latest edition.) Routledge

Minimum Qualification

1. Communication Studies(Speech Communications)

Condition



New Course – 1st Read – LOGI 101 – Logistics Fundamentals

Course Information

Course Discipline:

LOGI

Course Division:

Business and Industrial Studies

Course Number:

101

Full Course Title:

Logistics Fundamentals

Short Title:

Logistics Fundamentals

TOP Code:

051000 - Logistics and Materials Transportation

SAM Code:

D - Possibly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

B - Transferable to CSU only.

Course Description

This course equips students with a fundamental understanding of what is arguably the most critical and complex component of global supply chain: Logistics. Topics include: activities of logistics, demand forecasting, customer service, intermodal, and exciting careers in the logistics industry.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

1. Global Supply Chains: The Role and Importance of Transportation a. Global Supply Chain Flows b. The Economic Basis and Logic of Improved Global Trade i. Absolute and Comparative Advantage c. Contributing Factors for Global Flows and Trade i. Population Size and Distribution ii. Urbanization iii. Land and Resources iv. Technology and Information d. Globalization e. Supply Chain Concept i. Development of the Concept

Approximate Time In Hours

4.50

Lecture

Outline

2. Transportation and the Economy a. Historical Significance b. Economics of Transportation i. Demand for Transportation ii. Demand Elasticity iii. Freight Transportation Demand iv. Service components of Freight Demand v. Value of Goods c. Environmental Significance i. The Environment ii. Safety d. Social Significance e. Political Significance

Approximate Time In Hours

4.50

Lecture

Outline

3. Transportation Technology and Systems a. Information Requirements i. Quality Standards ii. Multidirectional Flow iii. Decision Support b. Transportation Software c. Transportation Management Systems i. TMS Decision Support Capabilities ii. TMS Functionality iii. Additional Applications d. Transportation Software Selection and Implementation i. Needs Assessment ii. Software Selection iii. Implementation Issues e. Transportation Equipment Technology i. Sustainability Initiatives ii. Safety Efforts iii. Cargo Security Innovations f. Emerging Technologies i. Autonomous Transportation ii. Blockchain for Freight iii. Next Generation TMS

Approximate Time In Hours

4.50

Lecture

Outline

4. Motor Carrier a. Types of Carriers i. Market Structure ii. Competition b. Operating and Service Characteristics i. Equipment ii. Types of Vehicles iii. Terminals c. Terminal Management Decisions i. Number of Terminals ii. Locations of Terminals d. Cost Structure e. Private Trucking f. Current Issues

Approximate Time In Hours

4.50

Lecture

Outline

5. Railroads a. Industry Overview i. Number of Carriers b. Competition i. Intramodal ii. Intermodal c. Operating and Service Characteristics i. Constraints ii. Strengths iii. Equipment d. Cost Structure i. Fixed Costs ii. Semi Variable Costs
Approximate Time In Hours

4.50

Lecture

Outline

6. Airlines a. Types of Carriers i. Private Carriers ii. For-Hire Carriers b. Market Structure i. Number of Carriers c. Competition i. Intermodal ii. Intramodal iii. Service Competition iv. Cargo Competition d. Operating and Service Characteristics i. General ii. Speed of Service iii. Length of Haul and Capacity e. Cost Structure f. Rates
Approximate Time In Hours

4.50

Lecture

Outline

7. Water Carriers and Pipelines a. History of Water Transportation b. Water Transport Industry Overview i. Significance of Water Transport ii. Types of Carriers c. Number and Categories of Carriers i. Competition d. Operating and Service Characteristics e. Equipment f. History of Pipelines i. Significance of Pipelines g. Types of Carriers h. Ownership i. Current Issues
Approximate Time In Hours

4.50

Lecture

Outline

8. Third Party Logistics a. Industry Overview b. Types of 3PL Providers i. Nonasset-Based Providers ii. Transportation Based iii. Distribution Based c. 3PL Services and Integration i. Surface Freight Forwarding ii. Air Freight Forwarding d. Establishing and Managing 3PL Relationships e. Strategic Needs of 3PL Users i. Strategic Innovation ii. Technological Strength iii. Capacity Access f. 3PL Versus Private Carrier i. Operating Cost ii. Equipment iii. Organizing the Private Fleet
Approximate Time In Hours

4.50

Lecture

Outline

9. Transportation Risk Management a. Risk Concepts i. Disruption ii. Risk b. Transportation Risk i. Product Loss ii. Product Damage iii. Product Contamination iv. Delivery Delay v. Supply Chain Interruption vi. Security Breach c. Transportation Risk Management Process i. Risk Identification ii. Risk Assessment iii. Risk Management Strategy Development iv. Risk Review and Monitoring
Approximate Time In Hours

4.50

Lecture

Outline

10. Global Transportation Management a. Transaction Processes b. Terms of Trade c. Cargo Insurance d. Financial Risks e. Managing Risks f. Terms of Payment
Approximate Time In Hours

4.50

Lecture

Outline

11. Governmental Roles in Transportation a. Transportation Policy i. Why Do We Need a Policy? ii. Who Establishes Policy? b. Transportation Regulation i. Basis of Regulation ii. Responsibility of Regulation c. A Concise Chronology of Transportation Regulation d. Transportation Planning, Promotion, and Programs e. Modal Promotion Activities

Approximate Time In Hours

4.50

Lecture

Outline

12. Evaluate the crisis in the gap for supply chain talent, its causes, solutions and the value of a cultural, diversity and equitable workforce. a. Develop Strategic Goals that Achieve a Diverse, Equitable and Inclusive Recruitment Strategy b. Establish Minority Recruitment, Retention, and Mentoring Programs c. Conduct Diversity Training d. Conduct Anti-Bias Training e. Conduct Cross-Cultural Training f. Avoid Group Characteristics When Hiring for Person-Organization Fit g. Identify Underrepresentation of Women and Minorities in Leadership Positions in Logistics

Approximate Time In Hours

4.50

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Analyze globalization and the role and importance of transportation.

Lecture

Compare and contrast the urbanization, land and its resources

Lecture

Define and identify the economic basis and logic of improved global trade.

Lecture

Evaluate the economics of transportation and its political significance.

Lecture

Examine the value of third party logistics to consumers.

Lecture

Examine the career opportunities in the logistics industry

Lecture

Summarize the importance of transportation to globalization and how it contributes to the effective flow of commerce among close and distant regions.

Lecture

Evaluate the underlying economic basis for international exchange of goods and services for the overall benefit of two or more countries or regions and gain some perspective on the volume and overall importance of the more advanced countries of the world.

Lecture

Understand the importance of transportation to the economic vitality of the United States and other countries and regions and why it is probably our most important industry.

Lecture

Examine the size and scope of the third party logistics market.

Lecture

Analyze the unique capabilities of ocean, air, and intermodal transportation in moving freight globally.

Lecture

Evaluate the crisis in the gap for supply chain talent, its causes, solutions and the power of a culturally diverse, equitable and inclusive workforce that breaks through cross-cultural barriers

Student Learning Outcomes

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

1. Evaluate and synthesize the value that the third-party logistics brings to the global supply chain.
2. Engage with other learners to explore the vast and growing careers in logistics
3. Describe the fundamental understanding and critical role of global supply chain logistics

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Competency-based written and practical tests

Assignment Examples

Reading Assignments:

Read the chapter on the introduction of supply-chain management from your textbook. Be prepared to create a six-slide presentation on the six main points within the chapter.

Writing Assignments:

In three-to-five paragraphs, explain six reasons why the digital economy needs decision technology within supply-chain management.

Outside-of-Class Assignments:

1. Third-Party Logistics (3PL) Case Study Review

Task:

Students select a well-known 3PL provider (e.g., DHL, UPS Supply Chain Solutions, Ryder, XPO).

Activity:

Write a 2–3-page analysis covering:

- Services offered
 - Industries served
 - Technologies used
 - How the 3PL adds value to global supply chains
- #### 2. Logistics Career Exploration Reflection

Task:

Students research three logistics career paths (e.g., freight broker, warehouse supervisor, transportation planner).

Activity:

Submit a one page reflection describing:

- Key responsibilities
- Required skills
- Salary ranges
- Why one of the careers interests them

Some assignments require critical thinking:

Analyze the six numbered assertions that appear early in the supply-chain management section of the provided Geoffrion-Krishnan paper.

Pick one of the six assertions and offer an additional piece of supporting evidence such as a reasoned argument or an example of your own discovery.

Pick another assertion and offer a piece of refuting evidence such as a reasoned argument or an example of your own discovery.

Post your responses in the content management system as indicated within the weekly module with the filename assignment4.doc.

Course Materials

Author:

C. John Langley

Title:

Supply Chain Management: A Logistics Perspective

Edition:

12th

Publisher:

Cengage

ISBN-13:

9780357984864

Year:

2025

Or Equivalent:

No

Minimum Qualification

1. Supply Chain Technology
Condition



New Course – 1st Read – LOGI 102 – Logistics Operations Specialist

Course Information

Course Discipline:

LOGI

Course Division:

Business and Industrial Studies

Course Number:

102

Full Course Title:

Logistics Operations Specialist

Short Title:

Logistics Operations Speciali

TOP Code:

051000 - Logistics and Materials Transportation

SAM Code:

D - Possibly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Course Description

Introduces distribution and fulfillment centers, the movement of products and materials across businesses and geographies within the global supply chain. Prepares students to implement Six

Sigma methodologies, and principles to effectively manage Lean distribution and fulfillment operations.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

1. Supply Chain Management: Shaping the supply chains of the 21st Century: evolution and change Globalization Technology Organizational consolidation and power shifts The empowered consumer Major supply chain issues

Approximate Time In Hours

6.75

Lecture

Outline

2. Global dimensions of supply chains Rationale for Global Trade and Commerce Contributing factors for global commerce and supply chain flows Global supply chain flows Supply chains in a global economy Global markets and strategy Supply chain security: A Balancing Act North American Free Trade Agreement

Approximate Time In Hours

6.75

Lecture

Outline

3. Sourcing Materials and Services Types and importance of items and services acquired Strategic sourcing process Supplier evaluation and relationships Total Landed Cost (TLC) E-Sourcing and E-Procurement

Approximate Time In Hours

6.75

Lecture

Outline

4. Producing Goods and Services Role of production operations in Supply Chain Management (SCM) Operations strategy and planning Production execution decisions Production metrics

Approximate Time In Hours

6.75

Lecture

Outline

5. Demand Management Demand management Balancing supply and demand Traditional forecasting Forecast errors Forecasting techniques

Approximate Time In Hours

6.75

Lecture

Outline

6. Order Management and Customer Service Influencing the order through customer relationship management Executing the order Order management Order fulfillment E-Commerce order fulfillment strategies Customer service Expected cost of stock-outs Order management influences on customer service

Approximate Time In Hours

6.75

Lecture

Outline

7. Managing Inventory in the Supply Chain Inventory in the U.S. Economy Inventory in the Firm: Rationale for Inventory Batching Economies or Cycle Stocks Uncertainty and Safety Stocks Inventory Costs Exploring the Value of A

Approximate Time In Hours

6.75

Lecture

Outline

8. Distribution—Managing Fulfillment Operations The role of distribution Operations in Supply Chain Management Distribution planning and strategy Distribution execution with a lean approach Implementation and accountability

Approximate Time In Hours

6.75

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Student will list and describe the differences of the global dimensions of supply chains.

Lecture

Student will distinguish and compare roles in logistics supply chains.

Lecture

Student will review and evaluate raw materials and propose services

Lecture

Student will determine and classify demand management in fulfillment centers.

Lecture

Student will create order management, analyze customer service metrics and execute upon benchmark standards.

Lecture

Student will apply and demonstrate inventory management principles to complex distribution center operations.

Lecture

Student will demonstrate how distribution and fulfillment operations work and will implement a Lean 6 sigma operational culture.

Student Learning Outcomes

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

1. Students will employ logistics operations research, technology tools, to identify operational problems and execute 6 Sigma principles and methodologies to manage an efficient fulfillment center.

2. Student will compare and contrast the the multifarious dimensions of global supply chains and identify practical strategies, procedures and technologies used in distribution and fulfillment centers.

Methods of Instruction

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Case studies Class activities Oral presentations

Assignment Examples

Reading Assignments:

Read the chapter on the introduction of supply-chain management from your textbook.

Prepared to create a six-slide presentation on the six main points within the chapter.

Writing Assignments:

In three-to-five paragraphs, explain six reasons why the digital economy needs decision technology within supply-chain management.

Outside-of-Class Assignments:

1. Technology Tools in Fulfillment Centers Report

Task:

Students research two technologies used in modern distribution centers (e.g., WMS, RFID, AS/RS, pick-to-light, robotics).

Activity:

Write a 2-page report describing:

- How each technology works
 - Operational problems it solves
 - Cost, benefits, and limitations
 - Examples of companies using it
2. Global Supply Chain Comparison Assignment

Task:

Students compare two global supply chains (e.g., apparel vs. electronics, automotive vs. food distribution).

Activity:

Create a comparison chart covering:

- Lead times
- Transportation modes
- Risk factors
- Regulatory considerations
- Technology usage

Some assignments require critical thinking:

Analyze the six numbered assertions that appear early in the supply-chain management section of the provided Geoffrion-Krishnan paper.

Pick one of the six assertions and offer an additional piece of supporting evidence such as a reasoned argument or an example of your own discovery.

Pick another assertion and offer a piece of refuting evidence such as a reasoned argument or an example of your own discovery.

Post your responses in the content management system as indicated within the weekly module with the filename assignment4.doc.

Course Materials

Author:

C. John Langley,

Title:

Supply Chain Management: A Logistics Perspective

Edition:

12th

Publisher:

Cengage

ISBN-13:

9780357984864

Year:

2025

Or Equivalent:

No

Minimum Qualification

1. Supply Chain Technology
Condition



New Course – 1st Read – LOGI 103 – Logistics Leadership

Course Information

Course Discipline:

LOGI

Course Division:

Business and Industrial Studies

Course Number:

103

Full Course Title:

Logistics Leadership

Short Title:

Logistics Leadership

TOP Code:

051000 - Logistics and Materials Transportation

SAM Code:

D - Possibly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Transfer Status

B - Transferable to CSU only.

Course Description

This leadership course will balance the essential theory with the latest applications from today's logistics environment and deliver engaging highlights, insights and leadership examples in well-known, world-class companies. Self-assessments, quizzes and updated skill-building exercises guide students in applying and developing leadership abilities.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

1. The Nature and Importance of Leadership in a High Urgency and Complex Logistics Environment. a. The Meaning of Leadership Within Logistics and Supply Chain Organizational Structures i. Leadership as Shared Responsibility and Collaboration ii. Leadership as a Relationship iii. Leadership versus Management b. Leadership Roles within Organizational Structures i. Roles in a Logistics Environment ii. Perceived inequities in leadership positions in Logistics c. Followership: Being an Effective Group Member i. Types of Followers ii. Inclusive, Diverse and Equitable Group Members iii. Collaboration Between Leaders and Followers
Approximate Time In Hours

4.50

Lecture

Outline

2. Traits, Motives, and Characteristics of Logistics Frontline, Mid-level and Executive Leaders 1. Personality Traits of Effective Leaders a. General Personality Traits b. Task-related Personality Traits 2. Leadership Motives a. The Power Motive b. The Drive and Achievement Motive c. Tenacity and Resilience
Approximate Time In Hours

4.50

Lecture

Outline

3. Cognitive Factors and Leadership a. Cognitive (or Analytical) Intelligence b. Knowledge of the Business or Group Task c. Insight into People and Situations 3. Charismatic and Transformational Leadership 1. The Meanings of Charisma a. A Relationship b. The Effects of Charisma 2. Types of Charismatic Leaders a. Three Type of Charismatic Leaders b. Characteristics of Charismatic Leaders i. The Narcissism Component of Charismatic Leadership ii. The Vision Component of Charismatic Leadership 3. The Communication Style of Charismatic Leaders i. Leadership by Inspiration ii. Leadership by Storytelling iii. Extensive Use of Social Networking 1. Transformational Leadership a. How Transformations Take Place b. Attributes of Transformational Leaders c. Performance and Behavior
Approximate Time In Hours

4.50

Lecture

Outline

4. Leadership Behaviors, Attitudes, and Styles in Cross-Border and International Logistics 1. Task-related Attitudes and Behaviors 2. Relationship-Oriented Attitudes and Behaviors 3.

Leadership Styles a. Participative Leadership b. Autocratic Leadership c. Servant Leadership d. Entrepreneurial Leadership e. Gender Differences in Leadership Styles
Approximate Time In Hours

4.50

Lecture

Outline

5. Contingency and Situational Leadership when Managing a Diverse and Global Workforce 1. Situational influences on Effective Leadership Behavior 2. Fiedler's Contingency Theory of Leadership Effectiveness 3. Measuring Leadership Style: The Least Preferred Coworker (LPC) a. Measuring the Leadership Situation b. Overall Findings c. Making the Situation More Favorable for the Leader 4. The Path-Goal Theory of Leadership Effectiveness a. Matching the Leadership Style to the Situation b. Steps Leaders Can Take to Influence Performance and Satisfaction 5. The Normative Decision Model a. Decision-Making Styles b. Contingency Factors c. Application of the Model

Approximate Time In Hours

4.50

Lecture

Outline

6. Leadership Ethics and Social Responsibility in the Transportation Industry 1. Principles and Practices of Ethical and Moral Leadership a. Four Ethical Leadership Behaviors b. Factors Contributing to Ethical Differences c. The Ethical Mind for Leaders 2. Guidelines for Evaluating the Ethics of a Decision a. A Sampling of Unethical Leadership Behaviors 3. Leadership, Social Responsibility and Creating an Ethical Organizational Culture a. Providing Strategic Leadership of Ethics and Social Responsibility b. Creating a Pleasant Workplace c. Helping Build a Sustainable and Socially Responsible Environment in the Logistics Industry in the Reduction of the CarbonFootprint d. Engaging in Social Entrepreneurship e. Working with Suppliers to Improve Working Conditions f. Accepting Whistleblowers g. Providing Training in Ethics and Social Responsibility h. Minimizing Abusive Supervision throughout the Organization

Approximate Time In Hours

4.50

Lecture

Outline

7. Power, Politics, and Leadership 1. Sources and Types of Power a. Position Power b. Person Power c. Power stemming from i. Ownership ii. Dependencies

Approximate Time In Hours

4.50

Lecture

Outline

8. -2. Tactics for Becoming an Empowering Leader a. The Nature of Empowerment b. Empowering Practices c. Effective Delegation and Empowerment 3. Factors that Contribute to Organizational Politics a. Pyramid-Shaped Organization Structure b. Subjective Standards of Performance c. Environmental Uncertainty and Turbulence d. Emotional Insecurity 4. Political

Tactics and Strategies a. Ethical Political Tactics and Strategies b. Unethical Political Tactics and Strategies

Approximate Time In Hours

4.50

Lecture

Outline

9. Creativity, Innovation and Leadership 1. Characteristics of Creative Leaders a. Knowledge b. Cognitive Abilities c. Personality d. Passion for the Task and the Experience of Flow 2. Overcoming Traditional Thinking as a Creativity Strategy 3. Organizational Methods to Enhance Creativity a. Systematically Collecting Fresh Ideas b. Brainstorming c. Using the Pet-Peeve Technique d. The Morality of Enhancing Creativity 4. Self-Help Techniques to Enhance Creative Problem Solving a. Practicing Creativity-Enhancing Activities b. Staying Alert to Opportunities c. Maintaining and Enthusiastic Attitude, Including Being Happy d. Playing the Roles of Explorer, Artist, Judge and Lawyer 5. Establishing a Climate and Culture for Creative Thinking a. Fostering a Culture of Originality b. Leadership Practices for Enhancing Creativity c. Methods of Managing Creative Workers

Approximate Time In Hours

4.50

Lecture

Outline

10. Communication and Conflict Resolution Skills Within Different Logistics Job Roles 1. Communication Networks for Leaders a. Face-to-Face Communication Networks b. Social Media Networks c. Group Chat as a Leadership Communication Network 2. Inspirational and Powerful Communication a. Speaking and Writing b. Basic Principles of Persuasion c. Nonverbal Communication Including Videoconferencing and Telepresence 3. Listening as a Leadership Skill a. Show Respect b. Selective Listening to Problems c. Making the Rounds e. Overcoming Cross-Cultural Communication Barriers f. The Leader's Role in Resolving Conflict and Negotiating i. Conflict Management Styles ii. Resolving Conflict Between Two Group Members iii. Negotiating and Bargaining

Approximate Time In Hours

4.50

Lecture

Outline

11. International and Culturally Diverse Aspects of Leadership 1. The Advantage of Managing for Diversity a. Inclusive, diverse and Equitable Team Management 2. Cultural Factors Influencing Leadership Practices a. Key Dimensions of Differences in Cultural Values b. Cultural Values and Leadership Style 3. Cultural Sensitivity and Diversity Intelligence a. Cultural Sensitivity b. The English-Only Policy and Cultural Sensitivity c. Diversity Intelligence

Approximate Time In Hours

4.50

Lecture

Outline

12. Global Leadership Skills a. General Model of Global Leadership Skills b. Success Factors in International Management Positions c. Motivating and Inspiring Workers in Other Cultures d. Understanding which Leadership Practices Function Well in a Specific Culture e. Leadership Initiatives for Achieving Cultural Diversity and Equitable Outcomes i. Hold Managers Accountable for Achieving Diversity and Equitable Outcomes ii. Identify underrepresentation of Women and Minorities in Leadership Positions in Logistics

Approximate Time In Hours

4.50

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Describe the nature and importance of leadership and how it can be applied in a logistics environment and explain the potential, ethical, and competitive advantage from leading and leading an equitable and diverse workforce

Lecture

Assess leadership ethics and social responsibility in the logistics industry in the reduction of the carbon footprint

Lecture

Compare and contrast general and task-related traits that contribute to leadership effectiveness

Lecture

Differentiate between creativity, innovation, and leadership

Lecture

Explain the visionary component and communication styles of charismatic leaders

Lecture

Evaluate the underrepresentation of women and people in the minority in leadership roles in a logistics environment

Lecture

Examine the value of an inclusive, diverse and equitable team from a leader-follower perspective.

Lecture

Propose what leaders can do to foster an ethical and socially responsible organization

Lecture

Analyze international and culturally diverse styles of leadership and how cultural factors, inducing values, influence leadership practice and the importance of overcoming cross-cultural barriers in communication

Lecture

Propose leadership initiatives to develop or enhance the acceptance of diversity, inclusion and equity in a logistics workplace

Student Learning Outcomes

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

1. Students will evaluate and assess the nature and value of leadership in logistics and different types of leadership styles that are useful in a logistics environment.
2. Students will critically analyze and pose questions about positive and negative leadership ethics and how to apply those ethics personally.
3. Students will apply flexible thinking and creative problem-solving to assess international and culturally diverse aspects of leadership in regard to a logistics environment.
4. Students will engage with other learners to analyze and critique negative examples of leaders in logistics and evaluate how they can avoid that in their own experience.

Methods of Instruction

Demonstration

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Case studies Class activities Oral presentations

Assignment Examples

Reading Assignments:

Read the chapter on the introduction of supply-chain management from your textbook.

Prepared to create a six-slide presentation on the six main points within the chapter.

Writing Assignments:

In three-to-five paragraphs, explain six reasons why the digital economy needs decision technology within supply-chain management.

Outside-of-Class Assignments:

1. Leadership Style Self Assessment & Reflection

Task:

Students complete a leadership style assessment (e.g., situational, transformational, servant leadership).

Activity:

Write a 1–2 page reflection addressing:

- Their dominant leadership style
- Strengths and potential blind spots
- How this style fits within logistics environments
- One leadership behavior they want to improve

2. Ethical Decision Making Case Study

Task:

Students analyze a logistics-specific ethical dilemma (e.g., falsified delivery data, safety shortcuts, favoritism in scheduling).

Activity:

Submit a written response including:

- Ethical issues involved
- Stakeholders affected
- Possible courses of action
- Recommended decision and justification

Some assignments require critical thinking:

Analyze the six numbered assertions that appear early in the supply-chain management section of the provided Geoffrion-Krishnan paper.

Pick one of the six assertions and offer an additional piece of supporting evidence such as a reasoned argument or an example of your own discovery.

Pick another assertion and offer a piece of refuting evidence such as a reasoned argument or an example of your own discovery.

Post your responses in the content management system as indicated within the weekly module with the filename assignment4.doc.

Course Materials

Author:

Dubrin, Andrew

Title:

Leadership: Research Findings, Practice, and Skills

Publisher:

Cengage Learning Inc

ISBN-13:

978-0357042496

Year:

2019

Or Equivalent:

No

Minimum Qualification

1. Supply Chain Technology
Condition



New Course – 1st Read – LOGI 104 – Logistics Analyst

Course Information

Course Discipline:

LOGI

Course Division:

Business and Industrial Studies

Course Number:

104

Full Course Title:

Logistics Analyst

Short Title:

Logistics Analyst

TOP Code:

051000 - Logistics and Materials Transportation

SAM Code:

D - Possibly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Course Description

Explores innovative technologies that drive the flow of products, information, funds and people in global supply chains. Prepares students to effectively implement ERP strategies to manage business processes within supply chain operations.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

1. Transportation—Managing the Flow of the Supply Chain Intermodal transportation
Transportation execution and Control Supply Chain visibility Transportation technology
Approximate Time In Hours

9.00

Lecture

Outline

2. Aligning Supply Chains Scope and intensity of involvement Model for developing and
implementing successful supply chain relationships Imperative for collaborative relationships
Definition of third-party logistics Strategic role of information technology Customer value
framework

Approximate Time In Hours

9.00

Lecture

Outline

3. Supply Chain Performance Measurement and Financial Analysis Performance Metrics
Performance Categories The Supply Chain–Finance Connection The Revenue–Cost Savings
Connection The Supply Chain Financial Impact

Approximate Time In Hours

9.00

Lecture

Outline

4. Supply Chain Technology—Managing Information Flows Support Multidirectional Flows
Exploring Enterprise Resource Planning (ERP) Understanding the value of ERP Industry ERP
standards software Getting familiar ERP software ERP for Business Analytics and Business
Intelligence Facilitating ERP tools to logistics operations SCM Technology Needs Assessment
and Developing ERP skills ERP Software Selection ERP Software Skills Development
Approximate Time In Hours

9.00

Lecture

Outline

5. Strategic Challenges and Change for Supply Chains Digitization Gaining the competitive edge
by staying at the forefront of technology
Approximate Time In Hours

9.00

Lecture

Outline

6. Principles of Supply Chain Management Principle 1: Segment Customers - Based on Service
Needs Principle 2: Customize the Logistics Network Principle 3: Listen to Signals of - Market

Demand and Plan Accordingly Principle 4: Differentiate, products Closer to the Customer
Principle 5: Source Strategically Principle 6: Develop a Supply Chain-Wide Technology Strategy
Principle 7: Adopt Channel Spanning Performance Measures
Approximate Time In Hours
9.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Student will assess and analyze the management and flow of global and domestic supply chains.

Lecture

Student will evaluate and implement alignments between global supply chains and domestic distribution and fulfillment center operations.

Lecture

Student will compare and contrast daily operational performance measurements with financial analysis.

Lecture

Student will analyze and determine the differences between the competitive advantages of Implementing new technology automation in logistics operations.

Lecture

Student will analyze and assess the value of an Enterprise Resource Planning(ERP) software system and apply it to the management of the flow of goods information funds and people in global supply chains.

Student Learning Outcomes

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

1. Student will be able to discuss and explain the market, technological, cultural, and environmental forces affecting the development of the Logistics functions of Global Supply Chains
2. Student will be able to measure and evaluate Logistics performance in global Supply Chains.
3. Student will be able to develop, document, and explain appropriate Supply Chain Logistics strategies and tactics for various industries and markets.

Methods of Instruction

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Case studies Class activities Oral presentations

Assignment Examples

Reading Assignments:

Read the chapter on the introduction of supply-chain management from your textbook. Be prepared to create a six-slide presentation on the six main points within the chapter.

Writing Assignments:

In three-to-five paragraphs, explain six reasons why the digital economy needs decision technology within supply-chain management.

Outside-of-Class Assignments:

1. Forecasting Mini-Project

Task:

Students are given 12 months of historical demand data.

Activity:

Using Excel or Google Sheets, students:

- Create a simple forecast (moving average or exponential smoothing)
- Identify seasonality or trends
- Explain how the forecast would influence inventory or staffing decisions

2. Transportation Cost Optimization Scenario

Task:

Students analyze a scenario comparing transportation options (e.g., LTL vs. TL, air vs. ocean).

Activity:

Submit a short analysis including:

- Cost comparison
- Transit time differences
- Service level implications
- Recommendation supported by data

Some assignments require critical thinking:

Analyze the six numbered assertions that appear early in the supply-chain management section of the provided Geoffrion-Krishnan paper.

Pick one of the six assertions and offer an additional piece of supporting evidence such as a reasoned argument or an example of your own discovery.

Pick another assertion and offer a piece of refuting evidence such as a reasoned argument or an example of your own discovery.

Post your responses in the content management system as indicated within the weekly module with the filename assignment4.doc.

Course Materials

Author:

C. John Langley; Robert A. Novack

Title:

Supply Chain Management: A Logistics Perspective

Edition:

12

Publisher:

Cengage Learning

ISBN-13:

9780357984864

Year:

2025

Or Equivalent:

No

Minimum Qualification

1. Supply Chain Technology

Condition



New Course – 1st Read – LOGI 105 – Logistics AI Specialist

Course Information

Course Discipline:

LOGI

Course Division:

Business and Industrial Studies

Course Number:

105

Full Course Title:

Logistics AI Specialist

Short Title:

LOGTIC AI Specialists

TOP Code:

051000 - Logistics and Materials Transportation

SAM Code:

D - Possibly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Course Description

This course explores the intersection of artificial intelligence (AI), machine learning (ML), and logistics operations. It equips students with the theoretical knowledge and practical skills to

design, implement, and evaluate AI-driven solutions in supply chain and logistics environments.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

1. Supply Chain Management Introduction Shaping the Supply Chains of the Twenty-First Century Supply Chains: Development and Shaping for the Twenty-First Century Major Supply Chain Issues Supply Chain Networks Complexity Inventory Deployment Information Cost and Value Performance Measurement Technology Transportation Management Supply Chain Security

Approximate Time In Hours

6.00

Lecture

Outline

2. Sourcing Materials and Services Introduction Types and Importance of Items and Services Acquired Strategic Sourcing Process Supplier Evaluation and Relationships Total Landed Cost (TLC) E-Sourcing and E-Procurement E-Commerce Models

Approximate Time In Hours

8.00

Lecture

Outline

3. Demand Management Introduction Demand Management Balancing Supply and Demand Traditional Forecasting Forecast Errors Forecasting Techniques Sales and Operations Planning Collaborative Planning, Forecasting, and Replenishment

Approximate Time In Hours

8.00

Lecture

Outline

4. Order Management and Customer Service Introduction Influencing the Order—Customer Relationship Management Executing the Order—Order Management and Order Fulfillment E-Commerce Order Fulfillment Strategies Customer Service Expected Cost of Stockouts Order Management Influences on Customer Service Service Recovery

Approximate Time In Hours

8.00

Lecture

Outline

5. Managing Inventory in the Supply Chain Introduction Inventory in the U.S. Economy Inventory in the Firm: Rationale for Inventory Inventory Costs Fundamental Approaches to Managing Inventory Additional Approaches to Inventory Management Classifying Inventory

Approximate Time In Hours

8.00

Lecture

Outline

6. Distribution—Managing Fulfillment Operations Introduction The Role of Distribution Operations in SCM Distribution Planning and Strategy Distribution Execution Distribution Metrics Distribution Technology

Approximate Time In Hours

8.00

Lecture

Outline

7. Supply Chain Technology—Managing Information Flows Introduction Information Requirements Systems Capabilities SCM Software SCM Technology Implementation Supply Chain Technology Innovations

Approximate Time In Hours

8.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Understand the foundational principles of AI and machine learning in the context of logistics.

Lecture

Analyze logistics problems and identify opportunities for AI/ML integration.

Lecture

Develop and evaluate machine learning models for logistics applications such as demand forecasting, route optimization, and inventory management.

Lecture

Utilize data analytics tools and platforms to process and interpret logistics data.

Lecture

Assess the ethical, legal, and operational implications of deploying AI in logistics systems.

Student Learning Outcomes

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

1. Describe key AI and ML concepts and their relevance to logistics and supply chain management.
2. Build and deploy predictive models for demand management and inventory optimization.
3. Optimize transportation and distribution using AI-driven algorithms.
4. Interpret logistics data using dashboards and performance metrics.
5. Communicate AI-driven insights to stakeholders in supply chain contexts.

Methods of Instruction

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Case studies Class activities Oral presentations

Assignment Examples

Reading Assignments:

Read the chapter on the introduction of supply-chain management from your textbook. Be prepared to create a six-slide presentation on the six main points within the chapter.

Writing Assignments:

In three-to-five paragraphs, explain six reasons why the digital economy needs decision technology within supply-chain management.

Outside-of-Class Assignments:

1. AI in Logistics Technology Scan

Task:

Students research two AI-enabled logistics technologies such as:

- Computer vision for pallet counting
- Autonomous mobile robots
- Predictive ETA systems
- AI driven routing engines

Activity:

Write a 2-page analysis describing:

- How technology works
 - Problems it solves
 - Limitations and risks
 - Real companies using it
2. Ethical AI Case Study

Task:

Students analyze an ethical dilemma involving AI in logistics, such as:

- Biased routing algorithms
- Surveillance concerns with computer vision
- Automation displacing workers
- Predictive models reinforcing inequities

Activity:

Submit a written response covering:

- Ethical issues
- Stakeholders affected
- Risks and unintended consequences
- Recommended mitigation strategies

Some assignments require critical thinking:

Analyze the six numbered assertions that appear early in the supply-chain management section of the provided Geoffrion-Krishnan paper.

Pick one of the six assertions and offer an additional piece of supporting evidence such as a reasoned argument or an example of your own discovery.

Pick another assertion and offer a piece of refuting evidence such as a reasoned argument or an example of your own discovery.

Post your responses in the content management system as indicated within the weekly module with the filename assignment4.doc.

Course Materials

Author:

C. John Langley, Jr., Robert A. Novack, Brian J. Gibson, John J. Coyle

Title:

Supply Chain Management: A Logistics Perspective

Edition:

12

Publisher:

Cengage Learning

ISBN-13:

9780357984864

Year:

2025

Or Equivalent:

No

Minimum Qualification

1. Supply Chain Technology

Condition



New Course – 1st Read – LOGI 106 – Logistics Project Management

Course Information

Course Discipline:

LOGI

Course Division:

Business and Industrial Studies

Course Number:

106

Full Course Title:

Logistics Project Management

Short Title:

Logistics Project Management

TOP Code:

051000 - Logistics and Materials Transportation

SAM Code:

D - Possibly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Course Description

Focuses on the foundational concepts and skills of project management. Earns project management skills in the information technology field and builds upon the Project Management Body of Knowledge (PMBOK) guide for project management certifications exams.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

1. Characteristics and components of projects -The purpose of project management -Definition of project management -Key terms in project management -Identification of characteristics and components of project management -Identification of characteristics of project managers

Approximate Time In Hours

9.00

Lecture

Outline

2. Effects of project management on information technology and other industries -Description of organizational structures and culture -The three-sphere model for systems management - Need for organizational standards -Project life cycle and phases -Role of project management in diverse industries

Approximate Time In Hours

9.00

Lecture

Outline

3. Project management and performance -The ten project management knowledge areas: project, integration, scope, time, cost, quality, human resource, communications, risk, procurement stakeholder management -The eight project performance domains: stakeholder domains, team domains, life cycle domains, planning domains, project work domains, delivery domains, measurement domains, uncertainty domains.

Approximate Time In Hours

9.00

Lecture

Outline

4. Components of project management integration and tailoring -Description of project integration management and the life cycle approach -Methods of project selection and potential project identification tailored for the organization -Types of project management plans -Project executions and characteristics -Monitoring and control of project work with methods and artifacts -Integrated change control -Implementing project integration management software

Approximate Time In Hours

9.00

Lecture

Outline

5. Components of good project manager models, methods, artifacts and practices -Definition of human resource project management and its importance -Human resource planning - Development of an efficient project team -Management and leadership of a successful and innovative project team -Keeping good records and journaling for personal reflection and constant improvement -Human resource management software

Approximate Time In Hours

9.00

Lecture

Outline

6. Components of project risk management -Assessing types of business needs that can be addressed using information technology-based solutions -Definition of project risk management and its importance -Risk identification process -Qualitative risk analysis - Quantitative risk analysis -Risk monitoring and control -Project risk management software

Approximate Time In Hours

9.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Student will review and analyze the purpose of project management; key terms and concepts and how it improves the effectiveness of information technology projects.

Lecture

Student will review and determine the differences between the skills and attributes of a good project manager both in general, and more specifically how it creates value in the information technology field.

Lecture

Student will identify and evaluate the ten project management knowledge areas and the eight project management domains.

Lecture

Student will recognize and describe components of project scope management.

Lecture

Student will identify and apply the project management tailoring processes of initiating, planning, executing, controlling, and closing by working on a group project as a project manager or active team member.

Lecture

Student will demonstrate and apply good project management models, methods, and artifacts.

Lecture

Student will list and explain the types of business needs that can be addressed using information technology-based solutions.

Student Learning Outcomes

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

1. Student will set up an overall project plan and execute each step by reviewing data, investigating items and issues, resolving problems, discussing issues with team members, integrating, and tailoring to the organizational needs each step in the process.

2. Student will apply project management principles to complete a project in a manner that is efficient, high quality, thorough, and that articulate the types of business needs that can be addressed using information technology-based solutions.

3. Student will present a completed project in a timely manner applying the ten project management areas and the eight project management domains.

Methods of Instruction

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Case studies Class activities Oral presentations

Assignment Examples

Reading Assignments:

Read the chapter on the introduction of supply-chain management from your textbook. Be prepared to create a six-slide presentation on the six main points within the chapter.

Writing Assignments:

In three-to-five paragraphs, explain six reasons why the digital economy needs decision technology within supply-chain management.

Outside-of-Class Assignments:

1. Project Charter Development

Task:

Students select a logistics improvement project (e.g., reducing picking errors, redesigning a dock schedule, implementing a WMS module).

Activity:

Create a project charter including:

- Problem statement
- Project objectives
- Scope and exclusions
- Key stakeholders

- High-level timeline

2. Work Breakdown Structure (WBS) Creation

Task:

Students take the project from Assignment 1 and break it into manageable components.

Activity:

Develop a WBS with:

- Major deliverables
- Sub-tasks
- Dependencies
- Milestones

Some assignments require critical thinking:

Analyze the six numbered assertions that appear early in the supply-chain management section of the provided Geoffrion-Krishnan paper.

Pick one of the six assertions and offer an additional piece of supporting evidence such as a reasoned argument or an example of your own discovery.

Pick another assertion and offer a piece of refuting evidence such as a reasoned argument or an example of your own discovery.

Post your responses in the content management system as indicated within the weekly module with the filename assignment4.doc.

Course Materials

Author:

C. John Langley

Title:

Supply Chain Management: A Logistics Perspective

Edition:

12th

Publisher:

Cengage

ISBN-13:

9780357984864

Year:

2025

Or Equivalent:

No

Minimum Qualification

1. Supply Chain Technology Condition



New Course – 1st Read – LOGI 107 – Logistics Safety

Course Information

Course Discipline:

LOGI

Course Division:

Business and Industrial Studies

Course Number:

107

Full Course Title:

Logistics Safety

Short Title:

Logistics Safety

TOP Code:

051000 - Logistics and Materials Transportation

SAM Code:

D - Possibly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Course Description

This course introduces students to the basics of workplace safety, while examining the latest standards of OSHA, NIOSH, and other US regulatory bodies in the context of new and emerging industry trends. This course suits students who are also seeking growing and promising careers as industry safety professionals.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

2. Accidents and Their Effects a. Accidents versus other causes of death i. Death in Work Accidents ii. Death rates by Industry b. Estimating the Cost of Accidents i. Cost-Estimation Method ii. Estimating the Hidden Costs c. Global Impact of Accidents and Injuries i. OSHA Reports and Logs

Approximate Time In Hours

4.00

Lecture

Outline

1. Safety and Health Movement, Then and Now a. Developments Before the Industrial Revolution i. Code of Hammurabi (days of ancient Babylonians) ii. Bernardino Ramazzini (eighteenth century) b. Milestones in the Safety Movement i. Health and Morals of Apprentices Act of 1802 ii. Establishment of The Bureau of Labor Statistics (BLS) c. Development of Accident Prevention Programs i. Early Safety Programs ii. The Three E's of Safety d. Development of Safety Organizations i. Occupational Safety and Health Administration (OSHA) ii. National Institute for Occupational Safety and Health (NIOSH)

Approximate Time In Hours

6.00

Lecture

Outline

3. Theories of Accident Causation a. Domino Theory of Accident Causation i. Heinrich's Axioms of Industrial Safety ii. Heinrich's Domino Theory iii. Heinrich's Theory and Corrective Action b. Human Factors Theory of Accident Causation i. Overload ii. Inappropriate Response and Incompatibility iii. Inappropriate Activities c. Accident/Incident Theory of Accident Causation i. Accident/Incident Theory in Practice ii. Overload, Ergonomic Traps, Decision to Err d. Epidemiological Theory of Accident Causation i. Epidemiological Theory in Practice ii. Limitations of Event-Chain Accident Causation Theories e. Behavioral Theory of Accident Causation i. Behavioral Theory in Action f. Individual Factors and Accident Causation i. Warning Signs ii. Sources of Help g. Management Failures and Accident Causation i. Role of the Supervisor in Workplace Safety and Health ii. Typical Management Failures That Cause Accidents

Approximate Time In Hours

4.00

Lecture

Outline

4. Roles and Professional Certifications for Safety and Health Professionals a. Safety and Health Manager i. Job of the Safety and Health Manager ii. Role in the Company Hierarchy iii. Diversity, Equity and Inclusion in Safety and Health Manager positions b. Problems Safety and Health Managers Face i. Lack of Commitment ii. Production Versus Safety c. Productivity, Quality, Cost, and Response Time i. Quality ii. Cost iii. Response Time d. Certification of Safety and Health Professionals i. Certified Safety Professional ii. Experience and Examination Requirements iii. Workplace safety committees and their diversity, inclusion, and equity opportunities.

Approximate Time In Hours

4.00

Lecture

Outline

5. OSHA a. Rationale for OSH Act i. OSHA'S Mission and Purpose ii. State-level Safety and Health Programs b. OSH Act Coverage i. Coverage of Federal, State, and Local Government Personnel c. OSHA Standards i. How OSHA Standards are Developed ii. Input for Small Business in Standards Development and Compliance iii. OSHA Standards versus OSHA Regulations iv. OSHA'S Record-Keeping and Reporting d. Reporting Requirements i. Electronic Reporting Requirements ii. Anti-retaliation Measures iii. Employee Reporting Measures e. Safety Incentives d. OSHA'S Whistleblower Programs i. OSHA's Enhanced Enforcement Policy f. OSHA's Severe Violator Enforcement Program i. Follow-Up Inspections ii. Programed Inspections iii. Public Awareness iv. Settlements g. Services Available from OSHA i. Consultation Services ii. Safety and Health Achievement and iii. Cooperative Program h. Laws and Liability i. Fundamental Legal Principles ii. Negligence iii. Foreseeability iv. Influence of Diversity, Equity and Inclusion in Creation of Laws

Approximate Time In Hours

4.00

Lecture

Outline

6. Worker's Compensation a. Objectives of Workers' Compensation i. Replacement of Income ii. Rehabilitation of the Injured Employee iii. Prevention of Accidents iv. Historical Perspective v. Contributory Negligence vi. Assumption of Risk b. Workers' Compensation Legislation i. Modern Workers' Compensation Insurance ii. Resolution of Worker's Compensation Disputes c. Injuries and Workers' Compensation e. Disabilities and Workers' Compensation i. Temporary Disability ii. Permanent Partial Disability f. Distribution Center Workers' Compensation Disputes

Approximate Time In Hours

4.00

Lecture

Outline

7. Accident Investigation and Reporting a. Types of Accident Investigations i. Accident Report ii. Accident-Analysis Report b. When to Investigate i. Emergency Procedures ii. Evidence c. What to Investigate i. Accident Investigation ii. A Five-Component Approach to Accident Investigation d. Delivery Vehicle Accidents i. Accident Reports d. Components of Investigation i. When to

Investigate ii. What to Investigate c. Reporting Accidents i. Ten Accident Investigation Mistakes to Avoid

Approximate Time In Hours

4.00

Lecture

Outline

8. Stress and Safety a. Workplace Stress Defined i. Stress ii. Workplace Stress b. Sources of Workplace Stress i. Task Complexity ii. Control iii. Job security c. Common Causes of Stress in the Workplace i. Making Use of the List of Common Causes of Stress ii. Human Reactions to Workplace Stress d. Measurement of Workplace Stress i. Behavioral Time-Sharing ii.

Psychophysiological Techniques e. Improving Safety by Reducing Workplace Stress i. Training ii. Stress in Safety Managers

Approximate Time In Hours

4.00

Lecture

Outline

9. Falling, Impact, Acceleration, and Vision Hazards with Appropriate PPE a. Causes of Falls i. Kinds of Falls ii. Walking and Slipping b. Measuring Surface Traction i. Factors that Decrease Traction c. Specific Strategies for Preventing Slips d. Locations i. Restrooms ii. Kitchens iii. Processing Areas e. Slip and Fall Prevention Programs i. Practical Prevention Measures ii. Choosing Footwear d. OSHA Fall Protection Standards i. Testing Fall Protection Equipment ii. OSHA's Fall Protection Standard for Construction e. OSHA's Recommendations for Effective Fall Protection f. Ladder Safety i. Inspecting Ladders ii. Dos and Don'ts of Ladder Use g. Impact and Acceleration Hazards

Approximate Time In Hours

4.00

Lecture

Outline

10. Personal Protective Equipment (PPE) a. Head Protection i. Types and Classes of Hard Hats b. Eye and Face Protection c. Personal Protective Equipment i. PPE Program ii. Reinforcing the Proper Use of PPE and Challenging its Improper Use

Approximate Time In Hours

4.00

Lecture

Outline

11. Forklift Safety (Powered Industrial Trucks) a. General Rules i. Rules for Operation of the Forklift ii. Rules for Maintenance of the Forklift b. OSHA's Training Requirements i. Initial Training Program Content ii. Refresher Training Program Content

Approximate Time In Hours

4.00

Lecture

Outline

12. Hazards of Temperature Extremes a. Heat Stress and Strain i. Heat Strain Defined ii. Recognizing Heat Strain b. Cold Stress i. Hypothermia ii. Preventing Cold Stress c. Burns and Their Effects i. Human Skin ii. Severity of Burns d. Chemical Burns i. Effects of Chemical Burns ii. Infection e. Fluid Loss f. Shock g. OSHA's Guidelines for Hazards of Temperature Extremes
Approximate Time In Hours

4.00

Lecture

Outline

13. Logistics Industry Trends a. OSHA Logistics Warehouse Safety Trends b. Freights and Shipping Safety Trends c. NIOSH Cell Phone Ladder Safety

Approximate Time In Hours

4.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Analyze the various accident theories and describe individual factors that can contribute to accident causation with warehouse forklift drivers.

Lecture

Summarize OSHA's mission and purpose and explain the concept of the OSHA standard.

Lecture

Evaluate the standards of OSHA, NIOSH, and other US regulatory bodies such as the Department of Transportation.

Lecture

Examine the most current and fundamental concepts in occupational safety.

Lecture

Evaluate US regulatory bodies in the context of new and emerging logistics industry trends.

Lecture

Analyze the basic tenets of workers' compensation and describe how distribution center workers' compensation disputes are handled.

Lecture

Describe how to conduct a delivery vehicle accident investigation: when to investigate, what should be investigated, and who should investigate workplace accidents.

Lecture

Summarize the most common sources of workplace stress and analyze the relationship between stress and workers compensation.

Lecture

Evaluate the causes of slip and fall hazards in a distribution center and summarize the basic elements of a slip and fall prevention program.

Student Learning Outcomes

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

1. Students will critically analyze accidents, their effects, and ways they may be prevented.
2. Students will evaluate the standards of OSHA, NIOSH, and other US regulatory bodies.
3. Students will successfully demonstrate an understanding of the nature and role of safety professionals in the workplace.
4. Students will critically examine and pose questions about warehouse safety practices and their role in personal health and safety.

Methods of Instruction

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Case studies Class activities Oral presentations

Assignment Examples

Reading Assignments:

Read the chapter on the introduction of supply-chain management from your textbook. Be prepared to create a six-slide presentation on the six main points within the chapter.

Writing Assignments:

In three-to-five paragraphs, explain six reasons why the digital economy needs decision technology within supply-chain management.

Outside-of-Class Assignments:

1. OSHA Standards Exploration

Task:

Students explore OSHA regulations relevant to logistics (e.g., powered industrial trucks, hazard communication, walking working surfaces).

Activity:

Write a 1–2 page summary covering:

- Key requirements

- Common violations in logistics
 - How compliance improves safety and efficiency
2. Ergonomics Assessment

Task:

Students observe a workstation (warehouse, office, or home).

Activity:

Submit:

- Identified ergonomic risks
- Recommended adjustments
- Expected benefits for safety and productivity

Some assignments require critical thinking:

Analyze the six numbered assertions that appear early in the supply-chain management section of the provided Geoffrion-Krishnan paper.

Pick one of the six assertions and offer an additional piece of supporting evidence such as a reasoned argument or an example of your own discovery.

Pick another assertion and offer a piece of refuting evidence such as a reasoned argument or an example of your own discovery.

Post your responses in the content management system as indicated within the weekly module with the filename assignment4.doc.

Course Materials

Author:

C. John Langley

Title:

Supply Chain Management: A Logistics Perspective

Edition:

12th

Publisher:

Cengage

ISBN-13:

9780357984864

Year:

2025

Or Equivalent:

No

Minimum Qualification

1. Supply Chain Technology Condition



New Course – 1st Read – LOGI 108 – Logistics e-Commerce Entrepreneur

Course Information

Course Discipline:

LOGI

Course Division:

Business and Industrial Studies

Course Number:

108

Full Course Title:

Logistics e-commerce Entrepreneur

Short Title:

Logistics e-commerce Entrepre

TOP Code:

051000 - Logistics and Materials Transportation

SAM Code:

D - Possibly Occupational

Is this a credit or noncredit course?

D - Credit - Degree Applicable

Course Description

This course is designed to show students the value of logistics to e-commerce. Students will be able to apply logistics principles for immediate application to their existing or newly designed

e-commerce store. Students will also gain knowledge, concepts and application on how to design their own e-commerce store through various platforms. Students will gain an understanding of the vital role of logistics fulfillment centers and the variety of distribution channels that provide the final mile to e-commerce companies.

Course Standards

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Hours:

54.000

Activity Hours:

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Both - Letter with Pass/No Pass Option

Course Content

Lecture

Outline

2. Technological Building Blocks Underlying E-commerce: The Internet, Web, and Mobile Platform a. Internet b. World-Wide Web c. Mobile Platform d. Major trends in E-commerce e. Cost vs Benefits

Approximate Time In Hours

4.50

Lecture

Outline

3. Types of E-commerce a. Business-to-Consumer (B2C) E-commerce b. Business-to-Business (B2B) E-commerce c. Consumer-to-consumer (C2C) E-commerce d. Mobile E-commerce (M-commerce)

Approximate Time In Hours

4.50

Lecture

Outline

4. Technology Infrastructure for E-commerce a. The Internet: Technology Background i. The Evolution of the Internet

Approximate Time In Hours

4.50

Lecture

Outline

5. Consumers Online: The Internet Audience a. Consumer Behavior Models b. Shoppers: Browser and Buyers c. Trust, Utility, and Opportunism in Online Marketing d. The Online Purchasing Decision

Approximate Time In Hours

4.50

Lecture

Outline

6. Understanding Ethical, Social and Political Issues in E-commerce a. A Model for Organizing the Issues b. Basic Ethical Concepts c. Analyzing Ethical Dilemmas d. Candidate Ethical Principles e. Ethical Considerations in E-Commerce

Approximate Time In Hours

4.50

Lecture

Outline

7. Online and Retail Services a. The Online Retail Sector b. The Service Sector: Online and Offline c. E-Commerce Business Models d. Customer Satisfaction 1. How Diverse, Equitable and Inclusive Company Culture Affects Customer Service Goals

Approximate Time In Hours

4.50

Lecture

Outline

8. E-logistics a. Definition, Trends, Directions b. Historical Development c. End-to-End Global Visibility and Order Management i. Evolution and need for supply, demand and value chain management ii. Value Chain Management iii. Diversity, equity and inclusion in order management d. Common Interfaces Between Supply and Demand Chain Stakeholders e. KPI Reporting, Interactive Dashboards and Management by Exception

Approximate Time In Hours

4.50

Lecture

Outline

9. B2B E-Commerce and Fulfillment a. Structural Dimensions b. Market Dimensions i. E-fulfillment Dimensions ii. Last-mile Dimensions 1. Affect of an Equitable and Diverse Company Culture on Achieving Company Customer Service Goals iii. Environmental Dimensions c. Upcoming Trends

Approximate Time In Hours

4.50

Lecture

Outline

10. The Challenges of E-Commerce on Warehousing in the Future a. Challenges b. Type, size and location of fulfillment centers and warehouses c. Outsourcing d. Warehouse Operations and Labor e. Technology and Automation f. Diversity, Equity and Inclusion in E-Commerce Warehouses

Approximate Time In Hours

4.50

Lecture

Outline

11. Warehouse Management Systems and Innovations a. Common Warehouse Functions i. Why Warehouses are Needed ii. Evolution of Information Management in Warehouses and Distribution Centers b. Inbound Management Workflows c. Labor Management and Workforce Systems d. Resource planning and Dashboarding e. Warehouse Operations f. Impact of diversity, equity and inclusion in Warehouse Management

Approximate Time In Hours

4.50

Lecture

Outline

12. Automating a Logistics Service Chain a. Framework for Automating the Service Chain b. Implementing a Service Chain for Field and Service Operations c. Delivering a Network Ecosystem d. Regional Electronic Marketplaces to Improve Logistics i. Electronic Logistics Marketplaces

Approximate Time In Hours

4.50

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Compare and contrast e-commerce business strategies and logistics operations.

Lecture

Construct an e-commerce store that applies sales and logistics principals.

Lecture

Analyze the historic origins and the present non- commercial applications of the Internet.

Lecture

List the legal environment of electronic commerce within and across borders and jurisdictions.

Lecture

Evaluate the common costs vs. benefits within e- commerce to formulate a return on investment ratio (ROI).

Lecture

Discuss the origins of, connection between and the key technology concepts behind the internet, e-commerce, and transportation.

Lecture

Analyze the key components of e-commerce business models.

Lecture

Define the primary logistical building blocks that provide the final-mile delivery to e-commerce companies.

Lecture

Examine why e-commerce raises ethical, social, and political issues.

Lecture

Analyze how a diverse, equitable and inclusive company culture affects achieving company customer service goals in E-Commerce companies.

Student Learning Outcomes

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

1. Students will evaluate and assess the e-commerce infrastructure that drives e-commerce sales and integrates logistics operations.

2. Students will successfully demonstrate an understanding of e-commerce marketing strategies that increase revenue.

3. Students will intentionally design and develop an e-commerce store that applies sales and logistics principles.

4. Students will evaluate revenue models for a profitable online business.

Methods of Instruction

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Case studies Class activities Oral presentations

Assignment Examples

Reading Assignments:

Read the chapter on the introduction of supply-chain management from your textbook. Be prepared to create a six-slide presentation on the six main points within the chapter.

Writing Assignments:

In three-to-five paragraphs, explain six reasons why the digital economy needs decision technology within supply-chain management.

Outside-of-Class Assignments:

1. Product & Market Opportunity Analysis

Task:

Students identify a potential product to sell online.

Activity:

Submit a 1–2-page analysis covering:

- Target customer
 - Competitor landscape
 - Market demand indicators
 - Unique value proposition
2. E-Commerce Platform Comparison

Task:

Students compare three platforms (e.g., Shopify, Etsy, Amazon, WooCommerce).

Activity:

Create a comparison chart including:

- Fees and costs
- Ease of use
- Fulfillment options
- Marketing tools
- Scalability

Some assignments require critical thinking:

Analyze the six numbered assertions that appear early in the supply-chain management section of the provided Geoffrion-Krishnan paper.

Pick one of the six assertions and offer an additional piece of supporting evidence such as a reasoned argument or an example of your own discovery.

Pick another assertion and offer a piece of refuting evidence such as a reasoned argument or an example of your own discovery.

Post your responses in the content management system as indicated within the weekly module with the filename assignment4.doc.

Course Materials

Author:

C. John Langley

Title:

Supply Chain Management: A Logistics Perspective

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No

Minimum Qualification

1. Supply Chain Technology

Condition

6a) Accessibility Standards and Revised ADA Title II Regulations – discussion

6b) Using Accessibility-Aligned AI to Move Courses
Toward the Revised ADA Title II – discussion

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Manzoor Ahmad	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Vacant		
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Vacant		
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Gerson Valle	Fall 2025	Spring 2027
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Lynn Chung	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026

Curriculum Committee Meeting Schedule

Curriculum Committee Meeting Schedule 2025-2026		
Date	Time	Location—In Person
1. Sept 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
2. Sept 23, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
3. Oct 14, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
4. Oct 28, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
5. Nov 25, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
6. Dec 9, 2025	2:00 p.m. – 3:30 p.m.	IB1-105
7. Feb 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
8. Mar 10, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
9. Mar 24, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
10. Apr 28, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
11. May 12, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
12. May 26, 2026	2:00 p.m. – 3:30 p.m.	IB1-105
13. Jun 9, 2026	2:00 p.m. – 3:30 p.m.	IB1-105