



College Curriculum Committee

Meeting Agenda Package

March 24, 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 24, 2026
2. Approval of Minutes: March 10, 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
LIBR 110 - Library Research Using the Internet

b) 2-Year CTE Course Review; Revised Course Description; Revised Requisites- Add Course Prerequisites and Non-course Requisites; Revised Course Hours
FTEC 115 - Fire Academy

c) Articulation/Transfer Review; Revise Course Description
ESTU 106 - Introduction to Asian American Studies

d) Conditions of Enrollment/Requisites- Revision
ART 145 - Graphic Design I

e) Course Review: Conditions of Enrollment/Add Prerequisite Course
ENGR 109 - Engineering Mechanics - Statics

f) Course Review: Revised Non-course Prerequisite Requirements; Student Learning Outcomes (SLO) Update
CSCI 101 - Problem Solving and Program Design Using C++

5. Action Items

~~a) New Program—2nd Read~~

~~Social Work and Human Services— A.A. Degree for Transfer (AA-T)~~

b) New Course- 2nd 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.

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College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez

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_x_; Ahmad Manzoor__; Michael VanOverbeck_x_; Stefani Baez_x_; Arneshia Bryant-Horn_x_; Jose Martinez__; Kendahl Radcliffe_x_; Nathan Lopez_x_; Gerson Valle_x_; David McPatchell_x_; Noemi Monterosso_x_; Jesse Mills_x_; Bradfield Conn__; Lynn Chung_x_; Melain McIntosh_x_; Sheri Berger_x_; Maya Medina_x_; Shante Mumford; and Charles Hobbs_x_.

Meeting started at 2:05pm

AGENDA: Victoria M. motioned to approve the agenda. Stefani B. seconded. Unanimously approved.

1. Approval of Agenda: March 10, 2026

Victoria M. motioned to approve the amended minutes. Michael V. seconded. Unanimously approved.

2. Approval of Minutes: February 24, 2026

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

3. Reports and Follow-up Questions from Attendees:

a) Vice President, Academic Affairs o Top to CIP code update. Sent to division chairs, TOP to proposed CIP codes for division feedback. § Important for CTE areas - they are granular in the codes. Problematic because Perkins look at codes for data and a more general code would likely be more beneficial for funding. § Feedback from faculty should be received by faculty chairs before spring break. § End of spring, CIP codes should be locally finished and approved.

b) Curriculum Analyst

c) Articulation Officer Reading and writing assignments need to meet requirements in the COR

d) Distance Education Faculty Coordinator

o Course reports are overdue and needs to be done. Handbook, videos and in-person trainings are available.

o ELumen to Insights transition in progress.

§ Recommendations about the involvement of specific roles be included in this discussion.

e) SLO Coordinator

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

Michael V. motioned to approve consent agenda items 4a-e. David M. seconded.

Unanimously approved.

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

c) Course Review – SLO Update

MATH 180- Precalculus

MATH 270 - Differential Equations with Linear Algebra

d) Standard Course Review – No Proposed Changes

THEA 103 - Theatre Appreciation

FILM 234 - Camera and Lighting

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

f) 2-Year CTE Course Review- Credit by Examination; SLO Update; Distance Education

FTEC 101 - Fire Protection Organization

FTEC 105 - Fire Behavior and Combustion

Michael V. motioned to open 5a. David M. seconded.

5. Action Items

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

Michael V. motioned to approve 5a. Jesse M. seconded. Unanimously approved

Michael V. motioned to open 5b. Noemi M. seconded.

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

Michael V. motioned to close 5b. David M. seconded.

Stefani B. motioned to open 6a-b. Jesse M. seconded.

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.

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

Michael V. motioned to open 7a. David 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).

Michael V. motioned to close 7a. David M. seconded.

Michael V. 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 2:56pm



Course Inactivation – LIBR 110 – Library Research Using The Internet

Justification: Course has not been included on the course schedule since prior to 2011. FACH vote 3/3/2026



2-Year CTE Course Review; Revised Course Description; Revised
Requisites- Add Course Prerequisites and Non-course Requisites;
Revised Course Hours -- FTEC 115 - Fire Academy

Course Information

Course Discipline: FTEC

Course Division: Health and Public Services

Course Number: 115

Full Course Title: Fire Academy

Short Title: Fire Academy

TOP Code: 213350 - Fire Academy

SAM Code: C - Clearly Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status C - Not transferable

Effective Term: Fall 2019

Board of Trustees Approval Date:

2019-08-20

Course Description

This curriculum, based on 2024 state fire training standards, is designed for the student who wishes to prepare for entry-level positions as a firefighter and work toward becoming certified as a firefighter 1, as specified by the California State Fire Marshal's office. Students participate in a 495-hour course of instruction emphasizing basic firefighting skills, such as methods of extinguishing fires, principles of ventilation, techniques of physical rescue, building construction,

fire apparatus, fire equipment maintenance, and knowledge of fire behavior and suppression.
Note: Students must apply through the Health & Public Services Division Office.

Course Standards

Lecture Hours:

162.000

Activity Hours:

0.000

Lab Hours:

324.000

Outside-of-Class Hours:

324.000

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

Lecture Hours:

162.000

Activity Hours:

0.000

Lab Hours:

324.000

Outside-of-Class Hours:

324.000

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

Lecture Units:

9.000

Activity Units:

Lab Units:

6.000

Min/Max Units:

15.000

Total Hours:

486.000

Grading Method:

Letter grade only

Requisites

Prerequisite

Subject FTEC - Fire and Emergency Technology

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

Condition or

Notes

Course completion

Prerequisite

Subject FTEC - Fire and Emergency Technology

Requisite Course FTEC 105 - Fire Behavior and Combustion (Active)3.000 - 3.000

Condition and

Notes

Course completion

Prerequisite

Subject FTEC - Fire and Emergency Technology

Requisite Course FTEC 144 - Emergency Medical Technician (Active)6.500 - 6.500

Notes

EMT should be completed upon the beginning of the Fire Academy.

Other

Non Course Requirements

Possession of a National Registry Card or possession of a valid Emergency Medical Technician (EMT) license as required by the California State Fire Marshal's Office.

Condition and

Other

Non Course Requirements

Pass a firefighter Physical Agility Test (FPAT) ;Candidate Physical Agility Test (CPAT) within the last 6 months as required by the California State Fire Marshal's Office.

Condition and

Other

Non Course Requirements

Pass a physical examination according to the National Fire Protection Association (NFPA)

Condition and

Other

Non Course Requirements

Pass the Biddle exam or Candidate Physical Ability Test

Condition and

Other

Non Course Requirements

Possess a valid California Driver's License

Course Content

Lecture

Outline

INTRODUCTION Orientation Fire Fighter 1 certification process

Approximate Time In Hours

4.00

Lecture

Outline

FIRE FIGHTER SAFETY Health/safety Protective ensemble Self Contained Breathing Apparatus (SCBA) Operating on-scene Responding on apparatus

Approximate Time In Hours

12.00

Lab

Outline

FIRE FIGHTER SAFETY - LAB Physical conditioning Protective ensemble SCBA Operating on-scene
Responding on apparatus

Approximate Time In Hours

28.00

Lecture

Outline

COMMUNICATIONS Operating phones Initiating a response Operating fire department phones

Approximate Time In Hours

2.00

Lab

Outline

COMMUNICATIONS - LAB Operating phones Initiating a response Operating fire department
phones

Approximate Time In Hours

2.00

Lecture

Outline

FIRE TOOLS/EQUIPMENT/FACILITIES Ropes Knots Hand and power tools Tool and facility
maintenance Portable lighting

Approximate Time In Hours

8.00

Lab

Outline

FIRE TOOLS/EQUIPMENT/FACILITIES - LAB Ropes Knots Hand and power tools Tool and facility
maintenance Portable lighting

Approximate Time In Hours

36.00

Lecture

Outline

STRUCTURAL FIRE SUPPRESSION Building construction Fire behavior Fire extinguishers Water
supply Fire hoses Utility control Ground ladders Forcible entry Search and rescue Horizontal
ventilation Structural fire fighting operations Vertical ventilation Property conservation Overhaul
Fire control Flash chamber Hose rolls Hose loading

Approximate Time In Hours

57.00

Lab

Outline

STRUCTURAL FIRE SUPPRESSION - LAB 29 Hours Building construction Fire behavior Fire
extinguishers 24 Hours D. Water supply E. Fire hoses F. Utility control 32 Hours G. Ground ladders
H. Forcible entry I. Search and rescue J. Horizontal ventilation 24 Hours K. Structural fire fighting
operations L. Vertical ventilation M. Property conservation N. Overhaul 24 Hours O. Fire control
P. Flash chamber 24 Hours Q. Hose rolls R. Hose loading

Approximate Time In Hours

151.00

Lecture

Outline

FIRE FIGHTER SURVIVAL Structural fire fighter survival Exiting a hazardous area Initiating a May Day Performing a self rescue Opening a wall Escaping from entanglements Breathing techniques

Approximate Time In Hours

4.00

Lab

Outline

FIRE FIGHTER SURVIVAL - LAB Structural fire fighter survival Exiting a hazardous area Initiating a May Day Performing a self rescue Opening a wall Escaping from entanglements

Approximate Time In Hours

12.00

Lecture

Outline

SUPPRESSION OF FIRE OUTSIDE Exterior fires Passenger vehicle fires

Approximate Time In Hours

5.00

Lab

Outline

SUPPRESSION OF FIRE OUTSIDE - LAB Exterior fires Passenger vehicle fires

Approximate Time In Hours

12.00

Lecture

Outline

WILDLAND FIRE SUPPRESSION Wildland tools/equipment Wildland response Protective equipment Wildland fire behavior Wildland urban interface Conducting patrols Human factors

Approximate Time In Hours

32.00

Lab

Outline

WILDLAND FIRE SUPPRESSION - LAB Wildland tools/equipment Wildland response Protective equipment Wildland fire behavior Wildland urban interface Conducting patrols Human factors

Approximate Time In Hours

2.00

Lecture

Outline

HAZARDOUS MATERIALS/WEAPONS OF MASS DESTRUCTION (WMD) Recognizing hazardous materials/WMD Identifying/analyzing hazardous materials/WMD incidents Emergency decontamination Mitigating a hazardous materials/WMD incident

Approximate Time In Hours

12.00

Lab

Outline

HAZARDOUS MATERIALS/WMD - LAB Recognizing hazardous materials/WMD
Identifying/analyzing hazardous materials/WMD incidents Emergency decontamination
Mitigating a hazardous materials/WMD incident

Approximate Time In Hours

12.00

Lecture

Outline

FIRE SERVICE TRAINING AND EDUCATION PROGRAM (FSTEP) AUTO EXTRICATION Supplemental
restraint systems Safety hazards Vehicle construction Cutting operations Stabilization

Approximate Time In Hours

8.00

Lab

Outline

FSTEP AUTO EXTRICATION - LAB Supplemental restraint systems Safety hazards Vehicle
construction Cutting operations Stabilization

Approximate Time In Hours

8.00

Lecture

Outline

FSTEP FLAMMABLE LIQUID AND GAS FIRES Characteristics of flammable gases and liquids
Hazards of flammable gases and fluids Tactics to utilize on flammable gases and liquids

Approximate Time In Hours

3.00

Lab

Outline

FSTEP FLAMMABLE LIQUID AND GAS FIRES - LAB Characteristics of flammable gases and liquids
Hazards of flammable gases and fluids Tactics to utilize on flammable gases and liquids

Approximate Time In Hours

5.00

Lecture

Outline

FSTEP CONFINED SPACE AWARENESS Occupational Safety and Health Association (OSHA)
regulations Pre-entry procedures Atmospheric monitoring Mitigating the incident

Approximate Time In Hours

7.00

Lecture

Outline

CERTIFICATION TESTING - THEORY Intensive review Individual and group discussion

Approximate Time In Hours

8.00

Lab

Outline

CERTIFICATION TESTING - SKILLS Intensive review Individual and group discussion

Approximate Time In Hours

3.00

Course Objectives

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

Identify the organizational structure within a typical fire service department.

Explain firefighter safety and demonstrate the use of protective equipment.

Compare and contrast the functions and uses of an engine and truck company - nozzles, fittings, hose, ladders, power equipment, and job duties during emergency incidents.

Tie rescue knots and demonstrate their uses.

Identify the components, use and maintenance of fire hose and perform hose evolutions.

Identify basic building construction in relationship to firefighter safety and fire behavior.

Identify types of hydrants and water systems, and their capabilities.

Raise and lower fire ladders.

Utilize a self-contained breathing apparatus.

Perform search and rescue operations.

Combat structure fires.

Combat vehicle fires.

Combat flammable gas and liquid fires.

Use hand held fire extinguishers.

Identify the use and application of various types of fire apparatus.

Identify the conditions, applications, and maintenance of salvage covers.

Perform building ventilation of various types and methods.

Analyze and predict fire behavior.

Extricate victims from automobiles.

Explain the roles and responsibilities of firefighters in the incident command system.

Explain the firefighter's responsibility in a fire investigation.

Identify and perform the duties of a firefighter as the first responder to a hazardous materials incident.

Identify standpipes and sprinkler systems and their applications.

Explain the ten wildland firefighting orders.

Explain the 18 wildland firefighting situations that "shout watchout".

Demonstrate the use of wildland firefighting tools.

Demonstrate progressive hoselays.

Demonstrate mounting and dismounting fire apparatus.

Demonstrate the ability to safely cut a scratch line as a member of a crew.

Perform self-rescue techniques.

Explain the various methods for utility control at emergencies.

Demonstrate the safe operation of hand and power tools.

Demonstrate the various methods to gain entry into structures and properties.

Demonstrate types of cleaning methods for various tools and equipment.

Demonstrate emergency decontamination techniques.

Student Learning Outcomes

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

1. Rescue and operations: Students will perform search and rescue operations, forcible entry, and property conservation, while using mechanical and hand tools.
2. Physical fitness & discipline: During the course of the Academy students will maintain high levels of physical stamina, strength and agility, while exhibiting discipline and teamwork.
3. Fire science and behavior: Students will understand how to analyze fire chemistry, physics, and engineering to improve safety, while also focusing on controlling and extinguishing fires.
4. Fire suppression & tactics: Students will learn how to execute hose Evolutions, ladder operations, vertical/horizontal ventilation, and fire overhaul techniques.
5. Firefighter safety and survival: Students will understand how to don personal protective equipment within 60 seconds. You self-contained, breathing apparatus and demonstrate survival techniques during live-fire training safety and survival students will understand how to Dan personal protective equipment within 60 seconds. You self-contained, breathing apparatus and demonstrate survival techniques during live-fire training.
6. During the course of the Fire Academy, students will typically focus on developing both technical skills and professional competencies needed for effective firefighting and emergency response. The core student learning outcomes for this course include; firefighter survival, fire behavior and suppression, equipment operation and maintenance, incident command, search and rescue, fire prevention and education, and physical fitness.
7. A fire academy is an institution dedicated to providing comprehensive training programs for students who are aspiring to become firefighters or emergency responders.

Methods of Instruction

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Laboratory

Lecture

Multimedia presentations

Role Play

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

Various skills demonstrations and evolutions

Assignment Examples

Reading Assignments:

Students will be issued reading assignments to evaluate their knowledge base in the assigned tasks, hose manipulations, ladder placements, search techniques, and personal safety systems.

Writing Assignments:

Write a report regarding the fire extinguishers, their classifications and effectiveness while extinguishing fires in its incipient phase. Evaluate the effectiveness of each extinguishing agent.

Outside-of-Class Assignments:

Dressed in full personal protective attire, demonstrate to the instructor with 100% accuracy, the ability to don and operate a Self Contained Breathing Apparatus (SCBA) within a one minute time period.

Some assignments require critical thinking:

Prepare and submit a one page written report on the types of fire extinguishing agents available for fire suppression that compares and contrasts the extinguishing agents and their relative effectiveness in the suppression of fire.

Given a structure fire scenario, students in groups of three will demonstrate to the instructor the following: fire attack methods and engine and truck company operations. Choose the attack method which most likely would effectively mitigate the incident.

Course Materials

Author: Frederick Stowell (IFSTA), Committee of subject matter experts

Title: ESSENTIALS OF FIREFIGHTING

Edition: 8th

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

ISBN-13: 9780879397180

Year: 2024

Or Equivalent: No

Author: John Mittendorf

Title: Truck Company Operations

Edition: 2nd Edition

Publisher: Fire Engineering Books

Year: 201

Rationale for older textbook:

Most current manual from Author.

Or Equivalent: No

Author: International Fire Service Training Association (IFSTA), Committee of subject matter experts

Title: Structural firefighting: Truck Company Skills and Tactics

Edition: 2nd

Publisher: Fire Protection Publications (FPP)

Year: 2022

Or Equivalent: No

Author: National Wildfire Coordinating Group (NWC)

Title: FIREFIGHTER TRAINING S-130
Publisher: National Wildfire Coordinating Group (NFES)
Year: 202
Or Equivalent: No
Author: El Camino College
Title: EL CAMINO FIRE ACADEMY MANUAL
Publisher: El Camino College Fire Academy
Year: 2013
Or Equivalent: No
Author: National Wildfire Coordinating Group (NWCG)
Title: INTRODUCTION TO WILDLAND FIRE BEHAVIOR S-190
Publisher: National Wildfire Coordinating Group (NWCG)
Year: 2025
Or Equivalent: No
Author: National Wildfire Coordinating Group (NFES), 2025.
Title: BASIC ICS - ICS for Single Resources and Initial Action Incidents - 1-200
Publisher: National Wildfire Coordinating Group (NWCG), FEMA
Year: 2024
Or Equivalent: No
Other:
Various handouts
Minimum Qualification
1. Fire Technology
Condition



Articulation/Transfer Review; Revise Course Description -- ESTU 106 - Introduction to Asian American Studies

Course Information

Course Discipline: ESTU

Course Division: Social Sciences

Course Number: 106

Full Course Title: Introduction to Asian American Studies

Short Title: Intro to Asian Am Studies

TOP Code: 220300 - Ethnic Studies

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: Summer 2024

Board of Trustees Approval Date:

2024-06-18

Course Description

This introductory course examines Asian Pacific Islander Desi/Americans (APIDA) through Asian American Studies, an interdisciplinary Ethnic Studies field grounded in anti-racism, anti-imperialism, community knowledge, and collective struggle. Students are introduced to key Asian American Studies concepts such as racialization, diaspora/transnationalism, panethnicity, and citizenship/belonging through scholarly readings, primary sources, and visual/cultural texts. Topics include U.S. imperialism in Asia and the Pacific, immigration and citizenship law, labor, media representation, and political agency. The course builds foundational skills for analyzing structural racism, empire, settler colonialism, and decolonization from an Asian American Studies perspective.

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

Introduction of Asian American Studies and Ethnic Studies terminology, theory, history, and research as applied to contemporary perspectives. Review of Asian American Studies terminology, research, history, and literature that analyzes and articulates concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analytic concepts in Asian American scholarship.

Approximate Time In Hours

6.00

Lecture

Outline

Asian American Studies Discipline: Introduce Asian American Studies as a field emerging from the Third World Liberation traditions, key debates such as panethnicity as political formation; model minority as racial project, and core methods such as comparative racialization; interdisciplinary analysis of law, culture, and community knowledge. Introduce core AAS frameworks such as panethnicity, diaspora/transnationalism, comparative racialization and interdisciplinary methods.

Approximate Time In Hours

3.00

Lecture

Outline

U.S. Imperialism in Asia: Brief History of U.S. imperialism in Asia: China, Japan, Hawaii, the Philippines, American Samoa, Guam; the War of 1898/the Insular Cases; WWII/Korean War/ Vietnam War/Bombing of Cambodia. Analyze empire, territorial governance, sovereignty, and militarism as forces shaping racialization, migration, and citizenship. Engage primary sources (e.g., legal/policy texts, wartime discourse, maps/visual archives) to connect empire to incorporation, displacement, and racial meaning.

Approximate Time In Hours

3.00

Lecture

Outline

Immigration/Migration: History and patterns; the Yellow Peril to contemporary economic fears, national laws & quotas: Immigration Act of 1924 and Immigration Act of 1965; settlement patterns; Operation Babylift; adoptions and war brides/ "boat people"; labor migration in plantations and in medical fields such as nurses. Apply Asian American Studies frameworks such as racialization, diaspora, racial capitalism to law, policy, and community formation. Examine primary sources to analyze exclusion, refugee resettlement, and conditional belonging.

Approximate Time In Hours

6.00

Lecture

Outline

Asian American Civil Rights Movement: discuss key historical figures, major ideologies, goals and aims, collaboration with other major civil rights movements, anti-racist action and organization. Situates activism within Ethnic Studies origins, coalition politics, and Third World Liberation traditions. Analyze movement texts to evaluate solidarity, comparative racialization, and political strategy.

Approximate Time In Hours

6.00

Lecture

Outline

6. Healthcare/Psychology: Differing histories of diasporic trauma such as the Cambodian genocide, Vietnamese and Hmong war trauma, disparate healthcare outcomes/compliance and cultural issues, family structures, lived experiences, generational differences, cultural expectations, transnationalism. Use structural racism and health equity frameworks to analyze institutions and community knowledge. Connect intergenerational trauma and

institutional outcomes to war/empire histories and culturally responsive community-based approaches.

Approximate Time In Hours

3.00

Lecture

Outline

Asian American Gender and Sexuality Studies: Intersection of race and sexuality: Rice queens, effeminacy, hypermasculinity, desexualization of men and hypersexualization of women. Apply intersectionality and Asian American feminist/queer frameworks to gendered racialization and sexual racism. Analyze cultural texts and discourse to examine how gender/sexuality shape racial formation and belonging.

Approximate Time In Hours

3.00

Lecture

Outline

Housing and Community: Ethnic enclaves, ethnoburbs, settlement, gentrification, environmental justice. Community building. Restaurants. Culinary cultural appropriation and celebration, education, and wealth. Analyze spatial racialization, place-making, and racial capitalism in community formation and displacement. Use case examples to connect space, economy, and cultural politics.

Approximate Time In Hours

6.00

Lecture

Outline

Media representations: Explore the development of tropes and concepts such as the White gaze, model minority discourse, gendered stereotypes, perpetual foreigners, and post-crisis stereotypes and their effect on popular culture, representation, expression, cultural appropriation, and cultural celebration. Apply Orientalism/white gaze and national security racialization frameworks to assess representation and violence. Practice media/discourse analysis across historical moments to connect representation to policy, surveillance, and interpersonal/collective violence.

Approximate Time In Hours

3.00

Lecture

Outline

Labor: Define exploitation, capitalism, and migratory labor, and apply frameworks such as racial capitalism and labor segmentation to labor, migration, and inequality. Compare historical and contemporary industries, such as railroads, agriculture, and health care work to evaluate mobility, professionalization, and stratification across APIDA communities.

Approximate Time In Hours

6.00

Lecture

Outline

12. Political Agency: Grassroots organization in response to anti-Asian sentiment (#stopasianhate), radicalism, resistance, mainstream political culture, participation, representation. Examine contemporary organizing and community power through

movement and solidarity frameworks. Analyze contemporary campaigns, platforms, and media to evaluate coalition politics, community safety debates, and strategies for power-building.

Approximate Time In Hours

6.00

Lecture

Outline

Citizenship/Alien-nation/ Belonging/ Resistance and Accommodation: Discuss the history of immigration policies in the U.S. and their effects on Asian Americans in areas such as internment and redress; the rise of the conservative Asian; Chinatowns; aliens ineligible for citizenship; the 1964 student riots; assimilation. Analyze citizenship/belonging, legal violence, and “perpetual foreigner” racialization and evaluate resistance and accommodation. Engage legal/policy and community texts to assess conditional belonging and competing political projects (accommodation, reform, radical resistance).

Approximate Time In Hours

3.00

General Education/Transfer

1. Local GE/Graduation Requirements:

- 4 - Social and Behavioral Sciences
- 6 - Ethnic Studies

2. UC TCA:

- UC-B Social and Behavioral Sciences

Course Objectives

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

Lecture

Apply foundational Asian American Studies frameworks such as racialization and racial formation, panethnicity, diaspora/transnationalism, comparative racialization, and racial capitalism to interpret APIDA histories and contemporary social conditions using peer-reviewed Asian American Studies scholarship and course texts.

Lecture

Analyze U.S. empire, militarism, and settler colonialism in Asia and the Pacific (including territorial governance, the War of 1898/Insular Cases, and twentieth-century wars) to explain migration, displacement, incorporation, and the production of racial meaning for APIDA communities.

Lecture

Evaluate immigration, refugee, and citizenship regimes as racial projects (e.g., Immigration Acts of 1924 and 1965; “aliens ineligible for citizenship”; internment and redress) by examining how law and policy produce exclusion, conditional belonging, and “perpetual foreigner” racialization.

Lecture

Differentiate diverse APIDA experiences (including Pacific Islander, East Asian, Southeast Asian, Filipino, and South Asian/Desi communities) by analyzing how colonialism, migration histories, language, religion/spirituality, and class shape distinct community formations and intra-group inequality.

Lecture

Critically examine intersectionality within Asian American Studies by analyzing how race and racism interact with class, gender, sexuality, ability, age, national origin, and immigration status across lived experience, family/community life, and institutional outcomes.

Lecture

Interpret Asian American cultural production and media using Asian American Studies cultural studies frameworks such as Orientalism, the white gaze, model minority discourse, sexual racism (hypersexualization/desexualization), and national security racialization - especially in post-crisis contexts (e.g., 9/11 and COVID-19).

Lecture

Analyze labor and economic life through racial capitalism by evaluating how immigration, legality, and labor markets structure exploitation, mobility, and professionalization across historical and contemporary industries.

Lecture

Analyze housing, place-making, and environmental justice (including ethnic enclaves/ethnoburbs, segregation, gentrification, and community institutions) using spatial racialization and community formation frameworks central to AAS.

Lecture

Evaluate health inequities and diasporic trauma (including war/refugee histories and intergenerational impacts) using structural racism and health equity frameworks, with attention to community knowledge and culturally responsive approaches.

Lecture

Assess political agency, resistance, and solidarity by analyzing Asian American movements and organizing traditions (including coalition politics, civil rights/radical traditions, and contemporary organizing such as #StopAsianHate) in relation to structural and transnational power.

Lecture

Use disciplinary methods in Asian American Studies to produce evidence-based arguments that synthesize peer-reviewed scholarship with primary sources and cultural texts (e.g., law/policy documents, oral histories, community archives, media), demonstrating college-level critical reading, analysis, and citation practices.

Student Learning Outcomes

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

1. Describe and analyze the historical, political, social and cultural turning points in the experiences of Asian Americans in the United States both past and present with an emphasis on self-determination and social justice.
2. Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to the Asian American experience of hierarchy, oppression and/or empowerment in the United States.
3. Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.

Methods of Instruction

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

After reading Andrew Leong's "The Struggle Over Parcel C," write a response that uses two Asian American Studies frameworks from our course (such as political agency/resistance, comparative racialization, environmental racism, spatial racialization/community formation, citizenship/belonging) to explain how Chinatown residents organized against displacement. Describe the key alliances they built, why those relationships mattered to the outcome, and how solidarity across communities strengthened the struggle. Identify one concrete tactic the Coalition used and explain how it shifted power away from institutions and toward community self-determination. Finally reflect on one lesson from the reading that could guide contemporary organizing for justice today.

Writing Assignments:

In a 5–7 page analytical essay, develop a clear thesis that explains how U.S. power shapes racial meaning and lived experience for one APIDA community and how community members respond through resistance, survival, and identity formation. Your analysis should engage course frameworks from Asian American Studies (for example, racialization/racial formation, diaspora/transnationalism, panethnicity, racial capitalism, or citizenship/belonging), and you should situate your case in relation to U.S. empire, militarism, and/or immigration and citizenship regimes. Use evidence from at least one primary source (such as a law or policy document, court case excerpt, organizational statement, oral history, or community archive), two peer-reviewed scholarly journal articles in Asian American Studies or Ethnic Studies, and one visual/cultural text (such as a film/TV episode or scene, news coverage, advertisement, photograph, poster, artwork, or digital media). Integrate and cite all sources using MLA or Chicago format, and include a Works Cited/References page (not counted toward the page total). Essays should be double-spaced, 12-point font, with 1-inch margins.

Outside-of-Class Assignments:

In groups, find examples of stereotypes of the APIDA community in the media (movies, TV, news, social media, etc) and create a collage. Include a short (1-2 pages) accompanying paper explaining why these images were chosen, what the lineage of these stereotypes is

per classroom discussions and readings, and comment on what a “positive” image might be.

Oral presentations (can include recorded video) Find a community organization (does not necessarily have to be in the Los Angeles area) to interview. Present an edited version with a short (1 page) explanation of the organization and with a list of other similar organizations (if possible).

Some assignments require critical thinking:

Research a community based organization to interview that currently works in L.A. County or your community on issues of Asian American civil rights, human rights, immigrant rights, anti-racism, or anti-colonialism. Analyze the interview with at least 3 assigned texts that relate to the mission statement of the organization. Present using evidence on how the assigned readings and Asian American Studies theories from the scholarship relate to the work being done by the organization.

Course Materials

Author: Jean Yu-wen Shen Wu and Thomas C. Chen

Title: Asian American Studies Now

Publisher: Rutgers

Year: 2010

Rationale for older textbook:

Foundational text in the discipline.

Or Equivalent: No

Author: Cathy Schlund-Vials and Viet Thanh Nguyen

Title: Flashpoints for Asian American Studies

Publisher: Fordham

Year: 2017

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Cathy Schlund-Vials, K. Scott Wong, Linda Trinh Vo

Title: Keywords for Asian American Studies

Publisher: NYU Press

Year: 2015

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Shelley Sang-Hee Lee

Title: A New History of Asian America

Publisher: Routledge

Year: 2013

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Mine Okubo

Title: Citizen 13660

Publisher: University of Washington Press

Year: 2014

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Cathy Hong Park

Title: Minor Feelings: An Asian American Reckoning

Publisher: One World

Year: 2021

Or Equivalent: No

Author: Jay Caspian Kang

Title: The Loneliest Americans

Publisher: Crown

Year: 2022

Or Equivalent: No

Author: Erika Lee

Title: The Making of Asian America: A History

Publisher: Simon & Shuster

Year: 2014

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Sharon Lim-Hong

Title: The Very Inside: An Anthology of Writing by Asian and Pacific Islander Lesbian and BiSexual Women

Publisher: Sister Vision

Year: 1998

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Sucheng Chan

Title: Asian Americans: An Interpretive History

Publisher: Tawyne

Year: 1991

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Minimum Qualification

1. Ethnic Studies

Condition

2. Asian American Studies

Condition



Conditions of Enrollment/Requisites – Revision – ART 145 – Graphic Design I

Course Information

Course Discipline: ART

Course Division: Fine Arts, Communication and Humanities

Course Number: 145

Full Course Title: Graphic Design I

Short Title: Graphic Design I

TOP Code: 061460 - Computer Graphics and Digital Imagery

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 2025

Board of Trustees Approval Date:

2025-04-22

Course Description

This course is an introduction to the theory and practice of graphic design. Topics include design theory, design history, branding, compositional layout, typography, and industry best practices. Throughout the course, students will conceptualize and produce original design solutions using Adobe Photoshop, Illustrator, and InDesign.

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 ART - Art

Requisite Course ART 141 - Digital Art Fundamentals (Active)3.000 - 3.000

Condition or

Prerequisite

Subject ART - Art

Requisite Course ART 130 - Two-Dimensional Design I (Active)3.000 - 3.000

Course Content

Lecture

Outline

Hardware and System Software Concepts: A. Opening and closing software programs and files B. Saving, save as, copying and renaming files C. Project folders, naming and organizing files, file extensions D. Removable media, backing up work, saving to hard drive, saving to removable media, and copying files between the two E. Keyboard shortcuts such as Save, Print, Copy, Cut and Paste F. Safely handle and maintain Digital Imaging hardware materials

Approximate Time In Hours

2.00

Lecture

Outline

Elements of graphic design & gestalt principles: Line, shape, value, texture, scale, color, positive/negative space, figure/ground relationships, symmetry, asymmetry, pattern, focal point, balance, unity; similarity, continuation, closure, proximity, figure/ground, and symmetry & order

Approximate Time In Hours

2.00

Lecture

Outline

Create Artwork in Adobe Illustrator: A. Line 1. Using pen tool: create and edit lines and curves 2. Using different stroke colors and weights 3. Creating and combining mechanical, calligraphic, and brushstroke lines in compositions B. Shape 1. Utilizing tools to create open and closed shapes 2. Arranging shapes in overlapping layers using tools to send to back and bring to front, using layers to rearrange overlapping objects 3. Select, move, delete, copy, and combine objects 4. Using transformation tools to scale, rotate, reflect, distort objects 5. Creating complex shapes by modifying and combining simple shapes C. Value, Color, and Fills 1. Filling shapes with solid colors, tints, gradients and patterns 2. Using blends to create highlights, midtones and shadows 3. Defining new spot and process colors, creating custom palettes, loading palettes from palette library D. Organizing the drawing process 1. Using layers, guides, and grid 2. Using templates for tracing E. Typography 1. Specifying and changing font, size, and style of type 2. Creating outlines from type to alter, combine, and create new letterforms. Differences between type and outlines 3. Creating text boxes, type on a path. F. Importing and Exporting Files 1. Importing raster file for use as template and image element. Limitations of working with raster image within a vector program. Identifying Links created between raster file and vector file. 2. Rasterizing and manipulating a vector file in a raster program

Approximate Time In Hours

2.00

Lecture

Outline

Typography: A. Kerning and Leading B. Understanding theories and concepts around typefaces and font families C. The emotional qualities of typefaces D. Hierarchy and laying out type E. Typographic contrast F. Whitespace G. Color and type H. Handlettering

Approximate Time In Hours

4.00

Lecture

Outline

Branding and logo design: 1. Practice interpreting creative project brief 2. Branding design conceptualization 3. Logo mark design 4. Branding color theory 5. Vectorizing artwork 6. Practice designing a suite of identified branded items (business cards, stationary, product stickers, etc.) 7. Printing best practices

Approximate Time In Hours

6.00

Lecture

Outline

Raster Image Processing in Photoshop: A. Scanning 1. Using formulas based on final image output to determine correct resolution when scanning 2. Basic tonal and sharpening corrections on scanned images 3. Altering image size and resolution 4. Scanning line art and full color images B. Image Editing 1. Using selection tools to select portions of images, transforming selections, copying and pasting selections, saving selections 2. Using layers, merging layers, flattening images 3. Using painting and editing tools to manipulate images C. Color 1. Changing color modes from RGB to CMYK and Grayscale 2. Differences in bit depth and their effect on color quality and file size 3. Color limitations of different media (Web, multimedia, print)

Approximate Time In Hours

2.00

Lecture

Outline

Client Management: A. Consultations and interpreting client needs B. Project timelines C. Project management D. Submitting proofs E. Making edits to work F. Final file handoff

Approximate Time In Hours

4.00

Lecture

Outline

Portfolio: A. What is a blog, samples of blogs and portfolio sites B. Setting up the site, creating pages and posts, uploading images and galleries, creating links

Approximate Time In Hours

4.00

Lecture

Outline

Create Artwork in Adobe InDesign: A. Multi-page Layout design B. Using parent designs C. Inserting Images using frames D. Formatting designs for print E. Linking files into document F. Packaging Files G. Digital Publishing

Approximate Time In Hours

4.00

Lecture

Outline

Multipage Digital Publication Design: A. Page hierarchy & layout design B. Design consistency C. Branding a publication D. Interpreting a creative brief E. Mixing typography and photography F. Page rhythm G. Cover design H. Table of content design

Approximate Time In Hours

6.00

Lab

Outline

Create Artwork in Adobe Illustrator: A. Line 1. Using pen tool: create and edit lines and curves 2. Using different stroke colors and weights 3. Creating and combining mechanical, calligraphic, and brushstroke lines in compositions B. Shape 1. Utilizing tools to create open and closed shapes 2. Arranging shapes in overlapping layers using tools to send to back and bring to front, using layers to rearrange overlapping objects 3. Select, move, delete, copy, and combine objects 4. Using transformation tools to scale, rotate, reflect, distort objects 5.

Creating complex shapes by modifying and combining simple shapes C. Value, Color, and Fills 1. Filling shapes with solid colors, tints, gradients and patterns 2. Using blends to create highlights, midtones and shadows 3. Defining new spot and process colors, creating custom palettes, loading palettes from palette library D. Organizing the drawing process 1. Using layers, guides, and grid 2. Using templates for tracing E. Typography 1. Specifying and changing font, size, and style of type 2. Creating outlines from type to alter, combine, and create new letterforms. Differences between type and outlines 3. Creating text boxes, type on a path. F. Importing and Exporting Files 1. Importing raster file for use as template and image element. Limitations of working with raster image within a vector program. Identifying Links created between raster file and vector file. 2. Rasterizing and manipulating a vector file in a raster program

Approximate Time In Hours

4.00

Lab

Outline

Elements of graphic design & gestalt principles: Line, shape, value, texture, scale, color, positive/negative space, figure/ground relationships, symmetry, asymmetry, pattern, focal point, balance, unity; similarity, continuation, closure, proximity, figure/ground, and symmetry & order

Approximate Time In Hours

2.00

Lab

Outline

Typography: A. Kerning and Leading B. Understanding theories and concepts around typefaces and font families C. The emotional qualities of typefaces D. Hierarchy and laying out type E. Typographic contrast F. Whitespace G. Color and type H. Handlettering

Approximate Time In Hours

8.00

Lab

Outline

Branding and logo design: 1. Practice interpreting creative project brief 2. Branding design conceptualization 3. Logo mark design 4. Branding color theory 5. Vectorizing artwork 6. Practice designing a suite of identified branded items (business cards, stationary, product stickers, etc.) 7. Printing best practices

Approximate Time In Hours

10.00

Lab

Outline

Raster Image Processing in Photoshop: A. Scanning 1. Using formulas based on final image output to determine correct resolution when scanning 2. Basic tonal and sharpening corrections on scanned images 3. Altering image size and resolution 4. Scanning line art and full color images B. Image Editing 1. Using selection tools to select portions of images, transforming selections, copying and pasting selections, saving selections 2. Using layers, merging layers, flattening images 3. Using painting and editing tools to manipulate images C. Color 1. Changing color modes from RGB to CMYK and Grayscale 2. Differences in bit

depth and their effect on color quality and file size 3. Color limitations of different media (Web, multimedia, print)

Approximate Time In Hours

4.00

Lab

Outline

Create Artwork in Adobe InDesign: A. Multi-page Layout design B. Using parent designs C. Inserting Images using frames D. Formatting designs for print E. Linking files into document F. Packaging Files G. Digital Publishing

Approximate Time In Hours

6.00

Lab

Outline

Multipage Digital Publication Design: A. Page heirarchy & cayout design B. Design consistency C. Branding a publication D. Interpreting a creative brief E. Mixing typography and photography F. Page rhythm G. Cover design H. Table of content design

Approximate Time In Hours

10.00

Lab

Outline

Client Management: A. Consultations and interpreting client needs B. Project timelines C. Project managment D. Submitting proofs E. Making edits to work F. Final file handoff

Approximate Time In Hours

4.00

Lab

Outline

Portfolio: A. What is a blog, samples of blogs and porfolio sites B. Setting up the site, creating pages and posts, uploading images and galleries, creating links

Approximate Time In Hours

6.00

Course Objectives

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

Lecture

Examine and describe vocabulary specific to graphic design, digital art, branding, typography, production, and printing.

Lecture

Examine and describe contemporary approaches, theory, language, aesthetics and emerging media in graphic design and branding.

Lecture

Identify how the elements and principles of art and design are integrated into the creation and production of original graphics.

Lab

Analyze design briefs to design creative solutions for branded assets and multi-page documents through various digital media input and output methods using vector, raster, and layout software.

Lab

Understand and implement the production process for printed and digital design collateral.

Lab

Utilize class critique to assess, discuss, and inform creative output.

Student Learning Outcomes

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

1. SLO #1 Software Confidence Students will use digital illustration software, digital layout software, and photo manipulation software to design and produce a variety of print and digital design assets.

2. SLO #2 Professional Workflow Students will demonstrate critical thinking and problem-solving skills to plan, design, and create a professional graphic design workflow from concept to execution.

3. SLO #3 Graphic Design Concepts Students will apply graphic design principles in the execution of original print and digital art projects to communicate clearly in visual, verbal, and written forms using techniques appropriate for the intended audience.

4. SLO #4 Graphic Design Teamwork: Students will participate as team members to make collaborative decisions toward shared objectives with civility, interpersonal skills, and professionalism.

Methods of Instruction

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Laboratory

Lecture

Multimedia presentations

Role Play

Simulation

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

Have students read with canonical graphic design texts, such as: William Morris's "The Lesser Arts" (1877), Walter Gropius's "The Principle of Bauhaus Production" (1926), Josef Müller-Brockmann's "Grid and Design Philosophy" (1981). Contemporary readings from diverse perspectives should also be assigned, such as "Provoking Type" by Schessa Garbutt published in *The Black Experience in Design* (2022) and Jennifer Tobias' "life: angel de cora"

in *Extra Bold: a feminist, inclusive, anti-racist nonbinary field guide for graphic designers* (2021).

Depending on the format of the class, have students engage in a discussion either in person or asynchronously on Canvas as a discussion post. Canvas discussion should be about 300-500 words.

Writing Assignments:

Example Writing Assignment

Overview

For this discussion, you will write a 500-700 word response after watching two TEDx videos about typography.

Instructions

1. Watch the two following TEDx videos about typography:

- [The Power of Typography](#)
- [The Importance of Typeface Design](#)

2. In 500-700 words, share your thoughts about the videos. Reflect on the power of type and how both speakers address this topic. Some questions to consider when writing your response:

- How does typography carry power?
- What is the role of a typographer in the broader context of our culture and society?
- What do you think about how Mia Cinelli says that typography can give voice to a place or person no longer with a voice?
- Why do you think typography is associated with stronger economies and trade, as Agyei Archer points out?

Submission

Submit your response to this assignment by **Tuesday at 11:59pm**.

Outside-of-Class Assignments:

At the end of the semester, students will create an online portfolio highlighting the design work they created in the class. Additionally, students will learn best practices for advertising their services to get clients. As such, students will practice writing about their work and their approach as a graphic designer; this writing will be showcased in their portfolios.

Some assignments require critical thinking:

Students will have out of class reading and workshop assignments to practice specific design concepts and techniques discussed in class. Additionally, throughout the course, students will respond to design briefs for imaginary and/or real-world clients articulating

specific visual communication needs. Students will present their final design solutions in critique settings.

SAMPLE DESIGN BRIEFS

1. Branding Project: *A local bakery named "Sarai's Sweets" needs a new suite of branded materials. Using Adobe Illustrator and Photoshop you will design 1) a vector logo, 2) a 3.5" x 2.0" business card (CMYK), 3) a 15"x10" window decal (CMYK), and 4) a 1920px x 1080px landing page (RGB)*

2. Infographic Project: *Compton College needs help creatively showing statistics and data about their school's population in an easy to understand and engaging format. Using Adobe Illustrator, create a 12"x18" printable infographic that brings these statistics and data points to life.*

3. Layout Project: *A local magazine wants to refresh their digital layout. Using Adobe InDesign and Photoshop, design a 12-page digital publication that is 1024 px. by 768 px and in an RGB color space.*

Course Materials

Author: Wayne Collins, Alex Hass, Ken Jeffery, Alan Martin, Roberto Medeiros, Roberto Medeiros

Title: Graphic Design and Print Production Fundamentals

Edition: 2.01

Publisher: Graphic Communications Open Textbook Collective

Year: 2019

Or Equivalent: No

Author: Aaris Sherin

Title: Introduction to Graphic Design: A Guide to Thinking, Process & Style

Edition: 2nd

Publisher: Bloomsbury Visual Arts

ISBN-13: 9781350232242

Year: 2023

Or Equivalent: No

Author: Gavin Ambrose, Paul Harris, Nigel Ball

Title: The Fundamentals of Graphic Design

Edition: 2nd

Publisher: Bloomsbury Visual Arts

ISBN-13: 978-1474269971

Year: 2019

Or Equivalent: No

Author: David Dabner, Sandra Stewart, Abbie Vickress

Title: Graphic Design School: The Principles and Practice of Graphic Design

Edition: 7th

Publisher: Wiley

Year: 2020

Or Equivalent: No

Software

Title: Adobe Photoshop

Edition/Version: CC

Publisher/Manufacturer: Adobe

Title: Adobe Illustrator

Edition/Version: CC

Publisher/Manufacturer: Adobe

Title: Adobe InDesign

Edition/Version: CC

Publisher/Manufacturer: Adobe

Minimum Qualification

1. Art

Condition

2. Multimedia

Condition



Course Review – Conditions of Enrollment/Add Prerequisite Course – ENGR 109 – Engineering Mechanics - Statics

Course Information

Course Discipline: ENGR

Course Division: Science, Technology, Engineering, and Mathematics (STEM)

Course Number: 109

Full Course Title: Engineering Mechanics - Statics

Short Title: Engr Mechanics - Statics

TOP Code: 090100 - Engineering, General (requires Calculus) (Transfer)

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

In this course, students will explore resultants and components of concurrent forces; moments of forces with respect to points and axes; equivalent systems of forces and moments; equilibria of particles and rigid bodies in two and three dimensions; distributed forces; centroids and centers of gravity; analysis of structures; forces in beams; friction moments and products of inertia; and energy methods.

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

Prerequisite

Subject PHYS - Physics

Requisite Course PHYS 101 - Physics for Engineers and Scientists I (Active) 0.000 - 0.000

Condition and

Prerequisite

Subject MATH - Mathematics

Requisite Course MATH 191 - Single Variable Calculus and Analytic Geometry II

(Active) 5.000 - 5.000

Course Content

Lecture

Outline

STATISTICS OF PARTICLES Forces on a Particle. Resultant of Two Forces Addition of Vectors and Resultant of Several Concurrent Forces Resolution Forces into Components Equilibrium of Particles and Newton's First Law Forces in Space

Approximate Time In Hours

6.00

Lecture

Outline

B. RIGID BODIES: EQUIVALENT SYSTEMS OF FORCES 1. External and Internal Forces, Transmissibility 2. Vector Products, Scalar Products, and Mixed Triple Product 3. Moments of Forces and Couples 4. Resolution of a Given Force into a Force and a Couple

Approximate Time In Hours

6.00

Lecture

Outline

C. EQUILIBRIUM OF RIGID BODIES 1. Free Body Diagrams 2. Reactions at Supports and Connections for a Two-Dimensional Structure 3. Equilibrium of a Rigid Body in Two Dimensions 4. Statically Indeterminate Reactions 5. Equilibrium of a Two-Force Body 6. Equilibrium of a Three-Force Body 7. Equilibrium of a Rigid Body in Three Dimensions 8. Reactions at Supports and Connections for a Two-Dimensional Structure

Approximate Time In Hours

7.00

Lecture

Outline

D. DISTRIBUTED FORCES 1. Center of Gravity 2. Centroids of Areas and Lines 3. First Moments of Areas and Lines 4. Composite Plates and Wires 5. Distributed Loads on Beams

Approximate Time In Hours

6.00

Lecture

Outline

E. ANALYSIS OF STRUCTURES 1. Definition of a Truss 2. Simple Trusses 3. Analysis of Trusses by the Method of Joints 4. Analysis of Trusses by the Method of Sections

Approximate Time In Hours

6.00

Lecture

Outline

F. FORCES IN BEAMS 1. Internal Forces in Members 2. Various Types of Loading and Support 3. Shear and Bending Moments in Beams 4. Shear and Bending Moment Diagrams 5. Relations among Load, Shear, and Bending Moment

Approximate Time In Hours

6.00

Lecture

Outline

G. FRICTION 1. The Laws of Dry Friction and the Coefficient of Friction 2. Angles of Friction 3. Problems Involving Dry Friction

Approximate Time In Hours

6.00

Lecture

Outline

H. MOMENTS OF INERTIA 1. Moments of Inertia of Areas 2. Polar Moments of Inertia 3. Radius of Gyration of an Area 4. Parallel-Axis Theorem

Approximate Time In Hours

6.00

Lecture

Outline

I. VIRTUAL WORK 1. Work of Forces 2. Principle of Virtual Work

Approximate Time In Hours

5.00

Course Objectives

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

Lecture

Apply the parallelogram law in the addition and subtraction of concurrent forces.

Lecture

Solve equilibrium problems in two and three dimensions using algebraic and trigonometric methods.

Lecture

Apply the basics of vector algebra to solve equilibrium problems in two and three dimensions.

Lecture

Convert a system of forces and moments to an equivalent system at another point of a body.

Lecture

Determine the resultants of distributed forces and centers of gravity.

Lecture

Analyze forces which occur in structures and trusses where joints are held together by pins.

Lecture

Determine distributed forces, shear forces, and moments in beams; draw diagrams of distributed forces, shear forces, and moments.

Lecture

Solve statics problems involving friction.

Lecture

Solve problems using energy methods.

Student Learning Outcomes

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

1. Solve equilibrium problems in two and three dimensions using algebraic and trigonometric methods.

2. Use diagrams to solve problems, draw diagrams and determine distributed forces, shear forces, and moments in beams

3. Solve equilibrium problems involving frictional force

Methods of Instruction

Discussion

I give a problem to the class and ask them to solve it and after they finished it one of the students explain the problem to the class

Lecture

I use PowerPoint to explain the concept and problem-solving materials

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

Assignment Examples

Reading Assignments:

Students will have regular reading assignments from the textbook covering topics such as the Six Principles of Mechanics, vector mathematics, equivalent force systems, equilibrium of particles and rigid bodies, moments, couples, trusses, frames, machines, centroids, and the center of gravity, among others.

Writing Assignments:

Students will be given written assignments to evaluate their understanding of key concepts and their analytical skills in solving engineering statics problems. These assignments may include short-answer questions, definitions, and problem-solving tasks. The evaluation criteria will focus on three main areas: the correctness of the methodology (for example, using vector analysis to compute unknown forces), clear communication (which involves demonstrating all formulas and presenting each step in a logical sequence), and completeness (which means adhering to standard engineering problem presentation formats).

Outside-of-Class Assignments:

A 160 kg utility pole is used to support at C the end of an electric wire. The tension in the wire is 540 N, and the wire forms an angle of 15° with the horizontal at C. Determine the largest and smallest allowable tensions in the guy cable BD if the magnitude of the couple at A can not exceed 360 N-m. See the diagram. Show all of your work.

Some assignments require critical thinking:

Three loads are applied to a beam as shown. The beam is supported by a roller at A and by a pin at B. Neglecting the weight of the beam, determine the reactions at A and B when $P = 15$ kips. Show all of your work.

Using the method of joints, determine the force in each member of the truss shown. State whether each member is in tension or compression. Show all of your work.

Course Materials

Author: R.C. Hibbeler

Title: Engineering Mechanics: Statics

Edition: 15th

Publisher: Pearson

ISBN-13: 978-0134814971

Year: 2021

Or Equivalent: Yes

Author: By Ferdinand P. Beer, E. Russell Johnston and David Mazurek

Title: Vector Mechanics for Engineers: Statics and Dynamics

Edition: 4th

Publisher: McGraw Hill

ISBN-13: 978-1266712685

Year: 2024

Or Equivalent: Yes

Other:

Graphing or scientific calculator

Minimum Qualification

1. Engineering

Condition



Course Review – Revised Non-course Prerequisite Requirements; Student Learning Outcomes (SLO) Update – CSCI 101 – Problem Solving and Program Design Using C++

Course Information

Course Discipline: CSCI

Course Division: Science, Technology, Engineering, and Mathematics (STEM)

Course Number: 101

Full Course Title: Problem Solving and Program Design Using C++

Short Title: Program Design C++

TOP Code: 070600 - Computer Science (Transfer)

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 2025

Board of Trustees Approval Date:

2025-06-16

Course Description

This course is an introduction to problem-solving and program design using structure, top-down, algorithmic development techniques applied to the solution of numeric and non-numeric problems. Software engineering topics such as analysis, design, implementation, testing of software are discussed.

Course Standards

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

54.000

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:

54.000

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:

1.000

Min/Max Units:

4.000

Total Hours:

108.000

Grading Method:

Letter grade only

Requisites

Other

Non Course Requirements

Prerequisite: Trigonometry with a minimum grade of C or placement by multiple measures

Course Content

Lecture

Outline

Evolution of programming language A. History(first, second, third, and fourth generation language) B. Programming paradigms 0. Machine codes 1. Procedural 2. Object-oriented

Approximate Time In Hours

4.00

Lecture

Outline

Fundamentals of the C++ language A. Basic syntax and semantics of C++ B. Use of the computer and the computer language C. Problem analysis, including the use of algorithms D. Meaning of an algorithm E. Debugging Strategies

Approximate Time In Hours

4.00

Lecture

Outline

Elementary data type, assignment, variable, and operations A. Numerical Data 0. Real 1. Integer B. Character data 0. Char 1. String C. Simple Input and Output

Approximate Time In Hours

5.00

Lecture

Outline

Design with control structures A. Design with decision-making steps: use of if, if-else, nested if, multi-alternative if, and switch statements B. Design with repetitions steps: use of iteration statements

Approximate Time In Hours

9.00

Lecture

Outline

Design with subprograms (block-structured programming style) A. Function with and without parameters/rerum value 0. Variable Scope and Lifetime 1. Binding and Visibility B. Use of control structures in the context of subprograms C. Structured (Functional)

Decomposition

Approximate Time In Hours

12.00

Lecture

Outline

Input/output file manipulations A. Use of text files 0. arrays 1. creating output files

Approximate Time In Hours

6.00

Lecture

Outline

Design with large block of data in main memory A. Use of structured data-types 0. arrays 1. Structures B. Type-Checking C. Operations (such as read, print, search and sort)

Approximate Time In Hours

10.00

Lecture

Outline

Classes and Objects A. Demonstrating design and development B. Use of a use-defined class

Approximate Time In Hours

4.00

Lab

Outline

Fundamentals of the C++ language A. Basic syntax and semantics of C++ B. Use of the computer and the computer language C. Problem analysis, including the use of algorithms D. Meaning of an algorithm E. Debugging Strategies

Approximate Time In Hours

7.00

Lab

Outline

Elementary data type, assignment, variable, and operations A. Numerical Data 0. Real 1.

Integer B. Character data 0. Char 1. String C. Simple Input and Output

Approximate Time In Hours

4.00

Lab

Outline

Design with control structures A. Design with decision-making steps: use of if, if-else, nested if, multi-alternative if, and switch statements B. Design with repetitions steps: use of iteration statements

Approximate Time In Hours

9.00

Lab

Outline

Design with subprograms (block-structured programming style) A. Function with and without parameters/return value 0. Variable Scope and Lifetime 1. Binding and Visibility B.

Use of control structures in the context of subprograms C. Structured (Functional)

Decomposition

Approximate Time In Hours

12.00

Lab

Outline

Input/output file manipulations A. Use of text files 0. arrays 1. creating output files

Approximate Time In Hours

9.00

Lab

Outline

Design with large block of data in main memory A. Use of structured data-types 0. arrays 1. Structures B. Type-Checking C. Operations (such as read, print, search and sort)

Approximate Time In Hours

11.00

Lab

Outline

Classes and Objects A. Demonstrating design and development B. Use of a use-defined class

Approximate Time In Hours

2.00

General Education/Transfer

1. Local GE/Graduation Requirements:

- 2 - Mathematical Concepts and Quantitative Reasoning

2. Transfer and Articulation:

- **C-ID:** COMP 112, COMP 122

Course Objectives

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

Lecture

Utilize problem analysis and design techniques in developing solutions to programming problems, including the use of algorithms. In particular, break programming problems down into chunks, leading to efficient use of top-down design in order to create and implement modular solutions.

Lecture

Represent data utilizing simple numeric and character data types in a program and use them with input-output process of the particular implementation of C++ being used

Lab

Design solutions requiring translation of mathematical and algebraic steps into a C++ program, using appropriate mathematical operators and math library functions of the C++ implementation in use

Lab

Design a programming solution requiring decision-making, using appropriate C++ selection statements such as if-then, if-then-else and switch

Lab

Design programming solutions requiring the use of repeated processes using appropriate C++ iteration statements such as for, while, and do-while loops

Lab

Design, implement and manipulate C++ structure data types in order to store and manipulate data efficiently

Lecture

Design programming solutions requiring the storage and manipulation of large amounts of data (with random access ability during execution cycle), using single and multiple-dimensional arrays, such as numerical, string, char, and structure types.

Lab

Design, implement and manipulate string class data types as objects in order to store string type data

Lab

Implement skills required for reading data from and writing results to text files in C++

Student Learning Outcomes

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

1. Students can analyze problems and develop algorithms using C++ code and pseudocode, which describes an algorithm's logic in plain language.
2. Write C++ code that correctly handles input and output. This includes moving data to and from the screen and text files, as well as using predefined functions from included libraries.
3. Write C++ code that effectively utilizes control structures, including nested control structures. This should encompass conditionals (such as "if"), loops (like "while" and "for"), and user-defined functions (both void and value-returning).

4. Write C++ code that effectively uses basic data structures, such as strings, arrays, and structures (struct).

Methods of Instruction

Laboratory

Design with control structures

Lecture

Input/Output file manipulations

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

Assignment Examples

Reading Assignments:

Students will regularly have scheduled reading assignments that focus on designing, developing, implementing, and testing programs. These assignments will cover key topics, including procedural programming, abstract data types (such as structs and classes), encapsulation, and the use of appropriately scoped variables.

Students will have regular reading assignments designed to help them define functions, use standard conditional and iterative control structures, and perform input/output operations from the console. They will also work with pointers, dynamic memory allocation, and algorithms for manipulating one- and two-dimensional arrays. Additionally, weekly readings from the textbook and other instructional materials will cover topics such as variables and pseudocode.

Students will have regular reading assignments designed to help them understand algorithms and problem-solving. These assignments will cover basic data types, strings, and classes that require a copy constructor, an overloaded assignment operator, and a destructor. Additionally, students will work with STL vectors and iterators, define methods, and apply object-oriented design principles such as encapsulation, inheritance, and polymorphism.

Writing Assignments:

Students will complete written assignments to enhance their understanding and application of topics from the assigned readings. These assignments will require solving both numeric and non-numeric problems using procedural and object-oriented design, as well as control structures with input and output channels. Through these assignments, students will create, test, and debug programs employing appropriate pointers, classes, objects, STL vectors, and STL iterators. They will also work with static and dynamic memory allocation in one- and two-dimensional arrays, including objects with complex data members. At the end of the course, there will be a comprehensive written final exam that assesses students' abilities to effectively develop and write code using the programming concepts covered in class.

Outside-of-Class Assignments:

1. In this assignment, you will write two separate programs, so you must create two projects. Both will do the same thing, but they will use different tools. Both programs will request the user to input a line of text. The program must then analyze the text to determine whether or not it is a palindrome. A palindrome reads the same forwards and backwards while ignoring punctuation and spaces. For example, these are all palindromes:

abba

abcccbba

radar

Dad

Madam, I'm Adam

A man, a plan, a canal, Panama!!!

The letter a is also a palindrome, as is any letter by itself. Finally, using this definition, the empty string is also considered a palindrome. A palindrome is NOT case sensitive. The expression doesn't even need not make any sense, such as with abcccbba.

In the first project, you are restricted to using the "string" library- you may not use "cstring". In the second project, the situation is reversed; you may only use "cstring", not "string". No global variables, global constants or global arrays are allowed. (The one exception is that I will allow a global constant for the maximum size of the array, which I have a set at 50). For both programs, you must create a loop that allows the user to test several expressions until the user chooses to quit. However, it must allow for any kind of user response, such as y, Y, yes, or Yes for the response. Functions are required. One function should test an expression to see if it is a palindrome — it should have the prototypes: `bool isPal(const string&)` and `bool isPal(const char[])`, depending on which program you are doing. You should also have a function that removes punctuation from the expression- how you code this is up to you. I will give suggestions each day in class.

After finishing both programs, compare and contrast the two approaches in a short, but well-written paragraph.

2. The program you will write will calculate the perimeter and area of any arbitrary triangle. The user has to choose from among three ways to give the input, namely
 1. the length of all three sides
 2. the lengths of two sides and the measure of the included angle, or
 3. the measures of two angles and the length of the included side.

Once the user has entered the input, the program should perform the proper operations to calculate the lengths of all three sides of the triangle (a, b, and c), the measures of all three angles (A, B, and C), the perimeter of the triangle, and the area of the triangle. As you see in the diagram, side a lies opposite angle A, side b lies opposite angle B, and side c lies opposite angle C.

You must use functions to implement this program.

Once you have finished, compare the types of inputs offered the user in your program. Which one took the least amount of code to solve? Which one took the greatest amount of code to solve? Write a short paragraph explaining why one approach required more code than the other. Write a second paragraph discussing the strengths and weaknesses inherent in offering user multiple input options.

Some assignments require critical thinking:

Analyze the problem below and develop an algorithm based on your analysis. Convert the algorithm into a menu-driven C++ program that will read the inventory file of a company and present a menu to the user with the options shown below. Create an inventory report. Update the input file before stopping the program.

The menu options should be the following

Menu Items:

1. Order Products

Required Features: If the order quantity is below the minimum required, print an error message and allow the user to quit ordering or change the quantity ordered. Allow as many orders as the user likes to be placed. If the order quantity is larger than the supply on-hand, fill the order for the supply on-hand, set the on-hand to zero and indicate a back order for the remaining amount in the end report. After the user orders the products, print the bill.

2. Display Inventory

Required Features: Print a list of available products, their names and Product IDs.

3. Search for Product Details

Required Features: Given the product ID, print the quantity on hand, the price, and, the minimum order quantity. Prompt the user for Product ID.

4. Add a New Product

Required Features: Prompt the user for the information needed to describe the new product. Automatically supply a Product ID.

5. Remove a Product from Inventory

Required Features: Prompt the user for Product ID.

6. Sort List Based on Product ID
7. Quit

The input file contains information about the products available. The input is from a file (inventory.dat) and the output is to be written to a file (name by the user). A sample input file is provided (and can be downloaded from the class account in the lab) to test your program.

The end report will include the details of items in the inventory in a tabular form. The program calculates the sales of each item, marks for re-ordering those items that have fallen below the re-order amount, and presents the results in a tabular form. The program also calculates and prints the total sales for the day. Finally, the program will update the inventory input file.

Other Requirements:

- You must develop a complete and detailed algorithm.
- You must have a maximum of 50 distinct products.
- You must use an array of strings to store the names of the products. Product names may not exceed 10 characters.
- You must use a two-dimensional array of integers to store the Quantity On-Hand, the Re-Order Quantity, the Minimum Order Quantity, and the Product ID.
- You must use an array of floats to store the price of the products.
- You must have a modular program with many functions. Main will declare the necessary variables and will call the functions to do the work.
- You must prompt the user, when appropriate.
- You must read the input and output file names from the keyboard.
- You must use the following data types:
 - Use int for the Product ID, the Quantity On-Hand, the Re-Order Quantity, and the Minimum Order Quantity.
 - Use float for the Price
 - Use string (maximum 10 characters) for the Product Name.
 - You must not use structures, even if you know how to use them. If you do, you will not get credit for this assignment.

Course Materials

Author: C++ in Embedded Systems: A practical transition from C to modern C++

Title: Amar Mahmutbegović

Edition: 1st

Publisher: Packt Publishing

ISBN-13: 978-1835881149

Year: 2025

Or Equivalent: Yes

Author: Nell Dale, PhD; Chip Weems; Tim Richard

Title: Programming and Problem Solving with C++

Edition: 10th

Publisher: John and Bartlett learning

ISBN-13: 978128415732

Year: 2023

Or Equivalent: Yes

Minimum Qualification

1. Computer Science

Condition

2. Engineering

Condition

3. Mathematics

Condition



New Course – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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 – 2nd 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 value 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

Edition:

12th

Publisher:

Cengage

ISBN-13:

9780357984864

Year:

2025

Or Equivalent:

No

Minimum Qualification

1. Supply Chain Technology

Condition

6a) Proposed changes to title 5: Associate Degree Course Requirements

Please find attached a notice of proposed rulemaking and text from the California Community Colleges, Chancellor's Office titled "Associate Degree Course Requirements." Comments must be received by the Regulations Coordinator prior to 4:00 p.m. **April 19, 2026**. If you have any questions, please contact the regulation coordinator at regcomments@cccco.edu. As stated in the notice, please email any comments to the regulations email account, regcomments@cccco.edu.

The Board of Governors' agenda referenced in the notice will be posted to our website soon. The attached documents will also be available on the Office of General Counsel page of the Chancellor's website at [Office of the General Counsel - Pending Regulatory Action](#).

Thank you.

Regulations Coordinator

Office of General Counsel

California Community Colleges, Chancellor's Office

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