1. How long have you known the student facilitator and in what context?

I have known Camilla for a few months. We met virtually through communication about sponsorship for the Happiness Advantage DeCal due to the fact that instruction had become remote in response to coronavirus concerns.

2. What is the process through which you mentored the development of the syllabus?

This course was developed in Fall 2016 and has been updated throughout the past few years. I have reviewed and approved of the syllabus.

3. What is the academic value of the course (keeping in mind that topics need to engage with scholarly literature or have a substantive creative or technical component)?

This course offers a unique opportunity to explore positive psychology. There is academic value in offering students a platform and location to learn about what they are composed of and a way to train their brains to improve personal happiness. The students engage with scholarly literature in the form of Shawn Achor’s book, *The Happiness Advantage*. Moreover, each student completes 4 challenges calling on the usage of creativity, introspection and the implementing the course material into their daily lives.

4. Have you reviewed the course syllabus to make sure that it adheres to university policies (e.g., policies on the use of illegal substances, policy against intolerance, fees for courses, student activities, etc)? A link for many resources may be found on the Student Learning Center’s Undergraduate Course Facilitator Training and Resources (UCFTR) website: [http://slc.berkeley.edu/resources](http://slc.berkeley.edu/resources).

Yes.

5. What is your plan for supervision over the course of the semester the class is being offered (i.e., plan to meet weekly, observe the class, maintain class records, etc)?

I expect a monthly update, via email, as to how the course is going. I expect to be in contact with Camilla regarding any problems that come up during the course.