Meeting Agenda

I. Opening of Meeting

1. Call to Order:

2. Approval of meeting minutes: August 24, 2015

3. Comments of individual, groups, delegations limited to agenda items
   Public comments are limited to agenda items and shall be no more than five (5) minutes per speaker and twenty (20) minutes per subject unless further time is granted by the Curriculum Committee.

II. Consent Agenda—Action Items

1. Final Approval—New Course Proposals-Second Reading
   None
2. Final Approval—Course Revisions-Second Reading
   None

3. Final Approval—Prerequisite/Co-requisite/ Recommended Preparation Proposals-Second Reading
   None

4. Final Approval—New Program Proposals-Second Reading
   None

5. Final Approval—Program Revisions-Second Reading
   None

6. Final Approval—Procedure Revisions-Second Reading
   None

7. Final Approval—Other Curriculum Changes-Second Reading
   None

8. Final Approval—2yr Career Education Review-Second Reading
   None

9. Final Approval—Honors Addendum Proposals-First and Only Reading
   A. ENGL-203H – Honors Survey of Shakespeare (Revision)
      Catalog inclusion date: 2016-2017
   B. NUTR-101H – Honors Nutrition and Foods (Revision)
      Catalog inclusion date: 2016-2017

10. Final Approval—Distance Education Addendum Proposals-First and Only Reading
    A. ART-125 – Graphic Design: Typography (formerly Typography I) (Revision)
       Hybrid Only
       Catalog inclusion date: 2016-2017
    B. CSIS-119A – ActionScript Programming-Level 1 (Deactivation)
       Both Fully Online and Hybrid Online
       Catalog exclusion date: 2016-2017
    C. MUL-125 – Interactive Motion Media (formerly Scripting for Multimedia) (Deactivation)
       Both Fully Online and Hybrid Online
       Catalog exclusion date: 2016-2017
    D. NUTR-101 – Nutrition and Foods (Revision)
       Both Fully Online and Hybrid Online
       Catalog inclusion date: 2016-2017

11. Final Approval—ECC-First and Only Reading
    None

12. Final Approval—New Curriculum Conceptual Reviews—First and Only Reading
A. AUD-185 – Television Studio Production & Broadcast
B. COMM-160 – Debate and Forensics Activities
C. DIG-090 – Digital Video Design I
D. DIG-091 – Digital Video Design II
E. DIG-092 – Digital Video Editing
F. HIST-117 – History of India
G. PEIC-150 – Intercollegiate Sports: Sand Volleyball (Women)
H. PEIC-150A – Pre-Season Athletics: Sand Volleyball (Women)
I. PEIC-150B – Off-Season Athletics: Sand Volleyball (Women)

13. Final Approval—C-ID Conditional Revisions—First and Only Reading

A. MATH-140 – Introduction to Statistics
   Catalog inclusion date: 2016-2017
B. MUS-212 – Instrumental Chamber Music
   Catalog inclusion date: 2016-2017

III. Open Agenda—Action Items:

1. Conceptual Approval—New Course Proposals-First Reading
   None

2. Conceptual Approval—Course Revisions-First Reading

A. ART-006X – Jewelry I (Deactivation)
   Catalog exclusion date: 2016-2017
B. ART-007X – Jewelry II (Deactivation)
   Catalog exclusion date: 2016-2017
C. ART-013X – Lapidary and the Jewelry Making Process (Deactivation)
   Catalog exclusion date: 2016-2017
D. ART-125 – Graphic Design: Typography (formerly Typography I)
   Catalog inclusion date: 2016-2017
E. CSIS-119A – ActionScript Programming-Level 1 (Deactivation)
   Catalog exclusion date: 2016-2017
F. ECON-014X – Living Skills (Deactivation)
   Catalog exclusion date: 2016-2017
G. ECON-019X – Machine Quilting: Log Cabin (Deactivation)
Catalog exclusion date: 2016-2017

H. ECON-020X – Machine Quilting: Northern Star (Deactivation)
Catalog exclusion date: 2016-2017

I. ENGL-203 – Survey of Shakespeare
Catalog inclusion date: 2016-2017

J. FAM-001X – Family Living & Parenting (Deactivation)
Catalog exclusion date: 2016-2017

K. FASH-001X – Customer Service Retail (Deactivation)
Catalog exclusion date: 2016-2017

L. FIN-001X – Estate Planning – Older Adult (Deactivation)
Catalog exclusion date: 2016-2017

M. FIN-002X – Investments & Securities (Deactivation)
Catalog exclusion date: 2016-2017

N. GERN-003X – How to Be an Effective Volunteer (Deactivation)
Catalog exclusion date: 2016-2017

O. HLTH-002X – Arthritis & Nutrition (Deactivation)
Catalog exclusion date: 2016-2017

P. HLTH-004X – Acupressure (Deactivation)
Catalog exclusion date: 2016-2017

Q. HLTH-006X – Thrive & Survive in the Mental Health (Deactivation)
Catalog exclusion date: 2016-2017

R. HLTH-007X – Training for Human Services Agencies (Deactivation)
Catalog exclusion date: 2016-2017

S. HLTH-008X – Healthier Living for a Happier Heart (Deactivation)
Catalog exclusion date: 2016-2017

T. HLTH-009X – In-Home Respite Care (Deactivation)
Catalog exclusion date: 2016-2017

U. HLTH-010X – Cpr & Emergency First Aid—Adult & infant (Deactivation)
Catalog exclusion date: 2016-2017

V. HLTS-001X – Health Education Series (Deactivation)
Catalog exclusion date: 2016-2017

W. HP-001X – Medical Transcription (Deactivation)
Catalog exclusion date: 2016-2017

X. MDI-001X – Mature Driver Improvement Course (Deactivation)
Y. MUL-125 – Interactive Motion Media (formerly Scripting for Multimedia) (Deactivation)
Catalog exclusion date: 2016-2017

Z. NUTR-101 – Nutrition and Foods
Catalog inclusion date: 2016-2017

3. Conceptual Approval—Prerequisite/Co-requisite/Recommended Preparation Proposals-First Reading

A. ART-125 – Graphic Design: Typography (formerly Typography I)
   Recommended Preparation: ART-120 (Removed)
   Catalog inclusion date: 2016-2017

B. ENGL-203 – Survey of Shakespeare
   Prerequisite: ENGL-101 (Reviewed)
   Catalog inclusion date: 2016-2017

C. NUTR-101 – Nutrition and Foods
   Recommended Preparation: ENGL-092 (Added) or
   Recommended Preparation: ENGL-098 (Added) or
   Recommended Preparation: ESL-098W (Added) and
   Recommended Preparation: MATH-090 (Added) or
   Recommended Preparation: MATH-090B (Added)
   Catalog inclusion date: 2016-2017

4. Conceptual Approval—New Program Proposals-First Reading
   None

5. Conceptual Approval—Program Revisions-First Reading

A. Associate in Arts in Theater Arts: A.A.-T in Theatre Arts for Transfer
   Catalog inclusion date: 2016-2017

B. Certificate in Business/Business Administration: Certificate in Business Administration
   Catalog inclusion date: 2016-2017

C. Associate in Science in Business/Office Administration: A.S. in Office Administration
   Catalog inclusion date: 2016-2017

6. Conceptual Approval—Procedure Revisions-First Reading
   None

7. Conceptual Approval—Other Curriculum Changes-First Reading
   None

8. Conceptual Approval—2yr Career Education Review-First Reading

A. CDE-148 – Supervised Field Experience: Student Teaching (formerly Supervised Field Experience II: Student Teaching)
   Catalog inclusion date: 2016-2017
B. CSIS-115A – Web Development-Level 1
   Catalog inclusion date: 2016-2017

C. CSIS-118B – Computer Organization & Assembly Language
   Catalog inclusion date: 2016-2017

D. CSIS-125A – Web Development-Level 2
   Catalog inclusion date: 2016-2017

E. EMS-120 – Emergency Medical Technician (formerly AH-120 Emergency Medical Technician I)
   Catalog inclusion date: 2016-2017

F. EMS-120B – Emergency Medical Technician Support Course (formerly AH-120B Advanced Emergency Medical Technician)
   Catalog inclusion date: 2016-2017

G. EMS-121 – Emergency Medical Technician (Refresher) (formerly AH-121 Emergency Medical Technician I Basic (Refresher))
   Catalog inclusion date: 2016-2017

H. NET-100 – Network Fundamentals (formerly 100 Local Area Network Design and Switch Management)
   Catalog inclusion date: 2016-2017

   Catalog inclusion date: 2016-2017

J. NET-102 – LAN Switching and Wireless (formerly 102 Wide Area Network Design and Protocol Configuration)
   Catalog inclusion date: 2016-2017

K. NEW-103 – Accessing the WAN
   Catalog inclusion date: 2016-2017

IV. Information/Discussion Items
    1. Stagnant Course Copies in CurricUNET

    2. Department Name Change, Mnemonic Change (CWEE)


V. Adjournment:

Additional information or available background material regarding any Item on the Curriculum Committee agenda may be obtained by contacting the Curriculum Office at curriculum@msjc.edu or (951) 487-3402 prior to the meeting.

The next Curriculum Committee Meeting will be held on September 28, 2015 at 3:30 on CCCConfer.
Mt. San Jacinto College, a California Community College, offers accessible, innovative, comprehensive and quality educational programs and services to diverse, dynamic and growing communities both within and beyond traditional geographic boundaries. We support life-long learning and student success by utilizing proven educational methodologies as determined by collaborative institutional planning and assessment. To meet economic and workforce development needs, MSJC provides students with basic skills, general and career education that lead to transfer, associate degrees and certificates. Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change and enhance the world in which we live.
Organizational Meeting Minutes

I. Opening of Meeting

1. Call to Order: Michelle called the meeting to order at 3:33pm.

2. Introduction of Members:
   Michelle introduced new committee members Adrienne Walker, Librarian, SJC; Del Helms, Distance Ed Coordinator; Rhonda Nishimoto, faculty at large, MVC. Returning members Jeremy Brown who is now Administrative Co-chair and Rich Rowley who is now faculty for Arts, MVC. Welcome back Peter Zografos from leave.

3. Comments of individual, groups, delegations limited to agenda items
   Public comments are limited to agenda items and shall be no more than five (5) minutes per speaker and twenty (20) minutes per subject unless further time is granted by the Curriculum Committee.
II. Organizational Meeting

1. Vice President of Instruction
   Michelle introduced Brandon Moore, who thanked all the members of the committee for their effort and dedication. He said Jeremy Brown will be his representative.

   Michelle briefly went over BPH. Everyone has a printed copy in black and white with the color version on CurricUNET and the curriculum website.

3. Review of Curriculum Committee Operating Procedures
   Michelle explained the operating procedures, which starts on page 34 of the BPH.

4. Review of Curriculum Committee Calendar
   Michelle gave an overview.

5. Update on Curriculum Projects/Work Groups
   A. Reciprocity Work Group
      The work being done so far is almost complete; The work group expects to have a draft of language for the committee and the Academic Senate soon.
   
   B. Class Size Work Group
      The group will get together soon. The deans would like to have the language in the contract and Academic Senate supports the work being done.
   
   C. High Units Work Group
      Academic Senate wants some forward progress, so this group will convene soon.
   
   D. Course Re-numbering
      We need a work group. The Chancellors office is not approving courses 100 and above unless they transfer, so we need to revisit this project which the committee started several years ago.
   
   E. Training Videos
      Michelle worked on these videos a bit over the summer. She will continue as she can.
   
   F. CurricUNET Training
      No more CCCConfer training is available so more in-person trainings are needed. Michelle has identified a few committee members that she has trained to be a trainer since new faculty have to be trained in CurricUNET before becoming a user.
   
   G. Course Outline of Record Listing
      Michelle explained how to find COR list on the Public Drive: N/Public/Committees/Curriculum/Course Outline of Record Listing. This list includes the approved GE area(s) and the status of courses that are out of compliance.
   
   H. Out of Compliance/Going Out of Compliance/Sunset List
      Lists were sent out to all faculty. Michelle explained the purpose and deadlines of each list.
   
   I. ADT/C-ID
      Janet explained the handouts and gave examples. Mandatory ADTs need to be on file. The statewide Academic Senate is in the process of creating CTE courses and degrees that will not
transfer. Course authors need to align curriculum to C-ID descriptor with added information. Any course on an ADT must have C-ID approval. Check for courses online at c-id.net

J. Non-Credit Course
Many of these courses will be coming through. Michelle gave background.

K. Learning Outcomes report/revision approval process
CurricUNET now has an added icon (LO) for a report of Course Learning Outcomes and Department Learning Outcomes. At this time, what is on the report may not be as current as what is in Elumen.

6. Review of Curriculum Process
Michelle went over the flowchart in the Best Practices Handbook page 12, as well as the processes that follow on the next 10 pages.

7. Review of Technical Review Process
Page 214 in BPH has a tech review grid. Michelle explained the grid with an example of a course to demonstrate what pedagogical tech reviewers should be looking for in their review. She reminded tech reviewers to look at the agenda form and verify prerequisites are appropriately validated. Any data mentioned needs backup documentation attached.

8. Review Meeting Protocol
Michelle clarified that everyone needs to sign in for each meeting and state his or her name when motioning. She reminded members to let Tina know when they leave the meeting. She also explained that it is important everyone pay attention because voting is documented.

9. Discussion of Committee Goals
In addition to making progress on the projects discussed in the updates, 2 year form process needs to validate prerequisites. The Academic Senate is putting together an adhoc committee for non-transfer interdisciplinary degrees and needs volunteers, so faculty were encouraged to contact Tami Smith. Faculty participants also volunteered for the Prerequisite subcommittee (Maria Lopez and Rich Rowley), for the High Units work group (Jorge Valdez), and for the Renumbering work group (John Tribelhorn, Dave Parrott and Ron Bowman).

III. Information/Discussion Items
Michelle will be assigning tech reviewers soon. Michelle will send out information with page numbers from BPH.

IV. Adjournment: M – L. Greer, SC – J. Johnson Approved to adjourn at 4:56pm.

Additional information or available background material regarding any Item on the Curriculum Committee agenda may be obtained by contacting the Curriculum Office at curriculum@msjc.edu or (951) 487-3402 prior to the meeting.

The next Curriculum Committee Meeting will be held on September 14, 2015 at 3:30pm at the Menifee Valley Campus, room 814.
support life-long learning and student success by utilizing proven educational methodologies as determined by collaborative institutional planning and assessment. To meet economic and workforce development needs, MSJC provides students with basic skills, general and career education that lead to transfer, associate degrees and certificates. Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change and enhance the world in which we live.
<table>
<thead>
<tr>
<th>Consent Agenda -- Includes Course's Honors, DE, &amp; Prerequisites</th>
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<tr>
<td>Open Agenda -- Includes Course's Prerequisites</td>
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<td>Adjournment</td>
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<tr>
<th>Adrienne Walker</th>
<th>Andrea Hammock</th>
<th>Bertha Barraza</th>
<th>Carlos Tovares</th>
<th>Colleen Saunders</th>
<th>Crystal Anthony</th>
<th>Dave Candelaria</th>
<th>Dave Parrott</th>
<th>Del Helms</th>
<th>Gary Vargas</th>
<th>Janet McCurdy</th>
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N/P=Not Present  
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I. Opening of Meeting

1. Call to Order:

2. Approval of meeting Minutes:

   Comments of individual, groups, delegations limited to agenda items
   Public comments are limited to agenda items and shall be no more than five (5) minutes per
   speaker and twenty (20) minutes per subject unless further time is granted by the Curriculum
   Committee.

II. Consent Agenda – Action Items

1. Final Approval — New Course Proposals-Second Reading
   None

2. Final Approval — Course Revisions-Second Reading
   None

3. Final Approval — Prerequisite/Co-requisite/Advisory Proposals-Second Reading
   None

4. Final Approval — New Program Proposals-Second Reading
   None

5. Final Approval — Program Revisions-Second Reading
   None

6. Final Approval — Procedure Revisions-Second Reading

7. Final Approval — Other Curriculum Changes-Second Reading

8. Final Approval — 2yr Career Education Review-Second Reading
   None

9. Final Approval — Honors Addendum Proposals-First and Only Reading
   A. ENGL - 203H - Honors Survey of Shakespeare (Revision)
      Catalog inclusion date: 2016 - 2017

   B. NUTR - 101H - Honors Nutrition and Foods (Revision)
      Catalog inclusion date: 2016 - 2017
      Attached Files
         • NUTR-101H CCC Approval Letter

10. Final Approval — Distance Education Addendum Proposals-First and Only Reading
    A. ART - 125 - Graphic Design: Typography (formerly Typography I) (Distance Education
       Revision)
       Hybrid Only
       Catalog inclusion date: 2016 - 2017

    B. CSIS - 119A - ActionScript Programming - Level 1 (Distance Education Deactivation)
       Both Fully Online and Hybrid Online
       Catalog inclusion date: 2016 - 2017
C. MUL - 125 - Interactive Motion Media (formerly Scripting for Multimedia) (Distance Education Deactivation)
   Both Fully Online and Hybrid Online
   Catalog inclusion date: 2016 - 2017

D. NUTR - 101 - Nutrition and Foods (Distance Education Revision)
   Both Fully Online and Hybrid Online
   Catalog inclusion date: 2016 - 2017

11. Final Approval — ECC-First and Only Reading
    None

12. Final Approval — New Curriculum Conceptual Reviews-First and Only Reading

13. Final Approval — C-ID Conditional Revisions-First and Only Reading
    A. MATH - 140 - Introduction to Statistics (Revision)
       Catalog inclusion date: 2016 - 2017
       Attached Files
       - Dept Chair & Dean Approvals by Email

    B. MUS - 212 - Instrumental Chamber Music (Revision)
       Catalog inclusion date: 2016 - 2017
       Attached Files
       - Dept Chair & Dean Approvals by Email

III. Open Agenda – Action Items

1. Conceptual Approval — New Course Proposals-First Reading
   None

2. Conceptual Approval — Course Revisions-First Reading
   A. ART - 125 - Graphic Design: Typography (formerly Typography I)
      Catalog inclusion date: 2016 - 2017
   
   B. CSIS - 119A - ActionScript Programming - Level 1 (Deactivation)
      Catalog inclusion date: 2016 - 2017
   
   C. ENGL - 203 - Survey of Shakespeare
      Catalog inclusion date: 2016 - 2017
      Attached Files
      - Grading Plan
   
   D. MUL - 125 - Interactive Motion Media (formerly Scripting for Multimedia)
      (Deactivation)
      Catalog inclusion date: 2016 - 2017
   
   E. NUTR - 101 - Nutrition and Foods
      Catalog inclusion date: 2016 - 2017

3. Conceptual Approval — Prerequisite/Co-requisite/Advisory Proposals-First
Reading

A. ART - 125 - Graphic Design: Typography (formerly Typography I)
   Recommended Preparation: ART 120 (Removed)
   Catalog inclusion date: 2016 - 2017

B. ENGL - 203 - Survey of Shakespeare
   Prerequisite: ENGL 101 (Reviewed)
   Catalog inclusion date: 2016 - 2017
   Attached Files
   - Grading Plan

C. NUTR - 101 - Nutrition and Foods
   Recommended Preparation: ESL 098W (Added) and
   Recommended Preparation: ENGL 092 (Added) or
   Recommended Preparation: ENGL 098 (Added) or
   Recommended Preparation: MATH 090 (Added) or
   Recommended Preparation: MATH 090B (Added)
   Catalog inclusion date: 2016 - 2017

4. Conceptual Approval — New Program Proposals-First Reading
   None

5. Conceptual Approval — Program Revisions-First Reading
   A. Associate in Arts in Theater Arts: A.A.-T in Theatre Arts for Transfer
      Catalog inclusion date: 2016 - 2017
   
   B. Certificate in Business/Business Administration: Business Administration
      Catalog inclusion date: 2016 - 2017
   
   C. Associate in Science in Business/Office Administration: Office Administration
      Catalog inclusion date: 2016 - 2017

6. Conceptual Approval — Procedure Revisions-First Reading

7. Conceptual Approval — Other Curriculum Changes-First Reading

8. Conceptual Approval — 2yr Career Education Review-First Reading
   A. CDE - 148 - Supervised Field Experience: Student Teaching (formerly Supervised Field
      Experience II: Student Teaching) (Revision)
      Catalog inclusion date: 2016 - 2017
   
   B. CSIS - 115A - Web Development - Level 1 (Revision)
      Catalog inclusion date: 2016 - 2017
   
   C. CSIS - 118B - Computer Organization & Assembly Language (Revision)
      Catalog inclusion date: 2016 - 2017
   
   D. CSIS - 125A - Web Development - Level 2 (Revision)
      Catalog inclusion date: 2016 - 2017
   
   E. EMS - 120 - Emergency Medical Technician (formerly AH-120 Emergency Medical
      Technician I) (Revision)
      Catalog inclusion date: 2016 - 2017
      Attached Files
• Age Requirement REMSA
• EMS-120 CCC Approval Letter
• Hemet Fire Contract
• Hemet and Menifee Hospitals
• Murrieta Fire contract
• Rancho Springs and INVRMC hospitals
• Riverside County Regional Hosp.
• Title 22 age requirement

F. EMS - 120B - Emergency Medical Technician Support Course (formerly AH-120B Advanced Emergency Medical Technician) (Revision)
   Catalog inclusion date: 2016 - 2017

G. EMS - 121 - Emergency Medical Technician (Refresher) (formerly AH-121 Emergency Medical Technician I Basic (Refresher)) (Revision)
   Catalog inclusion date: 2016 - 2017

H. NET - 100 - Network Fundamentals (formerly 100 Local Area Network Design and Switch Management) (Revision)
   Catalog inclusion date: 2016 - 2017

I. NET - 101 - Routing Protocols and Concepts (formerly 101 Layer 3 Routing and Router Management) (Revision)
   Catalog inclusion date: 2016 - 2017

J. NET - 102 - LAN Switching and Wireless (formerly 102 Wide Area Network Design and Protocol Configuration) (Revision)
   Catalog inclusion date: 2016 - 2017

K. NET - 103 - Accessing the WAN (Revision)
   Catalog inclusion date: 2016 - 2017

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE Form A1

Submitted by: Jorge Valdez Date: 08/26/2015
Catalog: 2016 - 2017
Proposed Course: MATH 140 - Introduction to Statistics
Proposal Type: C-ID Conditional Approval Revision

This course is part of an Instructional Award in the college catalog

Rationale (if new course)/Rationale and Summary of changes (if revision):
Rationale behind submittal - this is the place to summarize the "what" and the "why". Please be aware that all changes to a course should be described in this rationale. i.e. Update Course Outline of Record to Integrated format, change repeatability to 4, change TOP code from 1103.10 to 1103.99, change to Pass/No Pass Only, course capacity changed from 30 to 33 cross disciplined with BIOL, etc.

Added material to have all material required by CID.
**Relation to Program Review:**
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress").

**Relation to Department Student Learning Outcomes (DLOs): REQUIRED**
For course and award submissions: Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.

This course specifically addresses DLOs 2, 3, and 5 (listed above). Throughout the course students will be using actual data to answer real world questions and make suggestions for further studies. The data will be analyzed using mathematical models and statistical techniques that can be applied to a wide range of problems. Introduction to statistics focuses on developing models that fit real world situations as well as predict outcomes of situations. Students will develop problem-solving and modeling skills throughout the course.

**Mt. San Jacinto College Integrated Course Outline of Record**

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>MATH 140</td>
<td>Introduction to Statistics</td>
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**Units/ Hours**
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Total Units</th>
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<tr>
<td>4.00</td>
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<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Total Hours</th>
</tr>
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<tbody>
<tr>
<td>64.00 - 72.00</td>
<td>64.00 - 72.00</td>
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**Stand Alone:**
Program Applicable

**AA/AS Degree General Ed Breadth Area(s):**
G MATH COMPETENCY

**General Education Justification:**
This course meets area G of the General Education pattern. Throughout the course students will be using actual data to answer real world questions and make suggestions for further studies (GELO 2). The data will be analyzed using mathematical and algebraic models and statistical techniques that can be applied to a wide range of problems (GELO 3). Introduction to statistics focuses on developing models that fit real world situations as well as predict outcomes of situations (GELO 3). Students will develop problem-solving and modeling skills throughout the course (GELO 5).

**Maximum Enrollment:**
40
Maximum Enrollment

Justification:

Grading Method: Letter Grade or P/NP

TOP code: 1701.00

Can be Taken 1 time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is an introduction to the concepts, ideas and applications of probability and statistics. Math 140 covers descriptive statistics, elementary probability, probability distributions, estimation of population parameters, hypothesis testing, correlation, linear regression and ANOVA. Applications will be taken from the fields of business, economics, social sciences, life sciences, engineering and physical sciences.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This is a transferable course in statistics covering descriptive statistics, probability, estimation, hypothesis testing, correlation, linear regression and ANOVA.

Need for the course:
Math 140 is a UC/CSU transferable course which provides students with the basic statistical tools used to conduct quantitative research.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- MATH 096 with a grade of C or better.
- MATH 096B with a grade of C or better.
- MATH 094 with a grade of C or better.
- appropriate assessment score

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

Other Enrollment Criteria:

Learning Objectives:
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Describe and define basic statistical ideas such as sample, population, data, statistic, parameter, measurement, experiment, probability, distribution, random sampling, bias, and the abuses of statistics.
2. Perform descriptive data analysis on collected data including calculation and interpretation of measures of central tendency, measures of variation, measures of position, detection of outliers, and applying the Empirical Rule to bell-shaped data.
3. Create, analyze, and interpret statistical graphs including histograms, dot plots, stem-and-leaf plots, box plots, and scatter plots.
4. Apply probability and counting rules (including addition and multiplication rules) as pertaining to both continuous
random variables and discrete random variables.
5. Compute probabilities using the Normal and Binomial Distributions, compute the mean, variance, and standard deviation of Normal and Binomial Distributions.
6. Compute probabilities using the Central Limit Theorem and demonstrate the ability to interpret sampling distributions of both population proportions and means.
7. Estimate population parameters using both point estimates and confidence interval estimates using both the normal and Student’s t-distribution.
8. Analyze a problem involving hypothesis testing, apply the correct techniques, and come to a conclusion for a claim about population proportion and mean, all this while using appropriate levels of statistical significance, p-values, and determining what would constitute a type I and type II error.
9. Analyze and interpret bivariate data using scatter plots, correlation, and linear regression analysis to determine what would the best prediction would be for a certain value.
10. Analyze categorical data using 2×2 tables and chi-square analysis.
11. Conduct and analyze process data using the techniques of Statistical Process Control.
12. Perform a one way ANOVA test and a two way ANOVA test.
13. Analyze an application in the disciplines business, social sciences, psychology, life sciences, health science, and education, and utilize the correct statistical processes to arrive at a solution.
14. Distinguish among different scales of measurement, standard methods of obtaining data, and identify their advantages and disadvantages.

**Course Content:**
(please number the outline of main topics and subtopics)

A. Introduction to Statistics
   1. Sampling and Experimental Design
   2. Uses and Abuses of Statistics
   3. Types of Data (quantitative, qualitative, discrete, continuous, binary)
   4. Levels/scales of measurement

B. Descriptive Data Analysis
   1. Summarizing data using frequency tables, and statistical graphs
   2. Measures of Central Tendency (mean, median, mode)
   3. Measures of Spread (standard deviation, variance, range, interquartile range)
   4. Distribution of data
   5. The Empirical Rule
   6. Measures of position (quartiles, percentiles)

C. Probability Theory
   1. Fundamentals of probability including definitions, laws, and theorems
   2. Constructing the sample space for an event
   3. The fundamental laws of probability (addition, and multiplication rules)
   4. Independent events, conditional probability, and complements
   5. Concepts of probability distributions including means (expected value), and standard deviation
   6. Simulation of random processes using a random number table or statistical software
   7. The binomial distribution
8. The Poisson distribution

9. The normal distribution and probabilities

10. Sampling distributions of sample statistics (mean, proportion)

11. The Central Limit Theorem

12. Student’s t-distribution

13. The chi-square distribution

D. Statistical Inference: Estimation of Population Parameters

1. Estimation of a population proportion and mean with a confidence interval

2. Estimation of a population proportion and mean with a confidence interval when the standard deviation is known, and when the standard deviation is not known a priori

3. Determination of sample size required for the calculation of a confidence interval

E. Statistical Inference: Hypothesis Testing

1. Introduction to the concepts of hypothesis testing such as null hypothesis, alternative hypothesis, test statistic, p-value, significance level (\( \alpha \)), type I error, type II error, power, and the relationship between type I error, type II error and power

2. Performing hypothesis tests using test statistics, p-values and confidence intervals

3. Testing claims about population proportion and population mean with one population (when the standard deviation is known and unknown). This must include using t-tests when doing the population mean.

4. Testing claims about population proportions and population means that come from two samples. This must include using t-tests when doing a test with two population means.

F. Correlation and Regression

1. Scatterplots and outliers

2. Association, correlation, and the correlation coefficient

3. Simple linear regression, including the coefficient of determination (r²), and residual analysis

G. Categorical Data Analysis

1. Chi-Square goodness of fit test

2. Chi-Square test for independence

H. Analysis of Variance

1. Analysis of Variance
   a. One-Way ANOVA
   b. Two-Way ANOVA

I. Use of technology: The use of technology such as SPSS, EXCEL, Minitab is required for this course. Most of the computations must be done using such programs.
J. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education must be done throughout this course.

K. Additional Topics (at least one of the following)

1. Non-parametric analysis
   a. Sign test
   b. Wilcoxon signed-rank and rank sum tests
   c. Kruskal-Wallis test
   d. Rank correlation
   e. Tests for randomness

2. Statistical Process Control
   a. Run/control charts
   b. R charts
   c. X-bar charts
   d. Control charts for attributes

Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method: Lecture and demonstration**
  Integration: Modeling solutions to exercises like those assigned for homework applies definitions and theory to real-life problems. This develops statistical problem-solving skills, such as computations of descriptive data, and increases comprehension of the entire course content, specifically the normal and Poisson distributions, as well as laying the foundation for individual research and utilization of statistical literature.

- **Method: Discussion**
  Integration: Discussion of the probability and counting rules will reinforce student comprehension of this material.

- **Method: Individual practice**
  Integration: Working exercises individually, such as those that require analysis and interpretation of bivariate data, will synthesize class concepts and the practical use of probabilistic/statistical models and techniques.

- **Method: Multimedia demonstrations**
  Integration: Multimedia demonstrations will promote the ability of students to think critically as they estimate population parameters.

- **Method: Hands-on computer activities**
  Integration: Utilizing statistical software (Minitab, SAS, S-Plus) and presenting Web sites (Rice University Virtual Laboratory in Statistics, Data Set and Story Library –DASL, The Online Statistics Encyclopedia, The American Statistical Association) will promote the use of probabilistic and statistical models in application, the recognition of the proper interpretation of statistical results, and the development of a dynamic understanding of topics such as the central limit theorem, and confidence intervals.

- **Method: Activity**
  Integration: Group activities will include paired/small group quizzing, probability experiments and data set analysis. Working with other students simultaneously will assist in the ability to conduct and interpret ANOVA.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method: Class Participation**
  Integration: Class participation will include oral and written responses that evaluate student's ability to explain
the process used in solving quantitative, qualitative, discrete, continuous and binary data sets (no more than 10% of the grade).

- **Method:** Assignments  
  **Integration:** Assignments will measure the student's ability to utilize hypothesis testing (Assignments and quizzes can be no more than 15% of the grade).

- **Method:** Projects  
  **Integration:** Completion and presentation of an application of non-parametric analysis will increase the ability of students to utilize this concept (no more than 15% of the grade). (NOTE: This is optional and may not replace the final exam.)

- **Method:** Quizzes  
  **Integration:** Quizzes will measure the ability of students to analyze categorical data (Assignments and quizzes can be no more than 15% of the grade).

- **Method:** Exams/Tests  
  **Integration:** At least three written exams will be given, each of which combines objective questions of important concepts to evaluate the students' problem solving abilities and techniques, and utilizes written responses to measure their abilities and skills. Exams shall cover the material previously covered in quizzes and assignments and discussed in class (may account for 40%-80% of the grade).

- **Method:** Final Exam  
  **Integration:** A comprehensive written final exam, given at the end of the course will cover the material previously tested and discussed in class (must account for at least 20%, but not more than 50%, of the grade).

### Examples of Assignments:

**Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:**

**Problem 1:** Classify each of the following measurements as nominal, ordinal, interval, ratio.
   a) A person's weight in pounds  
   b) Cola preference

**Problem 2:** Explain the difference between a Discrete variable and a Continuous variable.

**Problem 3:** Suppose that Carmen conducts a survey of MSJC student attitudes towards Governor of California. The student collects surveys in the library from 11am to 1 pm 3 days per week, and offers students a free chocolate bar for completing the survey. Comment on at least two possible sources of bias in this survey.

**Problem 4:** Find the Mean, Median and Mode of the following data set:
   2.5, 10.6, 3.1, 1.4, 9.9, 22.7

**Problem 5:** Compare and contrast the Mean, Median, and Mode as measures of central tendency.

**Problem 6:** In a shipment of DVD players it is found that 305 of them are in working condition and 20 of them are not. What is the probability of selecting a defective DVD player?

**Problem 7:** Suppose that you draw two cards from a standard deck of 52 playing cards. Compute the following probabilities:
   a) \( P(\text{Heart}) \)  
   b) \( P(7 \text{ or Club}) \)  
   c) \( P(7 \text{ of diamonds and K of hearts}) \)

**Problem 8:** What two conditions must a discrete probability distribution meet? For the following probability distribution fill in the missing probability, and then calculate its mean and standard dev.

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<thead>
<tr>
<th>x</th>
<th>P(x)</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>4</td>
<td></td>
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</tbody>
</table>

**Problem 9:** Suppose you play a game in which winning $100 has probability 0.09 and losing $1 has probability 0.91. What is the expected value of this game? Is this game considered fair? Recall that a fair game is one with an expectation of 0.

**Problem 10:** An airline claims an “On-Time” rating of 80%. If this means that 80% of their flights arrive at the scheduled time, then calculate the following probabilities for the next 10 flights landing at LAX:
   a) The probability that exactly 6 planes arrive on time  
   b) The probability that at least 7 planes arrive on time

**Problem 11:** Suppose it is known that women's heights follow a normal distribution with a mean of 64.3 in and a standard deviation of 6.2 in. Calculate the following probabilities:
   a) The probability of randomly selecting a woman who is taller than 69.0 in  
   b) The probability of randomly selecting a woman between 62.5 and 66.1 in

**Problem 12:** During the crash testing of 12 identical cars, it is found that the average repair cost is $4125 with a standard deviation of $2276. Find the 95% confidence interval estimate of the population mean repair cost.

**Problem 13:** Define the following terms:
a) Null Hypothesis
b) Significance Level
c) p-value

Problem 16: In a sample of 36 soda cans it is found that the mean volume in the cans is 12.10 oz and the standard deviation is 0.10 oz. Use these statistics to test the claim made by the line manager that the mean volume in the soda cans is greater than 12 oz. Use $p = 0.01$.

Problem 17: In a survey of 500 students aged 12 to 18, it is found that 81% either smoke or have tried smoking. Test the claim that the proportion of students who smoke or tried smoking is equal to 3/4. Use $p = 0.05$.

Problem 18: For the following bivariate data set calculate the linear correlation coefficient and use a significance level of 0.05 to determine if there is significant linear correlation between the two variables.

<table>
<thead>
<tr>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
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<td>3</td>
<td>5</td>
<td>4</td>
<td>15</td>
<td>11</td>
</tr>
</tbody>
</table>

Textbooks:

- 30 – 40 Minitab Software licenses in order to support the statistical computation component of Math 140.

Minimum Qualification

- Mathematics (Masters Required)

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

COURSE

Form A1

Submitted by: John Tribelhorn Date: 08/25/2015

Catalog: 2016 - 2017

Proposed Course: MUS 212 - Instrumental Chamber Music

Proposal Type: C-ID Conditional Approval Revision

This course is part of an Instructional Award in the college catalog

Rationale (if new course)/Rationale and Summary of changes (if revision):

Rationale behind submittal - this is the place to summarize the "what" and the "why". Please be aware that all changes to a course should be described in this rationale, i.e. Update Course Outline of Record to Integrated format, change repeatability to 4, change TOP code from 1103.10 to 1103.99, change to Pass/No Pass Only, course capacity changed from 30 to 33, cross disciplined with BIOL, etc.

Content and Objectives revised to better show this is a conducted ensemble.

Relation to Program Review:

Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

MUS 212 is one of the options in the AA-T Music degree for the major conducted ensemble requirement. Depending on a student's instrument, MUS 212 may be the only option for completing this requirement.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

For course and award submissions: Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s "currently in progress" or any similar language.

This course is a performing ensemble that builds performance skills in instrumental music. Repertoire rehearsed and performed by the ensemble is diverse and students discuss and explore the differences in compositions from different periods in history and in different countries. The ensemble enriches the community by performing regularly on- and off-campus as opportunities arise. Essential to being able to effectively perform chamber works is understanding how these works function in terms of music's fundamental elements. As this is a performance class, performance-oriented careers are most often explored, though exploration and discussion of careers in music education, composition and musicology are also included.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. John Tribelhorn 08/25/2015 (Submitter)
2. (SJC Department Chair)
3. (MVC Department Chair)
4. (SJC Instructional Dean)
5. (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog))

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**Mt. San Jacinto College**
**Integrated Course Outline of Record**

| Submitted by: | John Tribelhorn | Date: | 09/09/2015 |

<table>
<thead>
<tr>
<th><strong>Department</strong></th>
<th><strong>Subject</strong></th>
<th><strong>Course Number</strong></th>
<th><strong>Title</strong></th>
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<tbody>
<tr>
<td>Music</td>
<td>Music MUS</td>
<td>212</td>
<td>Instrumental Chamber Music</td>
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</tbody>
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**Units/ Hours**

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th><strong>Lab Units</strong></th>
<th><strong>Total Units</strong></th>
</tr>
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<tbody>
<tr>
<td>1.00</td>
<td>1.00</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Lab Hours</strong></th>
<th><strong>Total Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

**Stand Alone:**

Program Applicable

**AA/ AS Degree General Ed Breadth Area(s):**

- none -

**General Education Justification:**

**Maximum Enrollment:** 20

Course requires significant individualized instruction or assessment – check all that apply:

* Course relies on small group dynamics as a means of instruction or assessment.

Justification: Chamber music is, by definition, played by small ensembles with a single player on each part. While some pieces might be led by a conductor, student learning and success in this course relies on each student being given the responsibility to balance their unique part with those of a small group of peers.

**Grading Method:**

Letter Grade or P/NP

**TOP code:**

1004.00

**Can be Taken**

4 time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course
Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is an instrumental music ensemble that performs selections from the standard classical repertoire, as well as modern compositions. Students develop all aspects of instrumental performance including technique, sight-reading, intonation, rhythmic interpretation, ensemble balance, and stylistic interpretation. Musical instruments may include members of the brass, woodwind, string, percussion, and keyboard families.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is a small instrumental music ensemble that rehearses and performs Western art music.

Need for the course:
This course fulfills the ensemble requirement in the A.A.-T in Music degree. For students whose primary instrument is not appropriate for the jazz ensemble, or wish to transfer to a 4-year institution with a concentration in classical instrumental music, MUS 212 is the only way to satisfy this degree requirement.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- Demonstrate proficiency on a musical instrument by audition and/or interview

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

- none-

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- none-

Other Enrollment Criteria:
- none-

Learning Objectives:
(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Demonstrate improvement of technique on their instrument.
2. Demonstrate improvement of music reading skills.
3. Examine stylistic features appropriate to particular periods and/or composers and apply such points of style to their performance.
4. Develop proper performance behavior and etiquette.
5. Evaluate the quality of performance based on specific aspects of music-making such as intonation, rhythmic accuracy, use of dynamics, overall blend of the ensemble, articulation, balance, tone, and style.
6. Reflect in their performance the conductor's gestures and instructions.

Course Content:
(please number the outline of main topics and subtopics)

Lab units only

Lab Content:
(please number the outline of main topics and subtopics)

A. Rehearsal technique and practices

1. Professionalism, preparedness and etiquette
2. Listening across a section and across the ensemble, especially across larger ensembles
3. Responding to a conductor's gestures and instructions
### B. Rhythm

1. Accurate reading and performance of rhythm and articulation
2. Playing together as a section and as an ensemble
3. Following a conductor's gestures
4. Applying period performance practices

### C. Pitch and intonation

1. Good tone production
2. Accurate reading and performance of pitch
3. Tuning pitches and harmonies to produce a good blend as a section and as an ensemble

### D. Expression

1. Accurate reading and performance of expressive markings
2. Following a conductor's gestures and instructions
3. Balancing dynamics to produce a good blend
4. Applying period performance practices

### E. Rehearsal and performance of compositions from a wide variety of stylistic and historical periods, for example:

1. Baroque
2. Classical
3. Early Romantic
4. Late Romantic
5. 20th and 21st Century

### F. Observation and discussion of audio and video recordings of professional musicians in large and small ensemble settings

### G. Performance etiquette and expectations

1. Appropriate dress
2. Behavior on stage
3. Audience education and interaction, such as through program notes or introduction of compositions

---

**Methods of Instruction:**

Methods of instruction may include, but are not limited to the following:

- **Method: Rehearsal**
  - **Integration:** Rehearsal is group practice of musical works, led by a conductor, to develop instrumental technique and musical sensitivity throughout the semester.

- **Method: Sight-reading**
Integration: Sight-reading skills are developed by regularly introducing new music.

- Method: Lecture
  Integration: Lectures are presented by the instructor on historical or stylistic points relevant to the music being performed.

- Method: Observation and Demonstration
  Integration: Instructor and/or students demonstrate proper performance practice in class, for the purposes of observing and developing skills necessary to perform the assigned compositions.

- Method: Critique
  Integration: Individual student performances are critiqued and evaluated by peers with respect to accuracy of pitch, accuracy of rhythm, and overall musicality.

- Method: Audio/Video Listening/Viewing and Discussion
  Integration: Students listen to and/or view audio and video recordings of professional musicians. The instructor leads a discussion on ways to integrate aspects of professional performance into student performances.

**Methods of Evaluation:**

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- Method: Class Participation
  Integration: Class participation is evaluated on the student's ability to contribute to a productive rehearsal by applying proper performance behavior and etiquette.

- Method: Self-Evaluation
  Integration: Self-evaluations consist of practice journals, kept by the student, that evaluate the quality of the student's performance, keep track of goals, and document their improvement throughout the course.

- Method: Exams/Tests
  Integration: Exams consist of students playing excerpts of the ensemble's repertoire alone for the instructor and are evaluated on intonation, rhythmic accuracy, use of dynamics, articulation, tone, and style.

- Method: Other
  Integration: The instructor will record remarks about specific aspects of each student's playing level both at the beginning and the end of the term. The student's improvement on their instrument will be assessed based on these records.

- Method: Research Projects
  Integration: Research projects consist of program note for a composition from the repertoire that explores the stylistic features and historical importance of the work. The student's program note is evaluated on historical and stylistic accuracy and ability to summarize the most essential aspects of the composition for a non-musician reader.

- Method: Final Performance
  Integration: A final performance is given, which is open to the public. The quality of students' performance is evaluated by the instructor.

**Examples of Assignments:**

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Keep a practice journal throughout the term to evaluate your progress. After each class meeting, write goals for your improvement using each of the following criteria: accuracy of notes and rhythms, intonation, dynamics, articulation, tone. Write specific passages of pieces the ensemble rehearsed that need particular attention (for instance, "Debussy, measures 1-8"). Every day, begin your practice with warm-ups and technical exercises including long tones and scales. Next, play and repeat the passages you noted after the ensemble rehearsal. When you hear and feel significant improvement in every passage of a piece of music, play the piece from beginning to end. Repeat the piece, incorporating the improvements to the passages you practiced. Repeat this process with the other pieces in the ensemble's repertoire. Throughout the week, work for daily improvement and long-term consistency in each of the criteria listed above.

B. Performance Analysis - Find a professional audio recording of Ludwig van Beethoven's "Quintet for Piano and Winds." Listen to the recording carefully, and record observations on the form supplied by the instructor. Possible criteria for discussion include: Instrumentation, Compositional elements (rhythm, tonality, melodic character, style, mood), Performance elements (intonation, rhythmic accuracy, use of dynamics, overall blend of the ensemble, articulation, balance, tone, and style); Other (discuss aspects of performance that stood out, professionalism...
of the ensemble, make judgments about technique of particular musicians).

C. Concert report - Attend a performance given by professional musicians and write observations about that event. The report should be double-spaced, no less than two pages, no more than three pages. Your introduction should describe the ensemble, the instrumentation, and the setting. In the body of the report, discuss three full-length pieces, or all movements of a major work. Describe the musical work along with elements of its composition (rhythm, melody, harmony, timbre, texture, dynamics, form). Record detailed observations about the technique and performance practice of the musicians. The last section of the report should be a summary of your observations. Make connections between this performance and others you have witnessed of the same or other works. Make educated judgments about the performance (i.e. What particular aspects caused the performance to be impressive or disappointing? If you list negative aspects of the performance, how might the performers improve upon their performance?) Please submit a program with your report, signed by one or more members of the performing ensemble.

D. Program Note - Choose a piece from the literature being performed in class. Research the work and the composer. Summarize your research in a program note that explores the stylistic features and historical importance of the work. Be sure to write your program note using language that can be understood by non-musician audience members.

Textbooks:

- Sheet music and handouts provided by instructor.

Minimum Qualification

- Music (Masters Required)

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

COURSE

Submitted by: Jason Bader
Date: 02/10/2015

Catalog: 2016 - 2017

Proposed Course: ART 125 - Graphic Design: Typography

Proposal Type: Course Revision Proposal

This course is part of an Instructional Award in the college catalog

Rationale (if new course)/Rationale and Summary of changes (if revision):

I am updating the course title in order to make it clear that this falls under Graphic Design. It seems that students who want to study Graphic Design, don't know what typography is until later when they should be taking the course sooner. The course is going to have a hefty update since the curriculum process has changed and we have integrated SLOs etc.

Relation to Program Review:

Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

Updating course review date for program review compliance.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

For course and award submissions: Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.
Demonstrate problem solving skills in the process of producing art: This course asks for students to show the use of lettering in order to display emotion or feelings. Demonstrate a general awareness of artistic cultures and styles: The epistemology of type is studied from the perspective of communications starting with the Egyptians, the Romans, the Europeans until the globalization of digital technology. Demonstrate the use of appropriate terminology in evaluating art and design: Design Terms and type anatomy are studied. Develop a progression of works that demonstrate their creative style, technical skill, and personal approach to subject and media: At least two projects given should be portfolio type projects.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Jason Bader 02/10/2015 (Submitter)
2. Eileen Doktorski 05/11/2015 (SJC Department Chair)
3. Jason Bader 05/11/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Richard Rowley 05/12/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Course Proposal Impact

ART 125 Graphic Design: Typography

**Course Revision Proposal**

Jason Bader

Plan A

Requisite Courses

1. ART-223 Graphic Design II *Active*

Honors Courses

Cross Listed Courses

Awards

1. ART - A.A.-T in Studio Arts for Transfer - Associate in Arts (Active)
2. ART - Art - Associate in Arts (Active) (Elective)
3. ART - Art - Associate in Arts (Historical) (Elective)
4. ART/VC - Graphic Design - Employment Concentration (Active) (Required)
5. ART/VC - Graphic Design - Employment Concentration (Historical) (Required)
6. ART/VC - Graphic Design - Employment Concentration (Historical) (Required)
7. ART/VC - Visual Communication - Associate in Arts (Active) (Elective)
8. ART/VC - Visual Communication - Associate in Arts (Historical) (Elective)

9. IDS - Liberal Arts: Arts, Humanities & Communications Emphasis - Associate in Arts (Active)

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
B. Transfers to CSU
As elective and major prep.

Mt. San Jacinto College
Integrated Course Outline of Record

| Form B |
| Submitted by: Jason Bader | Date: 09/09/2015 |

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
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<th>Title</th>
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<tbody>
<tr>
<td>Art</td>
<td>Art ART</td>
<td>125</td>
<td>Graphic Design: Typography (formerly Typography I)</td>
</tr>
</tbody>
</table>

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Lab Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>1.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.00 - 36.00</td>
<td>48.00 - 54.00</td>
<td>80.00 - 90.00</td>
</tr>
</tbody>
</table>

Stand Alone:
Program Applicable

AA/AS Degree General Ed Breadth Area(s):
-none-

General Education Justification:

Maximum Enrollment:
24

Maximum Enrollment Justification:
Justification: In this course multiple project critiques will take place. Twenty-four students is the maximum amount of time to give each student ten minutes per critique on their projects for the time in the classroom. In order to show practices at other college campuses, here are the cap for Graphic Design classes at the different schools: Cal Poly Pomona - 24 Orange Coast College - 20 UCR - 18 I believe even twenty-four can be too many students for a cap but it is doable and at the maximum based upon time and practices at other campuses.
Grading Method: Letter Grade or P/NP

TOP code: 1030.00

Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description: (Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).
This course covers the creative use and epistemology of letterforms. In studio work, lettering is explored as a design form through both functional and experimental use in design compositions, page layout and fine arts. Class projects are oriented towards development of knowledge in typographical theories and practice.

Schedule Description: (Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).
This course covers theory and practice in lettering. Both mechanical and digital design forms are created through practical and experimental applications.

Need for the course:
Needed for Visual Communication AA and Graphic Design Certificate, also needed for prerequisite to other courses. Transferable.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

Other Enrollment Criteria:

Learning Objectives:
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:
1. Create projects that show skill in technical lettering or beautiful writing; lettering for layout and reproduction
2. Assemble letters that use visual analysis in determining effective spacing, color, weight, and grouping
3. Analyze the epistemology of the letterform through historical uses of communication in various societies and time periods.
4. Compare and effectively use important type families
5. Demonstrate an appreciation of typography as a design element
6. Design abstract forms using type for visual aesthetic.
7. Use page layout software to produce camera-ready type and page layout
8. Appraise and assess their own and others’ projects for visual effectiveness and the utilization of skills

Course Content:
(please number the outline of main topics and subtopics)

A. Historical development of lettering

1. Logograms
2. Roman Lettering
3. Illuminated Manuscripts
4. Printing
5. Lithography
6. Digital

B. Anatomy of letters (upper and lower case)
   1. Serif
   2. Bowl
   3. Capheight
   4. Baseline
   5. X-height
   6. Stress
   7. Accenders and Decenders

C. Principles of lettering design
   1. Spacing
      a. Tracking and Kerning
      b. Leading
      c. em space
   2. Weight, relationships and consistency
      a. Bold
      b. Oblique
      c. Italics
      d. Condensed
      e. book
   3. Proportional groupings of individual letters
      a. Body Copy
      b. Headlines
      c. Grid Use

D. Classifications of letters and type
   1. Black Letter
   2. Old Style
3. Transitional
4. Modern
5. Script
6. Decorative

E. Rendering of Type
   1. Scaling
   2. Direction
   3. Position
   4. Spacing

F. Grid Systems
   1. Alignment of elements
   2. Margins
   3. Gutters

G. Book and/or Magazine layout
   1. Paragraph Rules
   2. Chapter/Section Uniformity
   3. Pagination
   4. Headers

Lab Content:
(please number the outline of main topics and subtopics)

A. Digital vs. Print for body copy
   1. Leading
   2. Tracking and Kerning
   3. Point Size
   4. Font styles

B. Use of Type for Image Creation
   1. Creating a Value Scale
   2. Creating an image from TypeForms

C. Development of a Font
   1. Use of type anatomy to create a Upper and Lowercase set
2. Importation of vector art into font generation software

D. Use of Type in Experimental Compositions

1. Paragraphs
2. Action words through type placement
3. Type Compositions through feeling

E. Practical use of display typefaces

F. Document Layout

1. implementing the grid
2. type and paragraph rules

G. Poster

1. Functional use of Type in a Graphic Layout
   a. Promotion
   b. Information
   c. Persuasion

2. Printing Process
   a. bleed
   b. display
   c. file management

Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method: Lecture**
  Integration: Classroom lectures on letterform vocabulary and meaning and the entire process of developing a graphic design piece for intended audiences. Lectures on famous designers, design philosophies and design styles.

- **Method: Activity**
  Integration: In-class activities on various design problems that develop an understanding of using software to achieve a specific design goal by finding fonts, making design decisions, and properly exporting files that visually show understanding of typography’s basic principles.

- **Method: Projects**
  Integration: Assign projects that foster creative typographic skills through both functional and experimental creative output.

- **Method: Critique**
  Integration: In-class critiques, done individually and in groups, of students’ work

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method: Quizzes**
  Integration: Tests/Quizzes on classroom lectures using slides/images and/or demonstrations of typography methods, techniques, and concepts. These tests are given as multiple choice, fill in the blank or short essay
Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

ASSIGNMENT EXAMPLE 1 (HIERARCHY):

Poster Remix
One of the graphic designer’s primary challenges is to how to persuade an audience: how to create a message that causes someone to change her/his attitude, engage in self-reflection, or take action, using a combination of factual information and aesthetic/emotional appeal.

Part 1: Re-edit, Re-order
Find a publication (i.e. flyer, poster, newsletter, pamphlet, etc.) about a subject of current importance in New Haven which is of particular interest to you. It should not be commercial but rather in the political, social, or cultural realm. After carefully examining its contents (words, images, symbols, textures, etc), reconsider the hierarchy of information based on what, in your opinion, communicates the content in a more effective, succinct, and powerful manner.

You can edit the content for clarity’s sake and style (i.e. you may deem it desirable to simplify a call to action like “call 951 654 6974 for more information” to simply listing the number), but do not omit critical information that would impair it’s functionality or change the nature of the event (i.e. if a flyer is announcing a screening of 4 films, don’t change it to 2, or change the names of the films).

Using a simple editing program such as Microsoft Word or Text Edit, list all of the content (textual information) your poster will include from most to least important, and print this out on an 8.5 x 11 sheet of paper (this list of content should not be designed, we’re only concerned with the hierarchy of information at this stage).

Example:
1 Architecture as Craft
2 Seminars on the Architecture Profession
3 Spring 2009
4 Deft University Department of Architecture
5 Information: www.architecture.bk.tudelft.nl

Part 2: Re-design
Now design a poster (16.5 ×21.5”) by deconstructing the design of the original printed matter you selected, and re-assembling it in such a way that you create an entirely new image. You should only appropriate existing type and images, do not create new ones. Use only a xerox machine (not a scanner) to radically alter the scale of type, imagery, and other graphic elements such as lines, abstract shapes, textures, etc, then recombine them into a new and compelling design.

Cut and paste (collage) your poster together on 2-ply white museum board. Pay attention to craft. Work only in black and white and bring your original reference material to class.

ASSIGNMENT EXAMPLE 2 (LOGOTYPE):

Select a company or product name to develop as a logotype. Express visually what the word says verbally. Select and refine the letterforms to communicate an impression of the company through size, proportion, shape and structure. You may choose your own company/product or one of those listed below. Do NOT use pictures or distort the letters into representational images. Do a minimum of 15 thumbnails. Base these thumbnails and your project upon existing type styles. Search for an appropriate one.

A. Do a minimum of 15 thumbnails. Base these thumbnails and your project upon existing type styles. Search for an appropriate one.

B. Execute your final design on cold press illustration board so that it fits with an 11”x14” format. Leave 2” matte around the sides. Use black ink or paint. You may also use one shade of gray if it will strengthen your design.

C. Be prepared to do the following:
   1. Describe what image you were trying to convey
2. Describe why you selected the typeface you used
3. Describe what you did to enhance the typeface
4. Evaluate how well you think you accomplished your goal

D. Company/Product Name Ideas (instructor’s choice)
   1. Craftsman
   2. Nike
   3. Pepsi
   4. Chex
   5. CrackerJack
   6. Bank of America
   7. Cadillac
   8. Fashion+

ASSIGNMENT EXAMPLE 3 (DESIGNER EVENT POSTER)
I will be assigning the Pole Banner OR Event Poster but not both. Make sure you know which one we are doing before you commence. Choose a designer at the bottom of this section. We will be working along the following schedule of DUE DATES (by week):

Week 1: Create a PDF presentation on your type designer or foundry (at least 10 images of their work). Present to us who the designer is, where they are from etc. But MOST IMPORTANTLY discuss what elements of theirs you would like to use in your poster design (through the examples of their work you are showing). What particularly about their designs do you like. Remember, focus on TYPE but design elements can be listed too.

Week 12: 8 rough sketches due (in pen/marker), portrait size, 2" wide by 3" tall (for poster) OR 2.5 by 2.75 with a pencil line down the center (for the pole banner) Make sure to also write a quick sentence describing what are in your rough drafts.

Make sure to include the following INFO (Specific info is needed for each project):

- Main Design Elements/background appearance/etc (No photographs will be allowed in your final comp but line art is ok. Remember the focus is on TYPE!)
- Designer’s name
- Show Title (this is optional)
- Show Location (Gallery Name, use something famous or associated with a University)
- (POSTER ONLY) Show Opening Date & Time
- (BANNER ONLY) Show Duration
- (POSTER ONLY) Body Copy that describes the Designer
- (POSTER ONLY) Body Copy that gives information about the show and gallery it is at (open hours, address, days open, etc.)
- (BANNER ONLY) Website of Gallery (don't include www.).

In your drawn roughs body copy can be shown as squiggly lines.

Week 3: 4 Revised Rough sketches due in Color Marker/Pen These will be slightly larger 3" x 4.5" tall (for poster) and 4.25 x 4.5 (for Banner). Try to render them as closely as possible to what you will want your final draft to look like. Still explore composition and color.

Week 4: In class critiques on Digital Roughs.

Week 5: POSTERS DUE Printed 10"x15" mounted on matte board with 2" border all around and a 2.5" bottom.
BANNERS DUE printed as 2 panels 7" x 15" with .5" between the panels, 2" border with 2.5" border on bottom.

Please turn in a 11" x 17" PDF file with your poster on (page 1) and all scanned sketches (page 2, 3, if needed). Please turn in a 11" x 17" PDF file with your left side of the banner on page 1, the right side on page 2, and all scanned sketches on the remaining pages (pages 3, 4, if needed)

AVAILABLE DESIGNERS:

David Carson - http://www.davidcarsondesign.com/
Neville Brody - http://www.researchstudios.com/neville-brody/
Nolen Strahls - http://posttypography.com/
Gail Swanlund - http://www.gailstudio.com/
Paula Scher - http://paulascher.com/

FOUNDRIES (Tough to do because no design direction & Emphasis should be on font availability):

Zuzana Licko/Rudy Vander Lans (Émigré Fonts) - http://www.emigre.com/
House Industries - http://www.houseind.com/

Textbooks:

- Ellen Lupton (2014). Thinking With Type Princeton Arch. Press. ISBN: B00JH8H4EG

Minimum Qualification

- Art (Masters Required) or
- Graphic Arts

Mt. San Jacinto College
Transfer Level Course Form
(for courses numbering 100 or greater) Form D

Course: ART 125  
Author: Jason Bader  
Course Title: Graphic Design: Typography  
Date: 09/09/2015

***PLEASE NOTE***

Complete form with the following information:
Locate a minimum of two universities with a comparable lower division undergraduate course and list that university with the course prefix, number and title.

List up to four UC/ CSU/ Private Universities

Private universities identified may not provide full justification for making a course transferable, CSU or UC must be identified.

<table>
<thead>
<tr>
<th>CSU or UC campus</th>
<th>Comparable course Prefix &amp; Number</th>
<th>University Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Polytechnic University, Pomona</td>
<td>Art 251A</td>
<td>Lettering and Typography</td>
</tr>
<tr>
<td>CSU San Bernardino</td>
<td>Art 232</td>
<td>Principals of Design Management</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>Art 223</td>
<td>Introduction to Typography</td>
</tr>
</tbody>
</table>
Rationale:

CSU/UC Transfer Course:

B. Transfers to CSU

1. Jason Bader 02/10/2015 (Submitter)
2. Janet McCurdy--03/09/2015 (Articulation Officer)
3. Jason Bader 05/11/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Richard Rowley 05/12/2015 (MVC Instructional Dean)

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION

Form A2

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Bader</td>
<td>02/10/2015</td>
</tr>
</tbody>
</table>

Catalog: 2016 - 2017

Proposed Course: ART 125 - Graphic Design: Typography

Proposal Type: Course Revision Proposal

Rationale:

Rationale behind submittal of prerequisite/corequisite/recommended preparation. This is the place to summarize the "what" and the "why". If this is a new or revised prerequisite/corequisite or recommended preparation, justify the need for such preparation. If you have reviewed the prerequisite/corequisite/recommended preparation but are not making any changes, explain why the current preparation meets student needs.

Recommended Preparation
ART 120
It is recommended that this requisite be (removed).

Justification:
Art 120 for this revision is not needed or recommended.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Jason Bader 02/10/2015 (Submitter)
2. Eileen Doktorski 05/11/2015 (SJC Department Chair)
3. Jason Bader 05/11/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Richard Rowley 05/12/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Form E1

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Bader</td>
<td>02/10/2015</td>
</tr>
</tbody>
</table>

Dept: Art

1. Course Title: Graphic Design: Typography
2. Course Number: ART 125

It is recommended that the following Course : ART 120 be removed as an Advisory

Justification:
Art 120 for this revision is not needed or recommended.
Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)

Form E2

Submitted By: Jason Bader  
Date: 02/10/2015

Dept: Art

1. Course Title: Graphic Design: Typography
2. Course Number: ART 125

It is recommended that the following Course: ART 120
be removed as an Advisory.

Justification:
Art 120 for this revision is not needed or recommended.

Skills Analysis
All Exit Skills Outlined in Pe/Co-requisite/Advisory Preparation
Please place an "X" at the beginning of each item to indicate required Entry Skills.

- Appraise and revise a student’s own two-dimensional compositions, as well as those of
  their classmates.
- Compose a series of works using the basic elements of a two-dimensional art, including
  line, shape, texture, value, color and spatial illusion.
- Organize elements of two-dimensional art into compositions that demonstrate the
  understanding of balance, proportion, repetition, contrast, harmony, unity, point of
  emphasis, and visual movement.
- Illustrate visual compositions and problem-solving projects that successfully organize the
  basic elements and principles of two-dimensional art.
- Plan aesthetic decisions and judgments related to their own artwork.
- Assemble a variety of artistic materials, using various techniques and tools.
- Formulate ideas and visual experience in images using both formal and conceptual
  approaches.
- Criticize two-dimensional art using the appropriate vocabulary and terminology pertaining
  to the basic elements and organizing principles of two-dimensional art.
- Examine and relate historical and contemporary examples of two-dimensional art, within a
  global context.

Course being removed as a requisite to the target course
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

DISTANCE ED ADDENDUM

The course is being updated changed to comply with curriculum guidelines.

Submitted by: Jason Bader
Date: 02/10/2015

Catalog: 2016 - 2017

Proposed Course: ART 125 - Graphic Design: Typography

Proposal Type: Course Revision Proposal (Distance Education Revision)

Rationale: The course is being updated changed to comply with curriculum guidelines.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Jason Bader 02/10/2015 (Submitter)
2. Eileen Doktorski 05/11/2015 (SJC Department Chair)
3. Jason Bader 05/11/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Richard Rowley 05/12/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)
Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Jason Bader</th>
<th>Effective Term:</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Art, Art/Visual Communication</td>
<td>Course Number:</td>
<td>ART 125</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Graphic Design: Typography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hybrid Only
The course has online components and regularly scheduled face to face meetings

Please describe how this hybrid class will meet face-to-face in the box below:

The Face-to-face meetings will be the 1 unit studio/lab component of the course, which meets 3 hours per week.

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Images and various demonstrations will be placed online in text and video format with closed captions where necessary.</td>
</tr>
</tbody>
</table>
Activity | Will retain the same in class studio format already utilized.
---|---
Projects | Will retain the same in class studio format already utilized.
Critique | While initial thumbnail concepts may be shared on the online discussion boards, most will be during lab.

**Methods of Evaluation:**

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes</strong></td>
<td>The quizzes will be delivered in the course content management system and try to be as closely as possible similar to face-to-face quizzes.</td>
</tr>
<tr>
<td><strong>Projects</strong></td>
<td>Projects will be turned into the course management system as PDF and native format to assess the accuracy of production but if this course is a hybrid, the projects can be turned in physical form only.</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>The course management system should be used to create threaded discussions for on-line critique where necessary.</td>
</tr>
<tr>
<td><strong>Portfolios</strong></td>
<td>Portfolios will remain a face-to-face option within lab. If this is a fully online class, then the student should turn in their portfolio of work as a PDF (or equivalent) digital document format.</td>
</tr>
</tbody>
</table>

**Sample Assignments:**

- Select a company or product name to develop as a logotype. Express visually what the word says verbally. Select and refine the letterforms to communicate an impression of the company through size, proportion, shape and structure. You may choose your own company/product or one of those listed below. Do NOT use pictures or distort the letters into representational images. Let the letterforms themselves do the communicating on their own. Do a minimum of 15 thumbnails, scan and submit to discussion board. Then make comments on two others’ ideas. Execute your final design on cold press illustration board so that it fits with an 11”x14” format. Leave 2” matte around the sides. Use black ink or paint. You may also use one shade of gray if it will strengthen your design. Take a photo under good outdoor lighting with the project in the shade and submit to the PDF or TIFF directly to the assignment area. Be prepared to do the following in the submission with the assignment: Describe what image you were trying to convey. Describe why you selected the typeface you used. Describe what you did to enhance the typeface. Evaluate how well you think you accomplished your goal.

**Company/Product Name Ideas (instructor’s choice)**
- Craftsman
- Nike
- Pepsi
- Chex
- CrackerJack
- Bank of America
- Cadillac
- Fashion+

THE CRITIQUE: In a critique, students usually put their projects on the wall and discuss each in turn, for this class you will also place your final piece in a blog format in the CMS and assess your own work along with others. Discussing work in a critiquing situation gives students the opportunity to put into words, thoughts, and realizations that they may not know they had. Talking about artwork provides other points of view on the process of learning to design effective typography. Student participation in critiques is important for three reasons: Finding ways to verbalize what a student thinks of a design reinforces what each has learned in the process of doing it. What students have to say to their classmates comes from a shared experience and is helpful to them for this reason. Talking about work helps to understand the vocabulary of typography that is important to the learning process. What is gained from getting feedback from others is also important. It gives each student the benefit of incorporating what his classmates have learned into his own experience. The critique is a collaborative process.

**Regular Effective Contact:**

- **Announcements/Bulletin Boards** - Weekly Announcements of what is due or happening should be given if different from the syllabus.
- **Discussion Boards** - Critiques on projects where timely feedback is given in discussion boards. - Reading material where monitored discussions take place on the discussion board and/or quizzes will be given to ascertain the mastery of the written material with timely feedback from the instructor.
- **Other (describe)** - Lectures containing information about projects and or/topics pertinent to the subject matter. These can be written, video and/or interactive modules.
- **Other (describe)** - Timely feedback given to student work submitted in the course content management system.
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

**COURSE**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Bill Bennett</th>
<th>Date:</th>
<th>08/19/2015</th>
</tr>
</thead>
</table>

**Catalog:**
2016 - 2017

**Proposed Course:**
CSIS 119A - ActionScript Programming - Level 1

**Proposal Type:**
Course Deactivation

---

**Rationale (if new course)/Rationale and Summary of changes (if revision):**

Rationale behind submittal - this is the place to summarize the "what" and the "why". Please be aware that all changes to a course should be described in this rationale, i.e. Update Course Outline of Record to Integrated format, change repeatability to 4, change TOP code from 1103.10 to 1103.99, change to Pass/No Pass Only, course capacity changed from 30 to 33, cross-disciplined with BIOL, etc.

The technology taught in this course is no longer viable in modern day Web nor application development.

---

**Relation to Program Review:**

Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

This course has been removed from the CIS Internet Authoring Apprentice certificate in accordance with the CIS department annual program review process.

---

**Relation to Department Student Learning Outcomes (DLOs): REQUIRED**

For course and award submissions: Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.

---

**Approval Signatures Required on all lines before submittal to Curriculum Office**

1. Bill Bennett 08/19/2015 (Submitter)
2. Carlos Tovares 09/02/2015 (SJC Department Chair)
3. Dwight Duffie 09/02/2015 (MVC Department Chair)
4. Carlos Tovares 09/02/2015 (SJC Instructional Dean)
5. Joyce Johnson 09/02/2015 (MVC Instructional Dean)

---

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog))

---

**Course Proposal Impact**

CSIS 119A ActionScript Programming - Level 1

**Course Deactivation**

Bill Bennett

**Plan A**

**Requisite Courses**

**Honors Courses**

**Cross Listed Courses**

**Awards**

1. CIS - Internet Authoring Apprentice - Employment Concentration (Active)
2. CIS - Internet Authoring Journeyman - Employment Concentration (Historical)

3. CIS - Internet Authoring Journeyman - Employment Concentration (Historical)

Other Awards

O_awards: 259,255,341,258

1. CIS - Internet Authoring - Certificate (Historical)

2. CIS - Computer Information Systems - Associate in Science (Historical)

General Education/Degree/Transfer Course

<table>
<thead>
<tr>
<th>Mt. San Jacinto College</th>
<th>Integrated Course Outline of Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by:</td>
<td>Bill Bennett</td>
</tr>
<tr>
<td>Date:</td>
<td>09/09/2015</td>
</tr>
<tr>
<td>Form B</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Sci/ Info</td>
<td>Computer Sci/ Info</td>
<td>119A</td>
<td>ActionScript Programming - Level 1</td>
</tr>
<tr>
<td>Systems</td>
<td>Systems CSIS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Units/Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

| Lecture Units | 3.00 |
| Lecture Hours| 48.00 - 54.00 |

| Total Units | 3.00 |
| Total Hours | 48.00 - 54.00 |

Stand Alone: Stand Alone

AA/AS Degree General Ed Breadth Area(s): -none-

General Education Justification: 

Maximum Enrollment: 30

Maximum Enrollment Justification: 

Grading Method: Letter Grade or P/NP

TOP code: 0707.10

Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course
**Catalog Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). *(75 words or less in gray box below).*

This course is an introduction to the ActionScript programming language used for creating flash animations. This course will focus on program structure- language syntax- event driven programming- integration of graphics and video- and implementation details.

**Schedule Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). *(25 words or less in gray box below).*

A first semester programming course using ActionScript for Flash.

**Need for the course:**
ActionScript is a leading technology for the creation and delivery of animation, video, and interactive media for the Internet. This class will enable students to create more dynamic web pages through programming.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)
- *none-

**Corequisite(s):**
Corequisites go through a separate approval process. See Forms E1-E6 for details.
- *none-

**Recommend Preparation:**
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.
- *none-

**Other Enrollment Criteria:**
- *none-

**Learning Objectives:**
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Create, name, and assign values to variables.
2. Construct common statements to implement flow control and looping structures.
3. Derive child classes through the use of inheritance.
4. Create methods (functions and subroutines) that can return values and take parameters.
5. Create, initialize, and use arrays.
6. Explain the basic concepts and terminology of object-oriented programming
7. Use common objects and references types.
8. Understand and implement the ActionScript event model.
9. Understanding the basics of animation and the utilization of graphics and sound.
10. Apply basic ActionScript error handling to classes and procedures.

**Course Content:**
(please number the outline of main topics and subtopics)

<table>
<thead>
<tr>
<th>A. ActionScript Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using strings</td>
</tr>
<tr>
<td>2. Working with numbers and mathematical operators</td>
</tr>
<tr>
<td>3. Using arrays</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Control Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relational Operators</td>
</tr>
<tr>
<td>2. If / If else statements</td>
</tr>
<tr>
<td>3. While Loops</td>
</tr>
</tbody>
</table>
4. For Loops
5. Switch Statements
6. Do while loops
7. Break and continue statements

C. Working with the display list
1. Working with display objects
2. Understanding the flash player display list
3. Printing
4. Working with text and fonts

D. Understanding the event framework
1. Understanding events
2. Mouse and keyboard events
3. Using timers
4. Creating custom events
5. Dispatching events

E. Working with error handling
1. Understanding errors
2. Using the debugger
3. Making applications fault tolerant

F. Working with external data
1. Understanding network basics
2. Communicating with server side technologies
3. Saving data to a local machine using SharedObjects
4. Managing file uploads and downloads

G. Sound and Video
1. Working with sound
2. Adding video
3. Accessing microphones and cameras

H. Programming graphics and motion
1. Applying filters to graphics
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method: Lecture**
  - **Integration:** consisting of appropriate audio-visual materials along with working examples to illustrate conceptual and practical aspects of ActionScript programming.

- **Method: Observation and Demonstration**
  - **Integration:** will be given to show students how to apply methods discussed in lectures.

- **Method: Guided practice**
  - **Integration:** will be used to enhance and reinforce lecture topics.

- **Method: Practical exercises**
  - **Integration:** will be given in order for students to apply previously learned skills to assembly programming problems.

- **Method: Weekly code reviews**
  - **Integration:** will be implemented to show students inefficient solutions and to demonstrate ways to optimize their own solutions.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives.

Methods of evaluation may include but are not limited to the following:

- **Method: Exams/Tests**
  - **Integration:** A midterm and a final exam composed of short answer questions and small programming examples to show the students understanding of the material presented in class. Exams may also include a hands-on production test

- **Method: Weekly programming assignments**
  - **Integration:** to reinforce lecture and guided practice

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

Create a program that fills an array with 52 card images. Write a function to shuffle the array and deal 5 cards each time a button is pressed.

Textbooks:

2. Drawing vector graphics programmatically
3. Scripting animation
4. Applying transformations to graphics
5. Drawing bitmap graphics programmatically

I. Working with binary data
   1. Byte arrays

J. Using Inheritance
   1. Parent child relationship
   2. Constructors
   3. Method overloading and overwriting.
Minimum Qualification

Mt. San Jacinto College
Transfer Level Course Form
(for courses numbering 100 or greater) Form D

Course: CSIS 119A
Author: Bill Bennett
Course Title: ActionScript Programming - Level 1
Date: 09/09/2015

***PLEASE NOTE***

Complete form with the following information:
Locate a minimum of two universities with a comparable lower division undergraduate course and list that university with the course prefix, number and title.

List up to four UC/CSU/Private Universities
Private universities identified may not provide full justification for making a course transferable, CSU or UC must be identified.

<table>
<thead>
<tr>
<th>CSU or UC campus</th>
<th>Comparable course Prefix &amp; Number</th>
<th>University Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Rationale:

1. Bill Bennett (Submitter)
2. Janet McCurdy--08/31/2015 (Articulation Officer)

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda DISTANCE ED ADDENDUM Form A4

The technology taught in this course is no longer viable in modern day Web nor application development.

Submitted by: Bill Bennett Date: 08/19/2015
Catalog: 2016 - 2017
Proposed Course: CSIS 119A - ActionScript Programming - Level 1
Proposal Type: Course Deactivation (Distance Education Deactivation)

Rationale: The technology taught in this course is no longer viable in modern day Web nor application development.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Bill Bennett 08/19/2015 (Submitter)
If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

<table>
<thead>
<tr>
<th>#</th>
<th>Name</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Carlos Tovares</td>
<td>09/02/15</td>
<td>SJC Department Chair</td>
</tr>
<tr>
<td>3</td>
<td>Dwight Duffie</td>
<td>09/02/15</td>
<td>MVC Department Chair</td>
</tr>
<tr>
<td>4</td>
<td>Carlos Tovares</td>
<td>09/02/15</td>
<td>SJC Instructional Dean</td>
</tr>
<tr>
<td>5</td>
<td>Joyce Johnson</td>
<td>09/02/15</td>
<td>MVC Instructional Dean</td>
</tr>
</tbody>
</table>

Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Effective Term:</th>
<th>Course Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Bennett</td>
<td>Fall 2016</td>
<td>CSIS 119A</td>
</tr>
<tr>
<td>Dept:</td>
<td>Computer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systems</td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>ActionScript</td>
<td>Level 1</td>
</tr>
<tr>
<td></td>
<td>Programming</td>
<td></td>
</tr>
</tbody>
</table>

http://www.curricunet.com/MSJC/reports/curr_comm_report.cfm
Both Fully Online and Hybrid Online

The course has no required face to face meetings.

Fully Online Delivery Requirements:

- Students must be notified via the college schedule of classes and the syllabus for the class, if proctored tests are required for this course.
- Any planned face-to-face meetings, such as an orientation or study session, must be optional.
- The MSJC Curriculum Committee requires the use of asynchronous discussion as a component of every fully online course.
- Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office.

### Methods of Instruction:

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical exercises</td>
<td>HTML and web will be used to deliver the practical exercises. The content management discussion board will be utilized to discuss the solution to the exercises given.</td>
</tr>
<tr>
<td>Weekly code reviews</td>
<td>The content management discussion board will be used to facilitate code reviews. Each student will be required to post to the discussion board pieces of their code to review. Each student will then be required to offer opinion of ways the code can be made more efficient.</td>
</tr>
<tr>
<td>Observation and Demonstration</td>
<td>Instructor demonstrations will be presented as videos in a suitable web format like flash.</td>
</tr>
<tr>
<td>Lecture</td>
<td>Instructor led lectures will be conducted with PowerPoint presentations that include audio content. Working examples will be presented as videos in format suitable for the web.</td>
</tr>
<tr>
<td>Guided practice</td>
<td>HTML and web graphics will be used to present step by step instructions. The instructions will be accompanied by a video that shows the project in its entirety.</td>
</tr>
</tbody>
</table>

### Methods of Evaluation:

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams/Tests</td>
<td>Midterm and final exam will be composed of short answer questions and small programming examples. Exams will be submitted via the Course Management System and will be collected via the electronic dropbox.</td>
</tr>
<tr>
<td>Weekly programming assignments</td>
<td>Weekly programming assignments to reinforce lecture and guided practice will be delivered using the Course Management System and will be collected electronically using the electronic dropbox or email.</td>
</tr>
</tbody>
</table>

### Sample Assignments:

- Create a program that fills an array with 52 card images. Write a function to shuffle the array and deal 5 cards each time a button is pressed.

### Regular Effective Contact:

Discussion Boards - At the end of each lecture a section titled “Something To Talk About” will be presented. This section will show problems and sections of inefficient code that each student will be required to voice their opinion on in the appropriate course management system discussion thread. The code review section is another way in which regular effective contact management will be provided.

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE

Submitted by: Rebecca Coleman Date: 04/09/2015
Catalog: 2016 - 2017
Proposed Course: ENGL 203 - Survey of Shakespeare
Proposal Type: Course Revision Proposal

This course is part of an Instructional Award in the college catalog

Rationale (if new course)/ Rationale and Summary of changes (if revision):
I specified the need for the course to include its transferability and how it satisfies degree requirements. I modified learning objectives to include higher order verbs and to clarify the MLA and research expectations for the course. I added information on the historical, cultural, and biographical period that Shakespeare was writing in to better align with DLOs and GELOs. I modified methods of evaluation, assignments, and instruction to include more options. I changed course assignments to cover more genres, themes, and contexts. I updated the textbook list to include recent publications.

Relation to Program Review:
-A goal of the English department is to offer a variety of courses that satisfy transfer and graduation requirements for our students; this course satisfies IGETC, AA-T, and GE requirements. This course also prepares students for future college level studies by cultivating critical thinking and writing skills.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED
In this course students will be reading a variety of Shakespeare’s texts from multiple genres and exploring his contributions to the literary world and the English language. Students will gain an understanding of Shakespeare’s works within the historical, social, and generic context of Early Modern England, and write thesis driven argument essays that critically analyze his plays and poems. In these analytic papers, students will infer arguments from primary and secondary texts and synthesize textual material with their original ideas. Students may conduct research to gain knowledge of context or criticism of Shakespeare’s works, and students will be required to incorporate secondary source material with correct MLA style citations.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Rebecca Coleman (Submitter) 04/09/2015
2. Alma Ramirez 05/18/2015 (SJC Department Chair)
3. Rickianne Rycraft 05/21/2015 (MVC Department Chair)
4. Carlos Tovares 05/26/2015 (SJC Instructional Dean)
5. Richard Rowley 05/22/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)
## Course Proposal Impact

ENGL 203 Survey of Shakespeare  
**Course Revision Proposal**  
Rebecca Coleman

### Plan A

1. C HUMANITIES

### Requisite Courses

1. THA-132 Acting for the Classical Theater *Active*

### Honors Courses

1. ENGL 203H - Honors Survey of Shakespeare *Active*
2. ENGL 203H - Honors Survey of Shakespeare *Launched*

### Cross Listed Courses

### Awards

1. ENGL - A.A.-T in English for Transfer - Associate in Arts (Active)
2. ENGL - English - Associate in Arts (Historical) (Elective)
3. IDS - Liberal Arts: Arts, Humanities & Communications Emphasis - Associate in Arts (Active)
4. IDS - AA Associate of Arts in Humanities (Elective)

### Other Awards

### General Education/Degree/Transfer Course

CSU/UC Transfer Course

- A. Transfers to CSU/UC  
  As general education and major preparation.
- IGETC Area 3: Arts and Humanities
- B: Humanities
- CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
- C2 - Humanities

---

**Mt. San Jacinto College**  
**Integrated Course Outline of Record**

**Submitted by:** Rebecca Coleman  
**Date:** 09/09/2015  

---
## Course Information

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>ENGL 203</td>
<td>Survey of Shakespeare</td>
</tr>
</tbody>
</table>

### Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class. Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

### General Education Justification:

This course explores the artistic, literary expressions of William Shakespeare, a seminal Early Modern writer (GELO 1). This course explores the ways that cultural developments, including but not limited to developments in arts, sciences, religion, and philosophy, influenced and are reflected in Shakespeare's poems and plays. Students will be required to demonstrate critical thinking and communication skills via class discussions and written responses (GELO 3) wherein they evaluate and analyze Shakespeare's literature (GELO 4), connecting complex themes between genres (GELO 2). Students will use research methods to enhance and gain insight on the course material (GELO 5).

### Maximum Enrollment:

<table>
<thead>
<tr>
<th>Maximum Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

### Maximum Enrollment Justification:

Course requires significant response to written materials - check all that apply:

- Course requires an unusually large amount of written work to be responded to individually by the instructor per semester.

Course requires significant individualized instruction or assessment – check all that apply:

- Course requires graded class discussion and graded class participation.
- Course relies on small group dynamics as a means of instruction or assessment.
- Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: As a literature course, English 203 requires extensive instructor feedback, particularly because the content, which is composed in Early Modern English, is often foreign to contemporary students. Students will read and write responses to lengthy, dense Shakespeare poems and plays, and the instructor will provide feedback to ensure comprehension and evaluate student ideas. Frequent reading quizzes or assessments are also given to test students' knowledge and retention of course concepts and readings. In order for students to demonstrate an ability to analyze literature and apply course concepts, at least one major paper is also required; the assessment of this paper requires substantial instructor feedback.
Grading Method: Letter Grade or P/NP

TOP code: 1501.00

Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description: (Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is a study of selected Shakespearean comedies, tragedies, and histories and the playwright's sonnets through close textual analysis. The plays and sonnets are studied within the social, historical, and literary context of the culture in which they were written.

Schedule Description: (Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is a study of selected Shakespearean comedies, tragedies, and histories and the playwright's sonnets through close textual analysis.

Need for the course:
This course satisfies both graduation and transfer requirements and is the sole Shakespeare class taught at MSJC. The course also satisfies Area 3 of the IGETC requirement in the humanities, the General Education Requirement C2 for transfer to CSUs and other colleges, and Requirement C for the A.A. or A.S. degree at MSJC. Finally, this satisfies List B for the A.A.-T. in English for transfer.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- ENGL 101 with a grade of C or better.

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

- none-

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- none-

Other Enrollment Criteria:
- none-

Learning Objectives:
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Examine Shakespeare's dramas and sonnets in their social, historical, and literary contexts.
2. Compare themes presented in Shakespeare's works to past and present issues and social contexts.
3. Analyze the several literary genres in which Shakespeare wrote for their form, content, and range of attitudes.
4. Investigate the connections between genre, style, language, and content.
5. Investigate the connections between literary interpretation, critical thinking, and an understanding of human interactions and behaviors, both on a personal and on a public level, by closely and critically analyzing Shakespeare's texts.
6. Demonstrate through both in-class discussion and written assignments an ability to read literature closely and to interpret primary literary texts analytically and critically.
7. Develop clear and effective college level written responses and essays that are neither overly simplistic nor overly inflated.
8. Produce critical analytic essays that provide a strong thesis as a focal point, a convincing argument, and evidence from primary texts and perhaps secondary sources for support through examples, explications of language, quotations, summaries, and paraphrases of passages.
9. Document sources by including properly formatted MLA in-text citations and a Works Cited page.
### Course Content:
(please number the outline of main topics and subtopics)

<table>
<thead>
<tr>
<th>A.</th>
<th>Given the number of representative plays that an instructor may use to investigate the literary genres in which Shakespeare wrote, instructors may choose alternative plays to those listed as examples below. Instructors may also bring in secondary texts as well as full-length texts to introduce students to the period of English literature under consideration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>1. <strong>History of Early Modern England &amp; Shakespeare's Life</strong></td>
</tr>
<tr>
<td></td>
<td>a. <strong>Shakespeare's Early Life</strong></td>
</tr>
<tr>
<td></td>
<td>i. Birth, Parentage, &amp; Education</td>
</tr>
<tr>
<td></td>
<td>ii. Marriage to Anne Hathaway</td>
</tr>
<tr>
<td></td>
<td>b. <strong>Elizabeth I and the Reformation</strong></td>
</tr>
<tr>
<td></td>
<td>c. <strong>Elizabethan Theater</strong></td>
</tr>
<tr>
<td></td>
<td>i. The Lord Chamberlain's Men</td>
</tr>
<tr>
<td></td>
<td>d. <strong>Assent of King James &amp; Jacobean Theater</strong></td>
</tr>
<tr>
<td></td>
<td>i. The King's Men</td>
</tr>
<tr>
<td></td>
<td>ii. The King James Bible</td>
</tr>
<tr>
<td></td>
<td>e. <strong>Shakespeare's Death</strong></td>
</tr>
<tr>
<td></td>
<td>2. <strong>Shakespeare's plays</strong></td>
</tr>
<tr>
<td></td>
<td>a. <strong>Histories</strong>: Topics may include but are not limited to the following:</td>
</tr>
<tr>
<td></td>
<td>i. Issues of nationality and national identity</td>
</tr>
<tr>
<td></td>
<td>ii. Religious and political ideologies</td>
</tr>
<tr>
<td></td>
<td>iii. Ascension and monarchy</td>
</tr>
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<td></td>
<td>iv. War</td>
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<td>v. Gender and primogeniture</td>
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<td>b. <strong>Comedies</strong>: Topics may include but are not limited to the following:</td>
</tr>
<tr>
<td></td>
<td>i. Twinning and mistaken identities</td>
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<td></td>
<td>ii. Cross dressing and gender identity</td>
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<td></td>
<td>iii. Body politics and body language</td>
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<td></td>
<td>iv. Gender and public vs. private sphere</td>
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<td></td>
<td>v. Male bonding, banter, and jest</td>
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<tr>
<td></td>
<td>vi. Masculine identity: husbandry and soldiering</td>
</tr>
</tbody>
</table>
vii. Urbanization: town and country
  
  i. Readings may include plays such as the following: As You Like It, Twelfth Night, A Midsummer Night's Dream, The Taming of the Shrew, or Measure for Measure

  c. Tragedies: Topics may include but are not limited to the following:
  
  i. Host/guest relationships
  ii. Kinship and kingship
  iii. Fratricide and patricide
  iv. Mapping and nationality
  v. Reputation vs. reality
  vi. Royal ascension
  vii. Time and death
  viii. Gender roles and marriage
  ix. Soldiers, war, and masculinity
  x. Race, ethnicity, and national identity
  
  i. Reading may include plays such as Macbeth, Othello, King Lear, and Hamlet.

  d. Romances: Topics may include but are not limited to the following:
  
  i. The pastoral
  ii. Performance and performative behavior: gender and class
  iii. Providence
  iv. Man vs. nature
  
  i. Readings may include plays such as The Tempest or The Winter's Tale

  3. Sonnets

   a. Petrach vs. Shakespeare

   b. Iambic Pentameter/Rhyme Scheme

  4. Narratives and Other Poems, as appropriate
Readings may include poems such as the following:

1. Venus and Adonis
2. The Rape of Lucrece
3. The Phoenix and Turtle
4. A Lover's Complaint
5. The Passionate Pilgrim

**Methods of Instruction:**

Methods of instruction may include, but are not limited to the following:

- **Method: Lecture**
  **Integration:** Lecture to highlight the historical context of the literary text and the perspective of Shakespeare in the context of his ethnic, literary, geographical, religious, ideological, and political environment.

- **Method: Discussion**
  **Integration:** Discussion of language, genre, and historical context to deepen student comprehension of Early Modern issues and Shakespearean literature and possibly provide ideas for in-class and outside of class essays.

- **Method: Student presentations**
  **Integration:** Student presentations in which students individually or in groups present the following: a reading of a substantial passage from an assigned Shakespearean work, a critical analysis of an aspect of the work under discussion, and/or a summary and discussion of the reading in terms of Shakespeare’s historical, biographical, and/or literary significance.

- **Method: In class written responses**
  **Integration:** In class written responses to allow students to interpret a Shakespearean text from their own perspectives and to advance discussion of Shakespeare’s works.

- **Method: Videos, films, slides, and/or audio tapes**
  **Integration:** Video, films, slides, and/or audio tapes which provide visual/audio representations of Shakespeare's productions or contextual materials, followed by instructor-guided interpretation, analysis, comparison, and student discussion.

- **Method: Small group discussions**
  **Integration:** Small group discussion to allow students to compare their interpretations and/or close read and discuss an assigned scene, theme, image, symbol, and character from Shakespeare's works.

- **Method: Live Performance Viewing**
  **Integration:** Live performance viewing of a Shakespearean production via onsite or “live” screenings to put dramatic works in context, leading to an in class discussion of the director's interpretation of the work and how that interpretation agrees with or differs from students’ interpretations.

**Methods of Evaluation:**

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives.

Methods of evaluation may include but are not limited to the following:

- **Method: Student presentations**
  **Integration:** Student presentations that demonstrate students' abilities to understand Shakespeare's literature as well as critically analyze the assigned literature in relation to critical, historical and/or biographical information; students' abilities to research and document sources properly will affect their presentation and thus will also be evaluated.

- **Method: In class writing assignments**
  **Integration:** In class written assignments that check students' comprehension of Shakespeare's texts as well as their relation to the historical context in which Shakespeare composed his works.

- **Method: Quizzes**
  **Integration:** Quizzes to encourage students to complete out of class reading assignments and, in turn, participate in class discussions of Shakespeare's plays and poems.

- **Method: Exams/Tests**
  **Integration:** Exams/tests that demonstrate students’ ability to synthesize and retain information from assigned Shakespearean texts and in-class discussions.
Method: Papers
Integration: Papers which depend on a strong thesis as a focal point, a convincing argument, and evidence from primary texts and perhaps secondary sources for support through examples, quotations, summaries, and paraphrases of passages; these papers stress critical analysis and may include theatre and/or film review(s) of Shakespearean productions.

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Sample Reading Quiz Question: How do the Shakespearean and Petrarchan sonnets differ?
B. Sample In-Class Writing Prompt: In Othello, what is the symbolic and interpersonal significance of the handkerchief? How does this significance relate to a theme in the play?
C. Sample Midterm Exam Question: Compare and contrast the theme of appearance vs. reality in Twelfth Night, The Comedy of Errors, and The Winter's Tale.
D. Sample Final Exam Question: Choose one of the following passages from King Lear and explain the passage's importance (thematic, imagistic, symbolic, etc.) to the character and the play as a whole.
E. Sample paper topic: In an analytic essay, provide an interpretation of one of Shakespeare's sonnets from a specific critical perspective, e.g. Historical, Feminist, Marxist, etc.

Textbooks:
- An overabundance of Shakespearean anthologies and individual play editions exists; students may purchase an anthology or individual texts ordered by the instructor, supply their own, or check out appropriate works from the library. An instructor may require a contextual text, such as the Bedford Companion to Shakespeare (listed above), and have students purchase individual, inexpensive publications of the plays (such as plays from the Penguin Pelican collection). Most of the poems are available online.

Minimum Qualification
- English (Masters Required)

Mt. San Jacinto College
Transfer Level Course Form
(for courses numbering 100 or greater)

Course: ENGL 203
Author: Rebecca Coleman
Course Title: Survey of Shakespeare
Date: 09/09/2015

***PLEASE NOTE***
Complete form with the following information: Locate a minimum of two universities with a comparable lower division undergraduate course and
List up to four UC/CSU/Private Universities

Private universities identified may not provide full justification for making a course transferable, CSU or UC must be identified.

<table>
<thead>
<tr>
<th>CSU or UC campus</th>
<th>Comparable course Prefix &amp; Number</th>
<th>University Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco State University</td>
<td>Eng 259</td>
<td>Introduction to Shakespeare</td>
</tr>
<tr>
<td>California Polytechnic University, Pomona</td>
<td>Eng 203</td>
<td>Introduction to Shakespeare</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>Engl 17</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>Engl 15</td>
<td>Introduction to Shakespeare</td>
</tr>
</tbody>
</table>

Rationale:

Eng 259: By major articulation for English majors: English BA.
Eng 203: By major articulation for the following majors: General Theatre BA, Acting BA, Dance BA, Education and Community BA, Technical Theatre and Design BA.
Engl 17: By major articulation for the following: Bioengineering BS, Business Informatics BS, Chemical Engineering BS, Computer Engineering BS, Computer Science BS, Creative Writing BA, Electrical Engineering BS, Environmental Engineering BS, Material Science and Engineering BS, and Mechanical Engineering BS.
Engl 15: GE Agreements for College of Engineering and College of Letters and Science.

CSU/UC Transfer Course:

A. Transfers to CSU/UC

IGETC Area 3: Arts and Humanities:

B: Humanities

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages:

C2 - Humanities

1. Rebecca Coleman (Submitter)
2. Janet McCurdy--05/07/2015 (Articulation Officer)
Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Form E1

Submitted By: Rebecca Coleman
Dept: English
1. Course Title: Survey of Shakespeare
2. Course Number: ENGL 203

It is recommended that the following Course: ENGL 101 be reviewed as a Prerequisite

Justification:
To understand and write written responses on Shakespeare's texts, students need the writing and analysis skills developed in English 101.

Requisite Type: Type 1: Within a discipline in a sequence

Justifications Required:
• Content Review Form (E2)

Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)

Form E2

Submitted By: Rebecca Coleman
Dept: English
1. Course Title: Survey of Shakespeare
2. Course Number: ENGL 203

It is recommended that the following Course: ENGL 101 be reviewed as a Prerequisite

Justification:
To understand and write written responses on Shakespeare's texts, students need the writing and analysis skills developed in English 101.

Skills Analysis
All Exit Skills Outlined in Prerequisite/Corequisite/Advisory Preparation
Please place an "X" at the beginning of each item to indicate required Entry Skills.
Compose research-based essay(s) (at least one totaling at least 2,000 words/8 typed pages) incorporating at least six outside college sources (not including encyclopedia or dictionary entries)

X Analyze academic texts, hypothesize effective arguments in reaction to the texts, and synthesize new knowledge from various sources in order to write effective college-level essays

X Compose argumentative/persuasive writing and strategies without committing logical fallacies

X Formulate library research strategies

X Examine and use appropriate library resources and techniques of research

X Document sources using MLA or another universally accepted style of documentation

X Assess sources and integrate them within a formal research paper

X Compose essays both in-class and outside of class while relying on the process of writing (invention, drafting, revision, and editing)

Compose essays (at least six, including a research paper, see below, totaling at least 6,000 words/24 typed pages) which demonstrate a mastery of conventions of standard academic American written English and be able to edit/revise papers to allow for such a demonstration

X Work as a community of writers—reading critically and responding constructively to one another's drafts and participating in group activities and discussion to the extent required by individual instructor

X Demonstrate an ability to revise and edit

Course being removed as a requisite to the target course
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Rhonda Nishimoto</th>
<th>Date:</th>
<th>08/01/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2016 - 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>MUL 125 - Interactive Motion Media (formerly Scripting for Multimedia)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Deactivation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is part of an Instructional Award in the college catalog

Rationale (if new course)/Rationale and Summary of changes (if revision):

Rationale behind submittal - this is the place to summarize the "what" and the "why". Please be aware that all changes to a course should be described in this rationale, i.e. Update Course Outline of Record to Integrated format, change repeatability to 4, change TOP code from 1103.10 to 1103.99, change to Pass/No Pass. Only, course capacity changed from 30 to 33, cross disciplined with BIOL, etc.

Deactivate this course.

Relation to Program Review:

The Digital Media department seeks to maintain industry standards and insure students receive relevant instruction. This course no longer supports student skills and knowledge required in the digital media industry.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

For course and award submissions; Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Rhonda Nishimoto  
   08/01/2015  
   (Submitter)

2. (SJC Department Chair)  

3. Rhonda Nishimoto  
   08/29/2015  
   (MVC Department Chair)

4. (SJC Instructional Dean)  

5. Micah Orloff  
   08/31/2015  
   (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Course Proposal Impact

MUL 125 Interactive Motion Media (formerly Scripting for Multimedia)

**Course Deactivation**

Rhonda Nishimoto

Plan A

Requisite Courses

Honors Courses

50 of 163 9/9/2015 10:45 AM
Cross Listed Courses

Awards

1. MUL - Animation Production - Employment Concentration (Historical) (Required)
2. MUL - Multimedia - Certificate (Active) (Elective)
3. MUL - Multimedia - Certificate (Historical) (Elective)
4. MUL - Web Design - Employment Concentration (Active) (Required)
5. MUL - Web Design - Employment Concentration (Historical) (Required)
6. MUL - Web Design - Employment Concentration (Historical) (Required)

Other Awards

Oawards: 279,324,144,325,210,286,323,143
1. MUL - Multimedia - Associate in Science (Active)
2. MUL - Multimedia - Associate in Science (Historical)

General Education/Degree/Transfer Course

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Rhonda Nishimoto      Date: 09/09/2015

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia</td>
<td>Multimedia</td>
<td>125</td>
<td>Interactive Motion Media (formerly Scripting for Multimedia)</td>
</tr>
</tbody>
</table>

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

Stand Alone: Program Applicable

AA/ AS Degree General Ed Breadth Area(s):

- none -

General Education Justification:
**Maximum Enrollment:** 24

**Grading Method:** Letter Grade or P/NP

**TOP code:** 0614.40*

**Can be Taken** 1 time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

**Catalog Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course provides students with the skills to create professional animations and interactive advertisements. Students will also integrate animated design into websites and incorporate audio and video into self-contained presentations. The course covers drawing and color tools - mastering the essentials of animation - working with type - graphics - sound - video - and scripting using industry-standard animation software.

**Schedule Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

Using industry-standard animation software - students will: create professional animations and interactive advertisements; integrate animated design into websites; incorporate audio and video into self-contained presentations.

**Need for the course:**
- This is a required course in the Multimedia Web Design Employment Concentration.
- This course can function as a stand-alone course supplemental to the Multimedia department's Web Design Employment Concentration.
- The backbone of electronic advertising is 2-D (Flash) animation and serves as the primary marketing tool today.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- MUL 110 with a grade of C or better.

**Corequisite(s):**
Corequisites go through a separate approval process. See Forms E1-E6 for details.

- none-

**Recommend Preparation:**
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- none-

**Other Enrollment Criteria:**

- none-

**Learning Objectives:**
(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Apply the fundamentals of Adobe Flash to multimedia presentations
2. Create both timeline-based and frame-by-frame animations
3. Display motion through the use of keyframes, motion and shape tweening
4. Control movement through masks, motion guides, and onion skins
5. Design, create, and animate characters
6. Apply and manipulate MovieClips and objects through ActionScript
7. Integrate sound and video into animated sequences
Course Content:
(please number the outline of main topics and subtopics)

A. Introduction
   1. Overview
   2. System Requirements
   3. Examples
   4. Flash Interface
   5. Flash Tools

B. Movement
   1. Symbols and working with the timeline
   2. Keyframes
   3. Introduction to Motion Tweening
   4. Motion tweening with multiple symbols
   5. Adding squash and stretch
   6. Working with Text
   7. Frame-by-Frame animations
   8. Motion Guides

C. Shapes
   1. Tweening
   2. Tweening gradients
   3. Using shape hints
   4. Shape tweening text
   5. Importing bitmaps, working with Photoshop CS3
   6. Importing vector artwork, working with Illustrator CS3
   7. Trace bitmap
   8. Creating a fill based on a bitmap
   9. Understanding masks, editing and animating with masks

D. Audio
   1. Creating buttons
   2. Importing audio, file types, editing audio within flash and sync types
   3. Adding sound to a button
4. Introduction of action scripting, frame actions
5. User based actions, working with event handlers
6. Controlling audio
7. Distribute to layers, Library usage counts and controlling symbol 'tweens' in your library

E. Movie clips
1. Creating movie clip symbols
2. Working with movie clips in a project
3. Dot Syntax and controlling movie clips
4. Timeline effects (and changing symbol properties)
5. Frame labels
6. More with controlling movie clips and using frame labels
7. Controlling movie clips continued
8. View the final movie clip with controls

F. Simple interactive Media
1. Using scenes and the building basics of a simple website
2. Creating and controlling a slide show
3. Using the load movie command (loadMovieNum)
4. Loading and controlling music (turning sound on/off)

G. Animation/Video control
1. Character animation
2. Syncing animation with sound
3. Adding and controlling embedded video content in a project
4. Adding and controlling progressive download video into flash
5. Complete video example

H. Interactive Project
1. Creating a website by loading swfs
2. Publishing a project
3. Creating a projector

Methods of Instruction:
Methods of instruction may include, but are not limited to the following:
**Methods of Evaluation:**
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Participation, based on contributions (discussion and critique sessions) as well as participation in class exercises completed in independent and small group settings and in web-based activities will be assigned.
  
- **Method:** Homework assignments, which demonstrate the concepts of animation required to implement acceptable quality multimedia projects will be completed.
  
- **Method:** Projects covering animation design applications, such as professional animations and a self-contained portfolio will be completed.
  
- **Method:** Production tests that demonstrate the student’s ability to work individually and in production teams on practical applications, and written tests covering design and problem solving issues related to animation production will be given.

**Examples of Assignments:**
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

**Written Assignment:**
Your first assignment will be to identify five of your favorite Flash-based sites and write a summary document outlining the elements of the site that captivate or inspire you. A successful assignment will include the following for each of the five sites:

- The name of the site
- The site's URL
- A description of the site. What do they do, what do they provide, what segment of industry are they in?
- What elements of the site did you find were done well. What areas do you feel needed improvement?
- Of what you learned in this lecture, what did you identify or recognize within the site as implemented? You will be expected to use college-level writing when outlining these sites. Please post your summary descriptions to the Discussion Board.

**Production Assignment:**

A. Create vector or bitmap artwork, save it, and import the artwork into the stage within Flash.

B. Create a symbol within Flash and add a mask to the symbol so that the imported artwork appears within the mask.

C. Animate the imported artwork so that it only appears animated through the mask.

D. Add a shape tween to the artwork so that it expands and contracts (pulsates) while the imported artwork is animating within the mask.

E. Submit the animation to the discussion board. Provide a constructive critique of one other student’s animation.
Textbooks:

Minimum Qualification

---

**Mt. San Jacinto College**

Transfer Level Course Form

(for courses numbering 100 or greater) **Form D**

Course: MUL 125  
Course Title: Interactive Motion Media  
(formerly Scripting for Multimedia)  
Author: Rhonda Nishimoto  
Date: 09/09/2015

***PLEASE NOTE***

Complete form with the following information:

Locate a minimum of two universities with a comparable lower division undergraduate course and list that university with the course prefix, number and title.

List up to four UC/CSU/Private Universities

Private universities identified may not provide full justification for making a course transferable, CSU or UC must be identified.

<table>
<thead>
<tr>
<th>CSU or UC campus</th>
<th>Comparable course Prefix &amp; Number</th>
<th>University Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale:

1. Rhonda Nishimoto  
2. Janet McCurdy—08/12/2015  
(Supplier)  
(Articulation Officer)

Mt. San Jacinto College

Request for Placement on Curriculum Committee Agenda

DISTANCE ED ADDENDUM  
**Form A4**

Submitted by: Rhonda Nishimoto  
Date: 08/01/2015

Catalog:  
2016 - 2017

Proposed Course: MUL 125 - Interactive Motion Media (formerly Scripting for Multimedia)  
Proposal Type: Course Deactivation (Distance Education Deactivation)  
Rationale: 

Rationale behind submittal - this is the place to summarize the “what” and the “why”. If this is a new DE addendum, explain why the distance-Ed format will benefit students who take this course. If this is a revision, summarize the changes that were made.
Approval Signatures Required on all lines before submittal to Curriculum Office

1. Rhonda Nishimoto (Submitter) 08/01/2015

2. (SJC Department Chair)

3. Rhonda Nishimoto (MVC Department Chair) 08/29/2015

4. (SJC Instructional Dean)

5. Micah Orloff 08/31/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)
Both Fully Online and Hybrid Online

The course has no required face to face meetings.

Fully Online Delivery Requirements:

- Students must be notified via the college schedule of classes and the syllabus for the class, if proctored tests are required for this course.
- Any planned face-to-face meetings, such as an orientation or study session, must be optional.
- The MSJC Curriculum Committee requires the use of asynchronous discussion as a component of every fully online course.
- Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office.

Methods of Instruction:

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Lecture and demonstration occurs through instructor-designed materials that provide both text-based, audio, and presentation lectures.</td>
</tr>
<tr>
<td>Pair and small group problem solving and discussion will be used to examine the animation process.</td>
<td>Threaded discussions occur through the CMS and allow both individual discussion and problem solving as well as group discussion.</td>
</tr>
<tr>
<td>Multimedia demonstrations and related examples will be used to exemplify industry practice.</td>
<td>Online resources provide industry-relevant examples.</td>
</tr>
<tr>
<td>Web-based activities will be used to reinforce concept and skill acquisition.</td>
<td>Video tutorials, animations, and simulations demonstrate software use.</td>
</tr>
</tbody>
</table>

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation, based on contributions (discussion and critique sessions) as well as participation in class exercises completed in independent and small group settings and in web-based activities will be assigned.</td>
<td>Students will participate in an online interactive activity, respond to a series of questions and post responses to a discussion board. In addition, the student will respond to other students as required in the activity directions.</td>
</tr>
<tr>
<td>Homework assignments, which demonstrate the concepts of animation required to implement acceptable quality multimedia projects will be completed.</td>
<td>Students will produce various production examples and submit these to the CMS discussion board, digital dropbox or through email.</td>
</tr>
<tr>
<td>Projects covering animation design applications, such as professional animations and a self-contained portfolio will be completed.</td>
<td>Students will create an interactive portfolio that is uploaded to a server and the web site address is submitted to the instructor via email.</td>
</tr>
<tr>
<td>Production tests that demonstrate the student's ability to work individually and in production teams on practical applications, and written tests covering design and problem solving issues related to animation production will be given.</td>
<td>Students will complete a series of online quizzes and production tests to assess their knowledge of CSS concepts.</td>
</tr>
</tbody>
</table>

Sample Assignments:

- Create vector or bitmap artwork, save it, and import the artwork into the stage within Flash.
- Create a symbol within Flash and add a mask to the symbol so that the imported artwork appears within the mask.
Animate the imported artwork so that it only appears animated through the mask.
Add a shape tween to the artwork so that it expands and contracts (pulsates) while the imported artwork is animating within the mask.
Submit the animation to the discussion board. Provide a constructive critique of one other student’s animation.

### Mt. San Jacinto College

**Request for Placement on Curriculum Committee Agenda**

**COURSE**
Form A1

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Kelly Billingsley</th>
<th>Date:</th>
<th>03/21/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2016 - 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>NUTR 101 - Nutrition and Foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rationale (if new course)/ Rationale and Summary of changes (if revision):**

Revisions were necessary to bring the course outline of record up to date. Specifically, the course objectives and course content were revised to better reflect the intent of the course. Methods of instruction and methods of evaluation were revised to reflect department discussions of pedagogy. ENGL 098 and MATH 090 were added as recommended preps to better assist students in making enrollment decisions and gauge potential success in the course.

**Relation to Program Review:**

Nutrition 101 is an important course within the HS/NUTR department. It helps to meet both the transfer and personal needs of our students and is provided in various modalities (face to face, hybrid, and fully online), providing better access to our students. The course will also serve as a foundational class as the department considers and develops future nutrition courses and/or certificates.

**Relation to Department Student Learning Outcomes (DLOs): REQUIRED**

NUTR 101 provides students the opportunity to explore how lifestyle behaviors, specifically dietary and exercise habits, impact human health and disease states. In addition, students reflect on their own lifestyle choices and are asked to develop a personalized dietary plan to best suit their needs.

**Approval Signatures Required on all lines before submittal to Curriculum Office**

1. Kelly Billingsley 03/21/2015 (Submitter)
2. Carlos Tovares 05/18/2015 (SJC Department Chair)
3. Jeff Slepski 05/03/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Brandon Moore 05/19/2015 (MVC Instructional Dean)
If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

---

**Course Proposal Impact**

NUTR 101 Nutrition and Foods  
**Course Revision Proposal**  
Kelly Billingsley

**Plan A**

1. A NATURAL AND PHYSICAL SCIENCES  
2. E HEALTHFUL LIVING AND SELF-DEVELOPMENT

**Requisite Courses**

**Honors Courses**

1. NUTR 101H - Honors Nutrition and Foods *Active*  
2. NUTR 101H - Honors Nutrition and Foods *Launched*

**Cross Listed Courses**

**Awards**

1. BIOL - Associate Degree in Biology - Associate in Science (Pending)  
2. CDE - Nutrition - Employment Concentration (Historical) (Required)  
3. CDE - Nutrition - Employment Concentration (Historical) (Required)  
4. MA - Medical Assisting - Associate in Science (Historical)  
5. MA - Medical Assisting - Associate in Science (Historical)  
6. PE - Physical Education - Associate in Arts (Active) (Required)  
7. PE - Physical Education - Associate in Arts (Historical) (Required)  
8. IDS - AS Associate in Science - Science (Elective)

**Other Awards**

**General Education/Degree/Transfer Course**
## CSU/UC Transfer Course

### B. Transfers to CSU

This course is CSU transferable only.

CSU GE Area E: Lifelong Understanding and Self-Development

E1 - Lifelong Understanding and Self-Development

### Mt. San Jacinto College

#### Integrated Course Outline of Record

**Form B**

**Submitted by:** Kelly Billingsley

**Date:** 09/09/2015

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>Nutrition</td>
<td>NUTR 101</td>
<td>Nutrition and Foods</td>
</tr>
</tbody>
</table>

### Units/ Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.

Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
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<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Total Hours</th>
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</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

### Stand Alone:

Program Applicable

### AA/ AS Degree General Ed Breadth Area(s):

A NATURAL AND PHYSICAL SCIENCES

E HEALTHFUL LIVING AND SELF-DEVELOPMENT

### General Education Justification:

NUTR 101 is consistent with the intent of Area A, Natural and Physical Sciences, because the course focuses on the impact food has on biological processes of the human body and overall wellness. Specifically, students examine complex nutritional related issues and evaluate their correlation to specific disease states (GELO 1, 5). The course also requires students to analyze and evaluate various points of view on nutrition recommendations, including those from the government as well as current research (GELO 2, 3). NUTR 101 is also consistent with the intent of Area E, Physical Education & Healthful Living, as the course continuously provides students the opportunity to evaluate and identify methods to improve their overall health and wellness through dietary changes (GELO 1, 2). Therefore, this course helps to increase the student's value of health as they are better able to communicate diet's role in disease prevention (GELO 2-4).

### Maximum Enrollment:

40

### Grading Method:

Letter Grade or P/NP

### TOP code:

1306.00

### Can be Taken 1 time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

### Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course examines the science of nutrition. The course develops the student's understanding of macro and micro...
nutrients and the role they play in dietary intervention of various disease states. This course also explores the role of nutrition throughout the life span and the effects of exercise on overall wellness.

**Schedule Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course covers the basic scientific principles of nutrition and the application of nutritional concepts to wellness.

**Need for the course:**
This class meets the A and E areas for the associates degree. It also meets area E for CSU transfer. Furthermore, this course is both personally and socially relevant as it provides the opportunity for students to initiate behavior change to improve overall health and wellness.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- none -

**Corequisite(s):**
Corequisites go through a separate approval process. See Forms E1-E6 for details.

- none -

**Recommend Preparation:**
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- ENGL 092 or
- ENGL 098 or
- ESL 098W and
- MATH 090 or
- MATH 090B

**Other Enrollment Criteria:**
- none -

**Learning Objectives:**
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Compare and contrast scientific journal articles, electronic, and print materials to evaluate the value of a health claim.
2. Describe the various anatomical structures and physiological processes of the organ systems within the body.
3. Assess the value and importance of macro and micro nutrients as they relate to optimal health.
4. Identify the nutritional needs of individuals from conception to old age.
5. Analyze the pathology of diseases caused by poor lifestyle and implement strategies of nutritional intervention to assist in stabilizing the disease condition.
6. Identify the value and role physical activity and exercise play in overall wellness and disease prevention.
7. Consider current issues related to food production, food safety, and the global food supply.
8. Evaluate their own personal dietary habits and develop an appropriate plan to improve dietary intake.

**Course Content:**
(please number the outline of main topics and subtopics)

A. Nutrition Standards and Guidelines
   1. Dietary Guidelines
      a. nutrient recommendations
      b. USDA guidelines
   2. Label reading
B. The Human Body
1. Digestive System
   a. anatomy of G.I Tract
   b. physiology of G.I Tract
   c. digestive complications (i.e. heartburn, constipation, IBS)
   d. nutritional intervention

2. Cardiovascular System

3. Excretory System

4. Storage Systems

C. Macro and Micro Nutrients
   1. Carbohydrates
      a. simple v. complex
      b. body's use of glucose
      c. glycemic index and glycemic load
   
   2. Fats/Lipids
      a. triglycerides
         i. storing and using fat
         ii. essential fatty acids
      b. cholesterol
      c. hydrogenation

   3. Protein
      a. protein metabolism
      b. deficiency
      c. animal v. plant

   4. Vitamins
      a. fat soluble
      b. water soluble
      c. Supplementation

   5. Minerals
      a. major minerals
      b. trace minerals

   6. Water
D. Diet and Disease

1. Diabetes (Type 1 and Type 2)
   a. causes
   b. nutritional prevention and intervention

2. Cardiovascular disease (atherosclerosis and hypertension)
   a. causes
   b. nutritional prevention and intervention

3. Cancer
   a. causes
   b. nutritional prevention and intervention

E. Weight Management

1. Metabolism
   a. basal metabolism and total energy expenditure
   b. factors that influence metabolism

2. Physical activity/Exercise
   a. fitness essentials (strength, endurance, cardiovascular, flexibility)
   b. body's use of fuel sources

3. Contemporary Issues
   a. weight management theories
   b. eating disorders

F. Nutrition through the ages

1. Pregnancy and Lactation
   a. Nutrient Needs
   b. Physical Changes
   c. Complications

2. Infant, Child and Adolescent Nutrition
   a. Growth and Development
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method: Lecture**
  **Integration:** Lecture material will be used to instruct students in the basic terminology and concepts relevant to nutritional science. Lecture materials will emphasize the anatomy and physiology of body systems, functions and roles of essential nutrients, metabolism, exercise and weight management, lifecycle nutrition, and food safety.

- **Method: Readings**
  **Integration:** Readings from the required text, or from supplemental sources (i.e. academic journals, websites, position papers, etc.), will be used to introduce students to basic nutrition concepts and may be used to supplement lecture material in an effort to expose students to current research and theories.

- **Method: Collaborative Group Work**
  **Integration:** Instructors will incorporate collaborative learning groups to afford students an opportunity to share personal experiences related to the content area and cooperatively reach conclusions after encountering a case study. Group work will emphasize essential nutrients and their role in disease prevention, development, and treatment.

- **Method: Online Activity/Discussion**
  **Integration:** Instructors may incorporate online activities and group discussions (including but not limited to, threaded discussions, chat, wikis, blogs, and other technologies) to supplement in class discussions. This will better enable students to evaluate the value of media claims related to nutrition and review current nutrition data.

- **Method: Multimedia Presentations**
  **Integration:** Multimedia presentations will be utilized to enhance students' comprehension of the material by using charts, diagrams, illustrations, pictures, and video materials that visually represent pathology of disease states, statistical data related to the material being studied within a specific unit of study, and current issues related to the contemporary food issues.
Method: Film/video Viewing and Discussion
Integration: Films and documentaries may be used to provide students with an opportunity to explore contemporary and/or controversial food related issues. In class discussions of the film will be used to enhance student awareness and promote social relevancy of the topic.

Method: Projects
Integration: Projects will be assigned to allow students to apply nutrition concepts to real life scenarios. Projects will emphasize self evaluation of dietary habits, roles of essential nutrients and physical activity in overall health, and/or the role of nutrition intervention in disease progression.

Method: Field Trips
Integration: Instructors are encouraged to organize field trips that enhance the specific unit of study.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

Method: Class Participation
Integration: Class participation will be evaluated by the student's contributions to in class discussions, online discussions (if appropriate), and collaboration with classmates during group work.

Method: Exams/Tests
Integration: Exams will be used to assess students understanding of the fundamentals of nutritional science and their ability to apply these concepts to specific scenarios. Exams may include both objective and free response questions.

Method: Class Work
Integration: In class work will be evaluated on the students ability to collaborate with group members and accurately apply nutrition concepts to case study scenarios. This may include topics such nutritional intervention for gastrointestinal complications, diabetes, cardiovascular disease, and prenatal nutrition.

Method: Projects
Integration: Projects will be used to evaluate students ability to research and identify credible sources of nutrition information and the ability to apply course content to various situations. This may include applying concepts such essential nutrients, diet and disease, and exercise to self evaluate diet and exercise patterns and develop a wellness plan.

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. In a group of 2-3 students review the diabetes case study provided and discuss the following:

Diabetes: A Case Study
Sabrina is 27 years old, 5'3', weighs 165 pounds, and has just recently been diagnosed with Type 2 diabetes. Both her mother and father have Type 2 diabetes and were diagnosed 10 years ago. Sabrina's parents both depend on medications to lower their blood sugar. They eat a diet rich in fatty foods and baked goods. Meals almost always consist of high glycemic index carbohydrates and soda or juice as their beverage. For the past 10 years this is how Sabrina thought Type 2 diabetes was treated, with medication only. Since she has been diagnosed she has been speaking with her friends and family about her new medical issue. One of her closest friends has suggested that Type 2 diabetes can be managed with diet and exercise. She is curious how this is the case. She comes to you with questions knowing you are currently enrolled in a nutrition class.

1. Explain to Sabrina how weight affects risk levels and management of Type 2 diabetes.

2. Sabrina has been raised on soda and is curious whether or not it is beneficial for her to switch to diet soda. Please explain your reasoning with appropriate defense.

3. Create a 1 day meal plan that will help Sabrina maintain her blood sugar levels. The meal plan needs to clearly show your understanding of what is appropriate or not appropriate for someone with Type 2 diabetes (i.e. high glycemic index versus low glycemic index foods). You are encouraged to make individual suggestions but create 1 meal for your entire group. So, this will require some collaboration.

4. Sabrina is interested if managing her blood sugar levels will also result in weight loss. Are the two correlated? How so?

B. Using the reports from your Self Diet Study answer the following questions.

A. How many grams of carbohydrate do you consume in an average day?

2. How many calories does this represent?
3. It is estimated that you should have at least 120 grams, and ideally much more, of carbohydrate in a day. How does your intake compare with this minimum?
4. What percentage of your total calories is contributed by carbohydrate?
5. Is your intake in line with the recommendation that 45 to 65 percent of the calories in your diet should come from carbohydrate?
6. Another dietary goal is that no more than 10 percent of total calories should come from refined and other processed sugars and foods high in such sugars. To assess your intake against this standard, sort the carbohydrate-containing food items you ate into two groups (do this for 1 day only):
   a. Low/moderate GI foods:
   b. High GI foods (foods containing refined carbohydrates):

Textbooks:


Minimum Qualification

- Family and Consumer Studies/Home Economics (Masters Required) and/or
- Nutritional Science/Dietetics (Masters Required)

Mt. San Jacinto College
Transfer Level Course Form (for courses numbering 100 or greater) Form D

Course: NUTR 101
Author: Kelly Billingsley
Course Title: Nutrition and Foods
Date: 09/09/2015

***PLEASE NOTE***

Complete form with the following information:
Locate a minimum of two universities with a comparable lower division undergraduate course and list that university with the course prefix, number and title.

List up to four UC/CSU/Private Universities

Private universities identified may not provide full justification for making a course transferable, CSU or UC must be identified.

<table>
<thead>
<tr>
<th>CSU or UC campus</th>
<th>Comparable course Prefix &amp; Number</th>
<th>University Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Polytechnic University, Pomona</td>
<td>FN 235</td>
<td>Nutrition</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>NUTR 132</td>
<td>Introductory Nutrition</td>
</tr>
<tr>
<td>California Polytechnic University, San Luis Obispo</td>
<td>FSN 210</td>
<td>Nutrition</td>
</tr>
<tr>
<td>CSU Northridge</td>
<td>207</td>
<td>FCS</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>NUTR 132</td>
<td>Introductory Nutrition</td>
</tr>
</tbody>
</table>

Rationale:

CSU/UC Transfer Course:
B. Transfers to CSU

CSU GE Area E: Lifelong Understanding and Self-Development:
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION

<table>
<thead>
<tr>
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<th>Date:</th>
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<tbody>
<tr>
<td>Kelly Billingsley</td>
<td>03/21/2015</td>
</tr>
</tbody>
</table>

Catalog: 2016 - 2017

Proposed Course: NUTR 101 - Nutrition and Foods

Proposal Type: Course Revision Proposal

Rationale:
Rationale behind submittal of prerequisite/corequisite/recommended preparation. This is the place to summarize the "what" and the "why". If this is a new or revised prerequisite/corequisite or recommended preparation, justify the need for such preparation. If you have reviewed the prerequisite/corequisite/recommended preparation but are not making any changes, explain why the current preparation meets student needs.

Recommended Preparation
ENGL 092
It is recommended that this requisite be (added).
Justification:
NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

or Recommended Preparation
ENGL 098
It is recommended that this requisite be (added).
Justification:
NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

or Recommended Preparation
ESL 098W
It is recommended that this requisite be (added).
Justification:
NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

and Recommended Preparation
MATH 090
It is recommended that this requisite be (added).
Justification:
NUTR 101 requires students to use mathematic formulas to assess body weight, calorie expenditure, and calorie intake

or Recommended Preparation
MATH 090B
It is recommended that this requisite be (added).
Justification:
NUTR 101 requires students to use mathematic formulas to assess body weight, calorie expenditure, and calorie intake

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Kelly Billingsley 03/21/2015 (Submitter)
2. Carlos Tovares 05/18/2015 (SJC Department Chair)
3. Jeff Slepski 05/03/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Brandon Moore 05/19/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.
## Mt. San Jacinto College
### Prerequisite/Corequisite/Advisory

**Form E1**

<table>
<thead>
<tr>
<th>Submitted By:</th>
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<tr>
<td>Kelly Billingsley</td>
<td>03/21/2015</td>
</tr>
</tbody>
</table>

**Dept:** Nutrition

1. **Course Title:** Nutrition and Foods
2. **Course Number:** NUTR 101

**Justification:**

NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

**Requisite Type:** Type 5: Recommended Preparation/Advisory

**Justifications Required:**

- Content Review Form (E2)

## Mt. San Jacinto College
### Skills Analysis

(one pre- or corequisite or advisory per form)

**Form E2**

<table>
<thead>
<tr>
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**Dept:** Nutrition

1. **Course Title:** Nutrition and Foods
2. **Course Number:** NUTR 101

**Justification:**

NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

**Skills Analysis**

All Exit Skills Outlined in Pe/Co-requisite/Advisory Preparation

Please place an "X" at the beginning of each item to indicate required Entry Skills.

- [ ] Demonstrate the ability to write using American English writing style, including argumentation which is often discouraged in some cultures.

- [x] Evaluate and apply the use of direct and logical argumentation in American English writing compared to differing argumentation styles (for example, Arabic writing often values the artistic use of non-linear logic and opposing points simultaneously being used as support...
<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
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<tbody>
<tr>
<td>Apply writing elements and rhetorical modes in organizing multiple paragraph compositions totaling at least 3,000 words/12 typed pages.</td>
<td>✔️</td>
</tr>
<tr>
<td>Utilize critical thinking skills in the reading and discussion of written texts and the composing of essays.</td>
<td>X</td>
</tr>
<tr>
<td>Apply correctly the form and function of the verb tenses and modals in English that correspond to the various rhetorical writing modes (for example, past and past progressive for narratives and modals for argumentative essays).</td>
<td>✔️</td>
</tr>
<tr>
<td>Apply the rules of grammar, including article, preposition, and punctuation.</td>
<td>✔️</td>
</tr>
<tr>
<td>Revise compositions through self-evaluation and feedback from students and the instructor.</td>
<td>✔️</td>
</tr>
<tr>
<td>Evaluate and eliminate elements of first language interference in writing production.</td>
<td>✔️</td>
</tr>
<tr>
<td>Create, develop, and evaluate thesis statements and supporting points based on American English writing standards.</td>
<td>✔️</td>
</tr>
<tr>
<td>Explore library and alternative research methods.</td>
<td>✔️</td>
</tr>
<tr>
<td>Evaluate the difference between plagiarism and the correct use of sources.</td>
<td>✔️</td>
</tr>
<tr>
<td>Demonstrate the influence of audience on a composition.</td>
<td>✔️</td>
</tr>
<tr>
<td>Course being removed as a requisite to the target course</td>
<td></td>
</tr>
</tbody>
</table>
Mt. San Jacinto College  
Prerequisite/Corequisite/Advisory  
Form E1

Submitted By: Kelly Billingsley  
Date: 03/21/2015

Dept: Nutrition

1. Course Title: Nutrition and Foods

2. Course Number: NUTR 101

It is recommended that the following Course: ENGL 092 be added as an Advisory

Justification:

NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

Requisite Type: Type 5: Recommended Preparation/Advisory

Justifications Required:

- Content Review Form (E2)

Mt. San Jacinto College  
Skills Analysis  
(one pre- or corequisite or advisory per form)  
Form E2

Submitted By: Kelly Billingsley  
Date: 03/21/2015

Dept: Nutrition

1. Course Title: Nutrition and Foods

2. Course Number: NUTR 101

It is recommended that the following Course: ENGL 092 be added as an Advisory

Justification:

NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

Skills Analysis

All Exit Skills Outlined in Prerequisite/Corequisite/Advisory Preparation

Please place an "X" at the beginning of each item to indicate required Entry Skills.

- Examine reading and synthesizing methodologies.

- Analyze a variety of texts.

- Discover pre-reading and pre-writing strategies.

- Plan and prepare for critical, academic writing.

- Compose a clear thesis statement which demonstrates an overlying plan for an academic essay.

- Construct a variety of academic essays with careful consideration of audience, purpose, tone, and appropriate rhetorical mode. Students will write at least 7 original essays totaling at least 5,500 words/21 typed pages. One or two of the essays must be written in class with time constraints, and one essay must be a research essay with a minimum of 4 pages and a maximum of 6 pages and no fewer than 3 outside sources. (No literary analysis in essays). Students will read not less than 400 pages of non-fiction texts.
Choose and consider appropriate sources for writing purposes.

- Value the process of pre-writing, synthesizing and reasoning, writing, revising, editing, and formatting.

Compose coherent and organized sentences, paragraphs, and essays using MLA guidelines for academic writing.

Evaluate writing (including self-evaluation and peer-evaluation) for coherence, unity, appropriate tone, support, and proper diction and language use.

Course being removed as a requisite to the target course.
2. Course Number: NUTR 101

It is recommended that the following Course: ENGL 098 be added as an Advisory

Justification:

NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

Requisite Type: Type 5: Recommended Preparation/Advisory

Justifications Required:

- Content Review Form (E2)
Mt. San Jacinto College  
Skills Analysis  
(one pre- or corequisite or advisory per form)

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<td>1. Course Title:</td>
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It is recommended that the following Course: ENGL 098 be added as an Advisory

Justification:

NUTR 101 requires compositional writing for the Self Diet Study capstone project, online discussion forums, and/or essay based exam questions.

Skills Analysis
All Exit Skills Outlined in Pe/Corequisite/Advisory Preparation

Please place an "X" at the beginning of each item to indicate required Entry Skills.

- Organize and compose essays in a clear, unified, and coherent manner using critical thinking skills. At least 5 essays will total at least 4,000 words/15 typed pages. At least one essay must be written in-class with time constraints, and one essay must be a research essay of no more than 5 pages and no fewer than 3 outside sources. (No literary analysis in essays)
- Evaluate and select the appropriate rhetorical mode(s), audience, and the steps to completion for a given writing situation.
- Compose and predict effective thesis statements.
- Compose paragraphs with a focused topic sentence, which indicates main idea, author’s claim, and a roadmap, supporting points presented in a logical order, and a summarizing conclusion.
- Evaluate and analyze the limitations of the “5 paragraph essay” structure and investigate and validate (through examples and original composition) other organizational structures.
- Create, examine, analyze, and document metacognitive responses to written texts, both student essays and published non-fictional texts.
- Demonstrate competence in standard American English: grammar, usage, and spelling.
- Examine and evaluate library and internet sources and integrate quotations from college-level sources in an essay as concrete support for an idea or topic in a persuasive essay.
- Evaluate critically and respond constructively to compositions within a community of writers.

Course being removed as a requisite to the target course
Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Form E1

Submitted By: Kelly Billingsley

Dept: Nutrition

1. Course Title: Nutrition and Foods

2. Course Number: NUTR 101

It is recommended that the following Course: Math 090 be added as an Advisory

Justification: NUTR 101 requires students to use mathematic formulas to assess body weight, calorie expenditure, and calorie intake.

Requisite Type: Type 5: Recommended Preparation/Advisory

Justifications Required:
- Content Review Form (E2)

Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)

Form E2

Submitted By: Kelly Billingsley

Dept: Nutrition

1. Course Title: Nutrition and Foods

2. Course Number: NUTR 101

It is recommended that the following Course: Math 090
be added as an Advisory

Justification:

NUTR 101 requires students to use mathematic formulas to assess body weight, calorie expenditure, and calorie intake

Skills Analysis

All Exit Skills Outlined in Prerequisite/Advisory Preparation

Please place an "X" at the beginning of each item to indicate required Entry Skills.

- Evaluate algebraic expressions where the variables represent rational numbers and translate verbal expressions into algebraic ones;
- Simplify algebraic expressions, rational expressions that contain variables in the denominator, and expressions containing exponents;
- Produce solutions to quadratic equations by factoring and by utilizing the Quadratic Formula, to linear equations, and to rational equations.
- Solve applications;
- Produce the factored form of a polynomial of the type $ax^2 + bx + c$ where $a > 1$;
- Solve a system of two equations in two variables utilizing the substitution and elimination methods;
- Plot ordered pairs of numbers;
- Construct the graphs of lines by plotting x- and y-intercepts and utilizing the slope-intercept form;
- Construct the $y = mx + b$ equation of a line given a point and the slope;
- Produce the second root of a number in simplified form;

Course being removed as a requisite to the target course
Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Form E1

Submitted By: Kelly Billingsley
Date: 03/21/2015
Dept: Nutrition

1. Course Title: Nutrition and Foods
2. Course Number: NUTR 101

It is recommended that the following Course: MATH 090B be added as an Advisory

Justification:

NUTR 101 requires students to use mathematic formulas to assess body weight, calorie expenditure, and calorie intake

Requisite Type: Type 5: Recommended Preparation/Advisory

Justifications Required:

- Content Review Form (E2)

Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)

Form E2

Submitted By: Kelly Billingsley
Date: 03/21/2015
Dept: Nutrition

1. Course Title: Nutrition and Foods
2. Course Number: NUTR 101

It is recommended that the following Course: MATH 090B be added as an Advisory

Justification:

NUTR 101 requires students to use mathematic formulas to assess body weight, calorie expenditure, and calorie intake

Skills Analysis

All Exit Skills Outlined in Pe/Corequisite/Advisory Preparation

Please place an "X" at the beginning of each item to indicate required Entry Skills.

- Solve linear inequalities.
- Solve applications;
- Factor polynomials of the form \(ax^2 + bx + c\) where \(a > 1\);
- Simplify algebraic expressions containing exponents;
- Simplify rational expressions that contain variables in the denominator;
- Solve rational equations;
- Deduce the second root of a number in simplified form;
DE offerings are critical to meet the needs of our students and NUTR 101 has been very successful when offered in the hybrid and fully online format. No major revisions have been made, only updates to the Methods of Instruction and Methods of Evaluation based on the revisions to the regular course outline of record.

Submit by: Kelly Billingsley
Date: 03/21/2015

Catalog: 2016 - 2017

Proposed Course: NUTR 101 - Nutrition and Foods

Proposal Type: Course Revision Proposal (Distance Education Revision)
Rationale behind submittal - this is the place to summarize the "what" and the "why". If this is a new DE addendum, explain why the distance-Ed format will
benefit students who take this course. If this is a revision, summarize the changes that were made.

DE offerings are critical to meet the needs of our students and NUTR 101 has been very
successful when offered in the hybrid and fully online format. No major revisions have been
made, only updates to the Methods of Instruction and Methods of Evaluation based on the
revisions to the regular course outline of record.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Kelly Billingsley 03/21/2015 (Submitter)
2. Carlos Tovares 05/18/2015 (SJC Department Chair)
3. Jeff Slepski 05/03/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Brandon Moore 05/19/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department
chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog))
Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Kelly Billingsley</th>
<th>Effective Term:</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Health Science, Nutrition</td>
<td>Course Number:</td>
<td>NUTR 101</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Nutrition and Foods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Both Fully Online and Hybrid Online

The course has no required face to face meetings.

Fully Online Delivery Requirements:

- Students must be notified via the college schedule of classes and the syllabus for the class, if proctored tests are required for this course.
- Any planned face-to-face meetings, such as an orientation or study session, must be optional.
- The MSJC Curriculum Committee requires the use of asynchronous discussion as a component of every fully online course.
- Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office.

Methods of Instruction:

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Group Work</td>
<td>Instructors will incorporate collaborative learning groups to afford students an opportunity to share personal experiences related to the content area and cooperatively reach conclusions after encountering a case study. Group work will emphasize essential nutrients and their role in disease prevention, development, and treatment. Collaboration will take place online through the course management system, specifically using blogs, wikis, discussion forums, groups, etc.</td>
</tr>
<tr>
<td>Lecture</td>
<td>Lecture material provided by the instructor will instruct students in the basic terminology and concepts relevant to nutritional science. Lecture materials may be delivered in either a synchronous (face to face) format and given directly to the student in attendance during a class meeting or may be available online using the current course management system. Online adaptapations will require lectures to be in a user friendly format such as Prezi, Powerpoint, Articulate, screencast, etc., and meet accessibility standards.</td>
</tr>
<tr>
<td>Multimedia Presentations</td>
<td>Multimedia presentations will be utilized to enhance student's comprehension of the material by using charts, diagrams, illustrations, pictures, and videotaped materials that visually represent pathology of disease states, statistical data related to the material being studied within a specific unit of study, and current issues related to the global food supply. Presentations will either be linked or embedded into the course management system.</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Instructors are encouraged to organize field trips that enhance the specific unit of study. Face to face meetings may be utilized for this or if fully online virtual field trips may be used.</td>
</tr>
<tr>
<td>Online Activity/Discussion</td>
<td>Instructors will incorporate online activities and group discussions (including but not limited to, threaded discussions, chat, wikis, blogs, and other technologies) to supplement lecture material and face to face discussions.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Projects</td>
<td>Online projects will be assigned to allow students to apply nutrition concepts to real life scenarios. Project details will be outlined in the course management system and links provided to outside tools, if necessary, to complete the task.</td>
</tr>
<tr>
<td>Readings</td>
<td>Required text readings require no adaptation. Supplemental sources may either be embedded or linked in the course management system or delivered to the student in a face to face session.</td>
</tr>
<tr>
<td>Film/video Viewing and Discussion</td>
<td>Films may either be embedded in, or linked, through the course management system, or shown during a face to face session. Online discussions will be held using one of the discussion features such as discussion boards, groups, blogs, etc.</td>
</tr>
</tbody>
</table>

**Methods of Evaluation:**

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Class participation will be evaluated by the student's contributions to in class discussions (if appropriate), online discussions, and collaboration with classmates during online group work.</td>
</tr>
<tr>
<td>Exams/Tests</td>
<td>Online exams will be used to assess students understanding of the fundamentals of nutritional science and their ability to apply these concepts to specific scenarios. Exams may include both objective and free response questions. An instructor may chose to proctor the final exam for a hybrid class.</td>
</tr>
<tr>
<td>Class Work</td>
<td>Class work will be in the form of discussion forums, blogs, wikis, group work, etc., and will be evaluated on the student's ability to collaborate with group members and accurately apply nutrition concepts to case study scenarios.</td>
</tr>
<tr>
<td>Projects</td>
<td>Projects will be completed using instructions provided in the course management system, links to tools needed to complete the assignment(s), and submitted through either email or the assignment feature in the course management system.</td>
</tr>
</tbody>
</table>

**Sample Assignments:**

- Please review the case study provided within this week's module and be prepared to discuss the provided questions with your group in your group's discussion forum. Your group will then collectively develop a diet plan using the wiki tool that has been provided. Diabetes: A Virtual Client Sabrina is 27 years old, 5'3", weighs 165 pounds, and has just recently been diagnosed with Type 2 diabetes. Both her mother and father have Type 2 diabetes and were diagnosed 10 years ago. Sabrina's parents both depend on medications to lower their blood sugar. They eat a diet rich in fatty foods and baked goods. Meals almost always consist of high glycemic index carbohydrates and soda or juice as their beverage. For the past 10 years this is how Sabrina thought Type 2 diabetes was treated, with medication only. Since she has been diagnosed she has been speaking with her friends and family about her new medical issue. One of her closest friends has suggested that Type 2 diabetes can be managed with diet and exercise. She is curious how this is the case. She comes to you with questions knowing you are currently enrolled in a nutrition class. 1. Explain to Sabrina how weight affects risk levels and management of Type 2 diabetes. 2. Sabrina has been raised on soda and is curious whether or not it is beneficial for her to switch to diet soda. Please explain your reasoning with appropriate defense. Feel free to look outside your text for this information. (Hopefully this will stimulate some debate within the group). 3. Create a 1 day meal plan that will help Sabrina maintain her blood sugar levels. (This doesn't need to include appropriate calories, fat, protein, vitamins, etc. (we aren't quite there yet) However, it needs to clearly show your understanding of what is appropriate or not appropriate for someone with Type 2 diabetes). You are encouraged to make individual suggestions but create 1 meal for your entire group. So, this will require some collaboration. 4. Sabrina is interested if managing her blood sugar levels will also result
Are the two correlated? How so?

B. Using the reports from your Self Diet Study answer the following questions and submit them electronically through the assignment link.

1. How many grams of carbohydrate do you consume in an average day?
2. How many calories does this represent?
3. It is estimated that you should have at least 120 grams, and ideally much more, of carbohydrate in a day. How does your intake compare with this minimum?
4. What percentage of your total calories is contributed by carbohydrate?
5. Is your intake in line with the recommendation that 45 to 65 percent of the calories in your diet should come from carbohydrate?
6. Another dietary goal is that no more than 10 percent of total calories should come from refined and other processed sugars and foods high in such sugars. To assess your intake against this standard, sort the carbohydrate-containing food items you ate into two groups (do this for 1 day only): a. Low/moderate GI foods: b. High GI foods (foods containing refined carbohydrates):

<table>
<thead>
<tr>
<th>Regular Effective Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Announcements/Bulletin Boards - Instructors will at minimum post weekly announcements to the class including information regarding upcoming assignments, assessment, discussion forums, participation, content, current events, etc.</td>
</tr>
<tr>
<td>• Discussion Boards - Instructors will actively participate in discussion forums. In addition, instructors will create a general discussion forum where students are able to inquire about the format of the course as well as clarify content.</td>
</tr>
<tr>
<td>• Email Communication - Instructors will respond to student emails within three-four business days and will use this method of communication to discuss confidential and individual grade concerns.</td>
</tr>
<tr>
<td>• Office hours - Instructors will hold virtual office hours (1 hr per week for a 3 unit course) using the current technologies including but not limited to Skype, chat, social media, telephone, email, etc. Instructors are also encouraged to hold face to face office hours if able.</td>
</tr>
<tr>
<td>• Scheduled Face-to-Face Meetings - Face to face meetings will be used for hybrid courses only.</td>
</tr>
<tr>
<td>• Other (describe) - Instructors will provide timely feedback on student work and projects (within 1-1.5 weeks of the due date). Instructors may also chose to use office hours, discussion forums, announcements, etc, as means to communicate expectations and rubrics. However, individual feedback and grades will be discussed face to face, via email, or phone.</td>
</tr>
</tbody>
</table>

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
HONORS ADDENDUM

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Rebecca Coleman</th>
<th>Date:</th>
<th>04/14/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2016 - 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>ENGL 203H - Honors Survey of Shakespeare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Honors Course -- Revision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale:
In addition to updating the comparable transfer courses to align with current articulation agreements, I revised the language in Honors content section for clarity and succinctness. I added numbers to each objective and goal to set it off as a distinct point. I changed the word Renaissance to Early Modern to reflect contemporary research and understanding of the period in which Shakespeare was writing. I added “live screenings” to productions under topics because there are many high-quality, public, live screenings of Shakespeare’s plays that mimic the traditional theater productions. I added theoretical concepts to the addendum because they grant as much if not more insight into Shakespeare’s plays as does historical context and provide students the opportunity to engage with contemporary scholarship, which has largely moved away from traditional historical readings and toward theoretical readings of Early Modern works. I added an audio-visual assignment in addition to a slightly shorter research paper to encourage and embrace multimodal learning and prepare students for conference presentations. Multimodal projects also better reflect the course content since Shakespeare was meant to be seen and heard, rather than simply read. I added a student-instructor meeting requirement because it is an essential part of the honors experience.
If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

### Course Proposal Impact

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 203H</td>
<td>Honors Survey of Shakespeare</td>
<td><strong>Honors Course -- Revision</strong></td>
</tr>
</tbody>
</table>

Rebecca Coleman
Plan A

1. C HUMANITIES

Requisite Courses

Honors Courses

Cross Listed Courses

Awards

1. ENGL - A.A.-T in English for Transfer - Associate in Arts (Active)
2. ENGL - English - Associate in Arts (Historical) (Elective)
3. IDS - Liberal Arts: Arts, Humanities & Communications Emphasis - Associate in Arts (Active)
4. IDS - AA Associate of Arts in Humanities (Elective)

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
   A. Transfers to CSU;UC
      As general education and major preparation.

IGETC Area 3: Arts and Humanities
   B: Humanities

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
   C2 - Humanities

Mt. San Jacinto College
Honors Course Outline Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Rebecca Coleman</th>
<th>Date:</th>
<th>09/09/2015</th>
</tr>
</thead>
</table>

Course Discipline: English

Course Number: ENGL 203H

Title: Honors Survey of Shakespeare

Honors Courses End in "H"

Must begin with "Honors"

Goals:

1. Promote critical thinking, as well as enhance verbal and written skills;
2. Expose students to a more sophisticated and theoretical understanding of Shakespeare and Early Modern Drama than offered in the regular session;
3. Create essays and research papers that demonstrate interpretive skills as well as a command of primary and secondary data collection methods.
Topics to be Covered:
The topics included in the honors component of the course, Survey of Shakespeare, are the same as those covered in the regular section; however, in the honors section, honors students will select topics and/or primary texts to cover in addition to those assigned in the regular section and will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and correctness. Students may also be required to read and apply literary criticism and literary theory to the texts covered in the regular section and/or additional text assigned in the honors section.

Instructional Objectives:
Objectives include those listed on the English 203 Course Outline with special emphasis on the following:

1. Students will demonstrate creativity and originality by illustrating how literary interpretation is linked to critical thinking and to the understanding of human interactions and behaviors—both on a personal level and on a public level;

2. Students will learn to interpret literary texts with originality by performing close, nuanced, critical reading of texts, and synthesizing primary and secondary text materials with their own ideas in order to construct intelligent, inspired, and fresh interpretations that do not rely on previous and widely expressed critical interpretations of primary works.

3. Students will use critical thinking to structure an analysis of a literary work, with a strong thesis as a focal point, a convincing argument, and evidence from the text in the way of examples, quotations, summaries, paraphrases of passages, and explanations of language to support the thesis.

4. As a requirement for writing the critical analysis, students should master MLA documentation guidelines and learn to smoothly integrate quotations from both primary and secondary texts with their own thoughts and words. Students' interpretations should, above all, be original and should not rely on secondary sources to further an already widely-held critical perspective.

5. To understand the critical perspectives previously expressed in relation to a literary text, part of the honors students' research should involve a review of published criticism from a variety of sources, both in print and online.

Enrichment Assignments:
Honors students will complete the regular section requirements and be graded, first, in accordance with the criteria used for the regular section.

Honors students will be required to do assignments A and B and will choose to complete either C or D:

A) Attend at least one professional Shakespearean production or live screening and write a critical review of the production;

B) Meet with the instructor individually or with other honors students at least three times during the semester to discuss the reading, research, and paper ideas. Students may be asked to participate in peer-review activities.

C) Students will write an additional original and well-developed research paper (at least eight [8] pages, excluding Works Cited page) for the class, based on additional texts or topics of interest. For instance, a student may write an argument essay that analyzes the effects of colonialism in Shakespeare's comedies. The research paper must include at least 6 secondary sources which will be collected through the library and/or internet sources. These supplemental sources should be used to enhance the student's original argument. They should supply historical evidence or theoretical concepts in support of the student's view and/or to provide oppositional viewpoints.

D) Students will write an additional research paper (at least 6 pages excluding Works Cited page) based on additional texts or topics of interest and construct a conference style audio-visual presentation of the paper for the class. For instance, a student may write an argument essay that compares multiple productions of a Shakespearean play and analyze how the choices made in each production reveal cultural values, biases, and assumptions; the student will then construct a Prezi or PowerPoint with embedded videos of said productions to show the class the differences he/she is noting and to further prove his/her argument. The research paper and presentation must include at least 6 secondary sources which will be collected through the library and/or internet sources; these sources should not be used to further a previously acknowledged and unaltered view of the text but, instead, to supply historical evidence or theoretical concepts in support of the student's view and/or to furnish and oppose another perspective. The audio-visual presentation will be followed by a question and answer session.

Evaluation:
To receive honors credit, students must successfully complete the regular section and honors enrichment assignments. The enrichment essay will be assessed according to the standards set for written work in Freshman Composition.
keeping with these standards, instructors will assess the essay's content, organization, facility with language, and mechanics as well as the depth of analysis and insight, the use and appropriateness of outside sources, and the effectiveness of communication, as shown through diction and syntax. The instructor will assess the audio-visual presentation for its content, organization, use of appropriate sources, including the incorporation of audio-visual evidence, and effectiveness of communication, as shown through the pace and clarity of the verbal delivery of information and the structure, style, and coherence of the visual delivery of information.

MT. SAN JACINTO COLLEGE
Transfer Level Course Form
(for courses numbering 100 or greater)

Form D

Course: ENGL 203H
Author: Rebecca Coleman
Course Title: Honors Survey of Shakespeare
Date: 09/09/2015

***PLEASE NOTE***

Complete form with the following information:
Locate a minimum of two universities with a comparable lower division undergraduate course and list that university with the course prefix, number and title.

List up to four UC/CSU/Private Universities

Private universities identified may not provide full justification for making a course transferable, CSU or UC must be identified.

<table>
<thead>
<tr>
<th>CSU or UC campus</th>
<th>Comparable course Prefix &amp; Number</th>
<th>University Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Riverside</td>
<td>Engl 17</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>San Jose State University</td>
<td>English 78</td>
<td>Introduction to Shakespeare's Drama</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>English 259</td>
<td>Introduction to Shakespeare</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>English 17</td>
<td>Shakespeare</td>
</tr>
</tbody>
</table>

Rationale:

Engl 17: This course articulates for a variety of BA and BS degrees, including but not limited to a BA in Creative Writing.
English 78: This course articulates for the Creative Arts BA.
English 259: This course articulates for the English BA.
English 17: This course satisfies the lower division requirements for a BA in English.

CSU/UC Transfer Course:

A. Transfers to CSU/UC

IGETC Area 3: Arts and Humanities:

B: Humanities

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages:

C2 - Humanities

1. Rebecca Coleman      (Submitter)
2. Janet McCurdy--05/07/2015       (Articulation Officer)

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
HONORS ADDENDUM

Form A3

Submitted by: Kelly Billingsley       Date: 03/21/2015
<table>
<thead>
<tr>
<th>Catalog:</th>
<th>2016 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Course:</td>
<td>NUTR 101H - Honors Nutrition and Foods</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Honors Course -- Revision</td>
</tr>
<tr>
<td>Rationale:</td>
<td>The course goals, topics, and objectives have been revised to better reflect the intent of the course.</td>
</tr>
</tbody>
</table>

**Approval Signatures Required on all lines before submittal to Curriculum Office**

1. Kelly Billingsley 03/21/2015 (Submitter)
2. Carlos Tovares 05/18/2015 (SJC Department Chair)
3. Jeff Slepski 05/03/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Brandon Moore 05/19/2015 (MVC Instructional Dean)
6. Erik Ozolins 04/27/2015 (Honors)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog))
Course Proposal Impact

NUTR 101H Honors Nutrition and Foods
**Honors Course -- Revision**
Kelly Billingsley

Plan A

1. A NATURAL AND PHYSICAL SCIENCES
2. E HEALTHFUL LIVING AND SELF-DEVELOPMENT

Requisite Courses

Honors Courses

1. NUTR 101 - Nutrition and Foods *Active*
2. NUTR 101 - Nutrition and Foods *Launched*
3. NUTR 101H - Honors Nutrition and Foods *Active*
4. NUTR 101H - Honors Nutrition and Foods *Launched*

Cross Listed Courses

Awards

1. PE - Physical Education - Associate in Arts (Active) (Required)
2. IDS - AS Associate in Science - Science (Elective)

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
B. Transfers to CSU
This course is CSU transferable only.

CSU GE Area E: Lifelong Understanding and Self-Development
E1 - Lifelong Understanding and Self-Development

Mt. San Jacinto College
Honors Course Outline Addendum

Submitted by: Kelly Billingsley  Date: 09/09/2015
Course Discipline: Nutrition
Course Number: NUTR 101H Honors Courses End in "H"
Title: Honors Nutrition and Foods Must begin with "Honors"

Goals:
Promote advanced analysis of nutrition concepts and nutrition intervention.
Expose students to published, peer reviewed research and other academic papers.
Encourage students to think critically about dietary recommendations.

Topics to be Covered:
Some of the listed topics are the same as those covered in the regular course, however, they will be covered in much greater depth in the honors section. These include:
The role of specific macro and/or micro nutrients in physical health.
The role of diet in disease progression and treatment.
Contemporary issues such as weight management theories, subsidized crops and food manufacturing, and/or dietary effects on behavior.

Instructional Objectives:
Some of the objectives listed are similar to those in the regular course. However, students in the honors section will be expected to elevate their level of understanding in these areas and analyze contemporary food issues, rather than focus solely on the diet/disease connection as presented in the regular course.
1. Students will assess the role of nutrients in disease prevention, progression, and treatment.
2. Students will compare and contrast current nutrition research with the government's nutritional recommendations.
3. Students will evaluate the role of politics on food production, food distribution, and food quality.
4. Students will develop a greater appreciation for the role food plays in human health, society, and the environment.

Enrichment Assignments:
Honors students will complete the normal course requirements and be graded first in accordance with the criteria used for the rest of the class. In addition, to receive honors credit students will complete the following:
A, B, C, and D are all required assignments while the student will select either E or F for their research component.
A. Instructors and students will meet outside the regular class throughout the semester for a minimum of 5 meetings. This will help students examine the role of diet in disease, discuss controversial issues related to food politics, and build a greater understanding and appreciation for the impact of food on society. These meetings may be held individually or as a group.
B. Book Discussion: The group, with the guidance of the instructor, will select and read a nutrition related book. Students will participate in monthly discussions with the instructor. Examples of books may include "The Omnivore's Dilemma", "In Defense of Food", "The China Study", etc. Discussion topics will focus on the main themes of the book and how they compare to traditional recommendations and their overall impact on human health.
C. Nutrition Briefs: Using current nutrition research as a guide, students will select two nutrition topics of interest to study in greater detail. Students will analyze one current research article for each topic and write a nutrition brief for each. The nutrition brief is a 2 page document including a summary of the research and implications of the findings. Students will be asked to present their nutrition briefs to the class for further discussion.
D. Field Experience: Students, with the guidance and approval of the instructor, will select an out of the classroom experience and write a 500-1,000 word paper on how the experience relates to the themes discussed in class. Experiences will be determined based on the availability and scheduling of local events. Examples include, visits to farmers markets, film screenings, nutrition conferences, trips to local farms, etc.
E. Research Project: Students will select a topic of interest, approved by the instructor. Review the current research and develop a project appropriate to the topic. For example:
-Develop an outpatient nutrition class for individuals with a specific medical condition.
-Design a nutrition education tool for a target population.
- Develop a community action plan for sustainable food production.

The project should utilize a minimum of seven sources and conclude with a 2-3 page reflection paper. Students will be asked to present their project to the class for further discussion.

F. Research Paper: Students will select a topic of interest, approved by the instructor. Topics will vary as new nutrition research emerges, however, the following may be used as examples.

- Research and write an analytical paper on food politics and human health.
- Research and examine the recommendations of dairy consumption over the past two decades and the implications this has on human health.

The paper should be a 8-10 pages in length with a minimum of seven sources. Students will be asked to present their findings to the class for further discussion.

**Evaluation:**

1. Book Discussions will take place between the instructor and honors student(s). Students will be evaluated on overall understanding of the book, analytical thinking, ability to identify themes, and thoughtful understanding of its impact on nutrition.

2. Nutrition Briefs: Evaluated on overall understanding of the article/literature, clarity of writing, and thoughtful application of nutrition concepts to the general population.

3. Field Experience: Evaluated on quality of writing and the ability to relate nutrition concepts to real world application.

4. Research Project: Projects will be evaluated on originality, creativity, accurate application of nutrition concepts and recommendations, validity of resources, and appropriateness for "real world" situations. The in-class presentation will be evaluated on overall flow, clarity, and the ability to answer questions from classmates and/or the instructor.

5. Research Paper: Papers will be evaluated on originality/creativity of the topic, ability to analyze and interpret the current literature, connect findings to "real world" applications, and ability to provide insightful and meaningful suggestions for change. In addition, papers will be evaluated on quality of writing, validity of sources, and formatting. The in-class presentation will be evaluated on overall flow, clarity, and the ability to answer questions from classmates and/or the instructor.

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**Mt. San Jacinto College**

**Transfer Level Course Form**

(for courses numbering 100 or greater)

---

**Course:** NUTR 101H

**Author:** Kelly Billingsley

**Date:** 09/09/2015

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***PLEASE NOTE***

Complete form with the following information:

Locate a minimum of two universities with a comparable lower division undergraduate course and list that university with the course prefix, number and title.

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**List up to four UC/ CSU/ Private Universities**

Private universities identified may not provide full justification for making a course transferable, CSU or UC must be identified.

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<tbody>
<tr>
<td>CSU Northridge</td>
<td>FCS 207</td>
<td>Nutrition for Life</td>
</tr>
<tr>
<td>CSU Chico</td>
<td>NFSC 100</td>
<td>Basic Nutrition</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>DFM 253</td>
<td>Nutrition in Health and Disease</td>
</tr>
</tbody>
</table>
Rationale:

CSU/UC Transfer Course:

B. Transfers to CSU

CSU GE Area E: Lifelong Understanding and Self-Development:

E1 - Lifelong Understanding and Self-Development

1. Kelly Billingsley 04/13/2015 (Submitter)
2. Janet McCurdy 04/13/2015 (Articulation Officer)

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

DEGREE

Form A5

Submitted by: Shezwae Powell
Date: 08/21/2015

Catalog: 2016 - 2017

Proposed Degree: A.A.-T in Theatre Arts for Transfer

Proposal Type: Associate in Art Modification

Rationale:

Rationale behind submittal - this is the place to summarize the "what" and the "why". If this is a new degree, explain the need for the degree. If this is a revision, summarize the changes that have been made.

This revision replaces the current associates degree to make it an A.A.-T degree.

Relation to Program Review:

Briefly discuss how this program/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

The degree is a central component of the Theater Arts program review.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

For program and program submissions: Briefly discuss how this program/program is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLOs currently in progress or any similar language.

The required core classes of Associate in Arts in Theater Arts for Transfer degree satisfy each the department learning outcomes. THA 101 and THA 102 encourage an appreciation of theater through critical analysis, and an increased aesthetic awareness. THA 110 and THA 201 serve to train students in the essential skills in the craft of theater, and increase the student’s knowledge regarding the cultural, artistic, and expressive contexts of theater.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Payden Ackerman 08/21/2015 (Submitter)
2. Payden Ackerman 09/04/2015 (SJC Department Chair)
3. Shezwae Powell 09/04/2015 (MVC Department Chair)
4. Carlos Tovares 09/05/2015 (SJC Instructional Dean)
5. Jeremy Brown 09/05/2015 (MVC Instructional Dean)

If this action concerns a program which cross-lists with another program in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Mt. San Jacinto College

AWARD

A.A.-T in Theatre Arts for Transfer Associate in Arts

Date: 09/09/2015

An A.A.-T in Theatre Arts for Transfer will fulfill the requirements for students to transfer to a four-year college or university as a Theater Arts major. Theater Arts also provides students with a basic knowledge of theater and all the elements contained therein. Students who take Theater Arts courses are better equipped to think critically about the value of theater to our culture and society. In addition, students gain an applied knowledge of the entertainment industry and how they might pursue work in the field.

The Associate in Arts in Theatre Arts for Transfer degree (A.A.-T) is intended to enhance and enrich students’ academic progress.
toward a CSU bachelor degree in Theater Arts. Coursework required in the A.A.-T in Theatre Arts for transfer are specifically designed to be transferable to prepare students for an area of study or complete the lower division requirements of a Theater Arts major into the CSU system.

The major required for an A.A.-T in Theatre Arts for Transfer to CSU may be met by:

“[1] Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.”

ADT also requires that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is acceptable if pass is defined as a grade of C or better.

Career Opportunities

For any BA/BS careers, please see your transfer institution.

A.A.-T in Theatre Arts for Transfer (18 units)

Required Core (9 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA-101 Introduction to Theater</td>
<td>3</td>
</tr>
</tbody>
</table>
| or
| THA-101H Honors Introduction to Theater | 3     |
| or
| THA-102 Theater History | 3     |
| or HIST-154       |       |
| THA-110 Fundamentals of Acting | 3     |
| THA-201 Rehearsal and Performance | 3     |

List A: Select three (9 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA-111 Intermediate Acting</td>
<td>3</td>
</tr>
<tr>
<td>THA-117 Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA-120 Lighting</td>
<td>3</td>
</tr>
<tr>
<td>THA-121 Costume Construction</td>
<td>3</td>
</tr>
<tr>
<td>THA-122 Stage Makeup</td>
<td>3</td>
</tr>
</tbody>
</table>

Units for Major 18
CSU General Education or IGETC Pattern 37-39
Possible double counting 3-6
Transferable Electives (as needed to reach 60 CSU transferable units)

Total Units for A.A.-T Degree 60 units

This Associate in Arts in Theatre Arts for Transfer degree is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. A student completing this degree is guaranteed admission to the CSU system, but not a particular campus or major. Students should meet with a counselor to develop an educational plan and receive university admission and transfer requirements.

Mt. San Jacinto College Request for Placement on Curriculum Committee Agenda Certificate Form A6

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Caren Hennessy</th>
<th>Date:</th>
<th>03/30/2015</th>
</tr>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2016 - 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Certificate:</td>
<td>Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Certificate Modification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale:

To adhere to industry standards, this award is being modified to include Microsoft Excel as a recommended course.

Relation to Program Review:

Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress").

One goal of the program is to incorporate technology used in business decision making into the curriculum.
Excel is a tool used to gather data, edit data, and present data to business managers as a decision-making tool.

**Approval Signatures Required on all lines before submittal to Curriculum Office**

1. Caren Hennessy 03/30/2015 (Submitter)
2. Larry Barraza 05/08/2015 (SJC Department Chair)
3. Caren Hennessy 05/07/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Joyce Johnson 05/21/2015 (MVC Instructional Dean)

If this action concerns a program which cross-lists with another program in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog))

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**Mt. San Jacinto College**

**AWARD**

**Business Administration Certificate**

Date: 09/09/2015

**Career Opportunities**

Bank Teller, Claims Adjuster, Examiner, Sales Representative, Investigator, Account Manager, Sales Manager, Small Business Manager

Competency in English and math is required prior to completing either certificate. This may be accomplished by testing or completion of ENGL-098 (English Fundamentals) or ENGL-092 or ESL-098W and MATH-090 (Elementary Algebra) or MATH-090B.

**Certificate in Business Administration (24 units)**

**Required Courses (15 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-124</td>
<td>Financial Accounting - Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ACCT-124H</td>
<td>Honors Financial Accounting - Principles of Accounting I</td>
</tr>
<tr>
<td>BADM-103</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>BADM-103H</td>
<td>Honors Introduction to Business</td>
</tr>
<tr>
<td>BADM-201</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT-103</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT-205</td>
<td>Principles of Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommended Courses (Take 3 units from this list)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CAPP-122</td>
<td>Using Microsoft Excel</td>
<td>3</td>
</tr>
<tr>
<td>CSIS-101</td>
<td>Introduction to Computers and Data Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECON-201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ECON-201H</td>
<td>Honors Principles of Macroeconomics</td>
</tr>
</tbody>
</table>

**Elective Courses (Take 6 units from this list)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-125</td>
<td>Managerial Accounting-Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ACCT-125H</td>
<td>Honors Managerial Accounting-Principles of Accounting II</td>
</tr>
<tr>
<td>ACCT-126</td>
<td>Beginning Computer Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BADM-104</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ACCT-126H</td>
<td>Honors Beginning Computer Accounting</td>
</tr>
<tr>
<td>or</td>
<td>BADM-104H</td>
<td>Honors Business Communications</td>
</tr>
</tbody>
</table>
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

DEGREE

Form A5

Submitted by: Caren Hennessy
Date: 03/30/2015

Catalog: 2016 - 2017

Proposed Degree: Office Administration

Proposal Type: Associate in Science Modification

Rationale: Behind submittal - this is the place to summarize the "what" and the "why". If this is a new degree, explain the need for the degree. If this is a revision, summarize the changes that have been made.

This award is being modified to adhere to current industry standards and to reflect active course offerings. In the Required Courses OTEC 180 is being deactivated. Since most employers require Excel as necessary skill CAPP 122 is being moved from an elective to a requirement. In the Elective section CAPP 131 and CAPP 140 are being deactivated. Also, CSIS 103 was added to ensure students have a in-depth knowledge of the Internet.

Relation to Program Review:

Briefly discuss how this program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

The courses in this degree provides instruction on technical skills, and also on collecting, analyzing, and presenting data for decision-making purposes.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

For program and program submissions: Briefly discuss how this program/program is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLOs currently in progress or any similar language.

The CAPP 122 course provides students specific instruction on how to use the software to collect, analyze and present data for decision-making purposes.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Caren Hennessy 03/30/2015 (Submitter)
2. Larry Barraza 05/08/2015 (SJC Department Chair)
3. Caren Hennessy 05/08/2015 (MVC Department Chair)
4. Carlos Tovares 05/18/2015 (SJC Instructional Dean)
5. Joyce Johnson 05/21/2015 (MVC Instructional Dean)

Approval Signatures Required on all lines before submittal to Curriculum Office

Mt. San Jacinto College
AWARD

Office Administration Associate in Science

Date: 09/09/2015

PID 410
Career Opportunities
Administrative Assistant, Executive Secretary

The 18 units in the major plus all MSJC General Education Option A requirements (for a total of 60 units) is required to earn an Associate of Science degree in Office Administration.

A.S. in Office Administration (18 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM-104 Business Communications</td>
<td>3</td>
</tr>
</tbody>
</table>
| or
| BADM-104H Honors Business Communications | 3     |
| CAPP-127 Using Microsoft Word | 3     |
| CAPP-122 Using Microsoft Excel | 3     |
| OTEC-178 Office Procedures and Systems | 3     |

Elective Courses (6 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-076 Bookkeeping</td>
<td>3</td>
</tr>
<tr>
<td>ACCT-077 Bookkeeping Part 2 - QuickBooks Pro</td>
<td>3</td>
</tr>
<tr>
<td>CAPP-123 Using Microsoft Access - Level 1 (formerly CAPP-123D-Using Microsoft Access 2007 - Level 1)</td>
<td>3</td>
</tr>
<tr>
<td>CAPP-124 Using Microsoft PowerPoint (formerly CAPP-124D Using Microsoft PowerPoint 2007-Level 1)</td>
<td>3</td>
</tr>
<tr>
<td>CSIS-103 Introduction to the Internet</td>
<td>3</td>
</tr>
<tr>
<td>MGT-103 Introduction to Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 18

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

COURSE Form A8

Submitted by: Linda Middleton
Date: 08/05/2015
Catalog: 2016 - 2017

Proposal Course: CDE 148 - Supervised Field Experience: Student Teaching (formerly Supervised Field Experience II: Student Teaching)

Proposal Type: CTE 2 Year Review

This course is Stand Alone

Summary of Action Item:
Rationale behind submittal - this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.

Revising course due to Title 5 mandates that require revision every 2 years for CTE courses. Updated textbook to revised edition. CDE 148 is our required capstone course leading to an AS degree in CDE. Updating this course meets our Title 5 mandates and leads to our Program goal of increasing students who are degree and transfer ready.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

By completing this course our students will meet the DLO of being Permit eligible and prepared to enter the workforce.

Relation to Program Review:
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with “program review currently in progress”)

This revision meets the department Program review goal of meeting all curriculum guidelines for updating and revising curriculum per Title 5 mandates.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Linda Middleton 08/05/2015 (Submitter)
2. (SJC Department Chair)
3. Michelle Harper 08/31/2015 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 09/02/2015 (MVC Instructional Dean)
Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Linda Middleton  Date: 09/09/2015

Department: Child Development & Education  Subject: Child Development & Education CDE  Number: 148  Title: Supervised Field Experience: Student Teaching (formerly Supervised Field Experience II: Student Teaching)

Units/Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

Lecture Units 2.00  Lab Units 1.00  Total Units 3.00
Lecture Hours 32.00 - 36.00  Lab Hours 48.00 - 54.00  Total Hours 80.00 - 90.00

Stand Alone:
Program Applicable

AA/AS Degree General Ed Breadth Area(s):
-none-

General Education Justification:

Maximum Enrollment: 24

Grading Method: Letter Grade or P/NP

TOP code: 1305.00

Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course provides a student teaching experience in which students plan, implement, and evaluate developmentally
appropriate curriculum in a laboratory setting under the supervision of CDE Faculty and Master Teacher within the laboratory setting. Students will prepare for the workforce by creating a professional portfolio and practicing interview skills.

**Schedule Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course provides a student teaching experience in which students plan, implement, and evaluate child appropriate curriculum in a laboratory setting.

**Need for the course:**
This course satisfies requirements towards the MSJC Child Development and Education Certificate and/or Degree program(s), the AS-T Degree in Early Childhood Education, and allows students to meet state requirements for a Child Development Permit. Further, this course prepares students to use critical and analytical thinking skills, which will be needed as they progress at MSJC, and continue on to other educational and/or employment environments.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- CDE 147 with a grade of C or better.
- CDE 103 with a grade of C or better.
- CDE 125 with a grade of C or better.

**Corequisite(s):**
Corequisites go through a separate approval process. See Forms E1-E6 for details.

- none-

**Recommend Preparation:**
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- none-

**Other Enrollment Criteria:**
Students must teach at a college approved setting for 3 hours per week and students must meet state requirements for TB and criminal record clearance.

**Learning Objectives:**
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
4. Apply a variety of effective approaches, teaching strategies and techniques supporting positive relationships with children and adults representing diverse languages, cultures, socio-economic backgrounds and abilities.
5. Assess one’s own teaching experiences to guide and inform practice.

**Course Content:**
(please number the outline of main topics and subtopics)

A. Typical Teaching and Non-teaching Activities in Early Childhood Settings

B. Appropriate Practices in Early Childhood Education

1. Developmentally Appropriate Practice (DAP)
2. Culturally Appropriate
3. Linguistically Appropriate
C. Environment as a Teaching and Learning Tool

1. Physical Environment
2. Routines/Schedules
3. Materials

D. Self-reflection and Self-assessment

1. Team Collaboration and Portfolio Documentation
   a. Professional Portfolio Development
   b. Self-assessment
   c. Philosophy of Early Childhood Education
   d. Educational and Career Goals
   e. Resume Development

E. Professional and Ethical Conduct

1. Teacher Responsibilities
   a. Mandated Reporting Laws
   b. NAEYC Code of Ethical Conduct
   c. Student Teacher Handbook

F. Written Curriculum Development and Planning

1. Review, Implement and Evaluate Curriculum Development
   a. Thematic Units
   b. Emergent Curriculum
   c. Project-based Curriculum
   d. Intentional Teaching
   e. Interest/Learning Centers
   f. Lesson Plans and Evaluation
   g. Classroom Management

G. Positive Interactions with Children and Adults

H. Content Areas

1. Language
2. Literacy
3. Math
4. Science
5. Social Studies
6. Visual and Performing Arts
7. Physical Development

I. Integration of Content Areas Across Curriculum
   1. Team Collaboration

J. California State Standards and Tools
   1. Infant/Toddler Guidelines
   2. Infant/Toddler Foundations
   3. Prekindergarten Guidelines
   4. Prekindergarten Foundations

K. Family Partnerships
   1. Relationship Building
   2. Parent Teacher Conferences
   3. Portfolios as a Tool for Families

**Lab Content:**
(please number the outline of main topics and subtopics)

A. Plan and Implement Developmentally and Culturally Appropriate Activities
B. Plan Schedule, Environment and Learning Materials for Take-Over Day
C. Interact with Children and Adult Staff Members in Weekly Classroom Sessions
D. Using Desired Results and observation, Plan and Implement Activities to Meet the Needs of Children in their Lab Classroom
E. Participate in Team Planning and Supervision
F. Implement Preschool or Infant/Toddler Learning Foundations in all Activity Planning
G. Connect all developed Activities to the State Standards and Guidelines
H. Write Letters to Families Regarding Take-Over Day Plans

**Methods of Instruction:**
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  **Integration:** Lecture, AV presentations, demonstrations, role play and large and small group discussions to apply theories of child development to curriculum planning and actual teaching practices.

- **Method:** Lab Activities
  **Integration:** Group reflection on laboratory experience and discussion focused on problem solving and application of responsive and inclusive teaching practices.

- **Method:** Review observations and assessments
Integration: Review of Master/ Mentor teacher and college supervisor observations and assessments of student planning and curriculum implementation, teaching performance in the laboratory setting.

- **Method:** Individualized coaching
- **Integration:** Individualized coaching and feedback in the laboratory setting.

- **Method:** quizzes
- **Integration:** Review of quizzes and exams that demonstrate student’s ability to connect theory to effective teaching strategies.

**Methods of Evaluation:**
A student’s grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Participation
  - **Integration:** Participation and contributions to discussions and activities about student teacher learning competencies which will demonstrate the student’s ability to communicate, guide and teach effectively.

- **Method:**Homework
  - **Integration:** Homework assignments which demonstrate the students’ ability to plan, implement and evaluate thematic and emergent curriculum.

- **Method:** Portfolios
  - **Integration:** Homework assignment, which will require the preparation of a Professional Development Portfolio representing all elements required for a successful interview presentation.

- **Method:** Projects
  - **Integration:** Lab classroom project where student will demonstrate effective and developmentally appropriate planning, scheduling, implementation, and evaluation of teaching performance. CDE Faculty and Master Teacher to assess student teaching competencies, activities and products.

- **Method:** Self-Evaluation
  - **Integration:** Self-evaluation using the same method as the Master Teacher which demonstrates the student’s ability to apply essential teaching skills and to utilize self-evaluation techniques to enhance teaching ability.

- **Method:** Quizzes and exams
  - **Integration:** comprised of multiple-choice, short answer, or essay questions designed to determine whether or not the students comprehend the connection of theory to effective teaching strategies.

**Examples of Assignments:**
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Using techniques discussed in class develop, implement and evaluate weekly activity plans based on each Developmental Domain - Social-emotional; Cognitive; Creative; Language and Physical.

B. Design and implement a four hour curriculum plan using a curriculum web/map and the template provided in class. Plans will cover scheduling, staffing and transition together with thematic and emergent curriculum.

C. Develop a professional portfolio that includes: contact information, letter of introduction, personal philosophy and goals, professional philosophy and goals, career experiences, volunteer experiences, educational and career aspirations, sample curriculum implemented, awards and certificates, and a skills-based/chronological resume.

**Textbooks:**

- Desired Results Developmental Profile, California State Department of Education. Available at: http://www.cde.ca.gov/sp/od/ci/desiredresults.asp

**Minimum Qualification**
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE
Form A8

<table>
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<th>Submitted by:</th>
<th>Bill Bennett</th>
<th>Date:</th>
<th>05/19/2015</th>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2016 - 2017</td>
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<tr>
<td>Proposed Course:</td>
<td>CSIS 115A - Web Development - Level 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is Stand Alone

Summary of Action Item:
Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

Text was update to newer version.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED
For course and award submissions: Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.

This course teaches scholars to recognize that a system consists of people, procedures, hardware, software, and data within a global environment.

Relation to Program Review:
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress").

This course is integral to the Internet Authoring program which is prominent in the program review.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Bill Bennett 05/19/2015 (Submitter)
2. Bill Bergin 05/20/2015 (SJC Department Chair)
3. Dwight Duffie 05/20/2015 (MVC Department Chair)
4. Carlos Tovares 05/26/2015 (SJC Instructional Dean)
5. Joyce Johnson 05/21/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record
Form B

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Bill Bennett</th>
<th>Date:</th>
<th>09/09/2015</th>
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<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
</table>

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Lecture Units: 3.00
Total Units: 3.00

Lecture Hours: 48.00 - 54.00
Total Hours: 48.00 - 54.00

Stand Alone:
Program Applicable

AA/AS Degree General Ed Breadth Area(s):
- none-

General Education Justification:

Maximum Enrollment:
30

Grading Method:
Letter Grade or P/NP

TOP code:
0707.10

Can be Taken 1 time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:
This course teaches students the basic skills needed to create a Web page with an emphasis on the Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Students are also introduced to the Hypertext Transfer Protocol (HTTP), Uniform Resource Locators (URLs), how to write code using an integrated development environment (IDE), and publishing to a Web server using the file transfer protocol (FTP).

Schedule Description:
This course teaches students the basic skills needed to create a Web page; focusing on the Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS).

Need for the course:
This course is one of the required courses needed to complete the CIS Internet Authoring program. This course serves a community need for learning Web-based communications technologies.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- none-

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

- none-

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- none-

Other Enrollment Criteria:
### Learning Objectives:
(please number each objective and express in behavioral terms)

<table>
<thead>
<tr>
<th>Upon the completion of the course the student will be able to do the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and Contrast text-based HTML editors to GUI-based HTML editors.</td>
</tr>
<tr>
<td>2. Examine basic HTML markup and contrast markup languages to programming languages.</td>
</tr>
<tr>
<td>3. Compose Cascading Style Sheets (CSS) and apply styles to HTML elements.</td>
</tr>
<tr>
<td>4. Compare the methods of applying CSS layers for page structure versus using HTML tables.</td>
</tr>
<tr>
<td>5. Evaluate methods used to enhance an HTML-based web page.</td>
</tr>
<tr>
<td>7. Employ FTP to publish Web pages to a Web server.</td>
</tr>
</tbody>
</table>

### Course Content:
(please number the outline of main topics and subtopics)

<table>
<thead>
<tr>
<th>A. History of the World Wide Web</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Networks</td>
</tr>
<tr>
<td>2. Web pages and Web servers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Creating an HTML document</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Working with block-level elements</td>
</tr>
<tr>
<td>2. Working with inline elements</td>
</tr>
<tr>
<td>3. Using element attributes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Exploring Web site structures</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>D. Creating a hypertext link</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Working with linked images and image maps</td>
</tr>
<tr>
<td>2. Linking to resources on the Internet</td>
</tr>
<tr>
<td>a. Uniform resource locators (URLs)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Using the Link element</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>F. Using cascading style sheets (CSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applying style sheets</td>
</tr>
<tr>
<td>2. Understanding selectors: tag, class, id and pseudo</td>
</tr>
<tr>
<td>a. Working with selector patterns: Contextual and Attributes</td>
</tr>
<tr>
<td>3. Working with styles developed for different media types</td>
</tr>
<tr>
<td>4. Working with fonts and text styles</td>
</tr>
<tr>
<td>5. Understanding how to apply color with CSS</td>
</tr>
<tr>
<td>6. Floating an element</td>
</tr>
<tr>
<td>7. Working with the box model</td>
</tr>
<tr>
<td>a. Working with overflow and clipping</td>
</tr>
</tbody>
</table>
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method**: Lecture
  Integration: Lectures complemented with the appropriate audio-visual materials including WWW Internet resources that illustrate conceptual and practical aspects of using HTML for Web development. Lectures will emphasize the role of HTML in Web page design and the emerging technologies that enhance and extend a basic HTML document.

- **Method**: Guided Practice
  Integration: Guided practice will illustrate lecture principles and reading assignments, with a focus on markup languages, and the key HTML elements and attributes required for completing homework assignments. Guided practice will include using text-based HTML editors for creation of HTML documents that follow the latest recommendations from the World Wide Web Consortium (W3C).

Methods of Evaluation:
A student’s grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method**: Exams/Tests
  Integration: A midterm and a final exam composed of multiple choice and short answer questions that show the students understanding of the HTML and CSS concepts presented in class. Exams may also include hands-on web page creation tests.

- **Method**: Home Work
  Integration: Weekly Web page creation assignments to reinforce lectures and guided practice.

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Construct a Web page that incorporates the following elements: a level 1 heading, a paragraph, an unordered list, an ordered list with diamond-shaped bullets, a horizontal rule, a superscript, a...
subscript, a registered trademark symbol, and a copyright symbol. Student will be evaluated based on their ability to incorporate at least one of each of the described elements into an html document.

B. Construct an external style sheet that includes the following CSS rules: a body selector with a san-serif font-family of at least three fonts and a font size of 12 pixels; an h1 selector with a font size of 24 pixels, and text alignment of horizontal center; an h2 selector with a font size of 14 pixels and horizontal alignment set to left; an anchor selector with the text decoration set to none; an anchor pseudo-selector of hover with the text decoration set to underline. Student will be evaluated on their ability to assign the correct CSS properties to the specified selector and to properly format each CSS rule.

C. Link your external style sheet to your html document and using FTP, publish both files to the specified Web server. Student will be evaluated on their ability to link an external style sheet to an html document and publish their files to a Web server using FTP. Student will be evaluated on their ability to link their style sheet to the HTML document and their ability to use FTP to successfully publish their documents to a given Web server.

Textbooks:


Minimum Qualification

- Computer Information Systems

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

COURSE

Form A8

Submitted by: Glenn Stevenson  Date: 05/19/2015

Catalog: 2016 - 2017

Proposed Course: CSIS 118B - Computer Organization & Assembly Language

Proposal Type: CTE 2 Year Review

This course is Stand Alone

Summary of Action Item:

Rationale behind submittal - this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.

CSIS 118B is due for a two year review. Updated text book to latest revision

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

For course and award submissions, briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.

This course directly relates to this DLO: Apply systems concepts in the investigation, evaluation, and resolution of information technology problems Student will use assembly language to resolve technology problems

Relation to Program Review:

Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with “program review currently in progress”)

This course is part of the AS-T degree in Computer Science which is prominent in the program review.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Glenn Stevenson  (Submitter)  05/19/2015

2. Bil Bergin  05/20/2015  (SJC Department Chair)

3. Dwight Duffie  05/20/2015  (MVC Department Chair)

4. Carlos Tovares  05/26/2015  (SJC Instructional Dean)

5. Joyce Johnson  05/21/2015  (MVC Instructional Dean)
If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Glenn Stevenson Date: 09/09/2015

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
</table>

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Lab Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>1.00</td>
<td>3.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.00 - 36.00</td>
<td>48.00 - 54.00</td>
<td>80.00 - 90.00</td>
</tr>
</tbody>
</table>

Stand Alone:
Stand Alone

AA/ AS Degree General Ed Breadth Area(s):
-None-

General Education Justification:

Maximum Enrollment: 30

Maximum Enrollment Justification:

Grading Method: Letter Grade or P/NP

TOP code: 0707.10

Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is an introduction to the hardware organization and assembly language of the Intel processor. Topics include memory hierarchy and design, CPU design, pipelining, addressing modes, subroutine linkage, polled input/output, interrupts, high level language interfacing and macros.

Schedule Description:
This course is an introduction to the hardware organization and assembly language of the Intel processor.

**Need for the course:**
This is a required course for the AS-T transfer degree in Computer Science.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- none-

**Corequisite(s):**
Corequisites go through a separate approval process. See Forms E1-E6 for details.

- none-

**Recommend Preparation:**
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- none-

**Other Enrollment Criteria:**
- none-

**Learning Objectives:**
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Distinguish the differences between the Von Newman and Harvard computer architectures.
2. Distinguish the differences of the general-purpose registers and their uses.
3. Compare the relationship of assembly language to high-level languages, and the processes of compilation, linking and execution cycles.
4. Develop an introductory understanding of the structure and operations of memory, virtual memory, cache, storage, and pipelining.
5. Develop an in-depth understanding of interrupt handling and exceptions.
6. Evaluate the relationship of assembly language and the architecture of the machine; this includes the addressing system, how instructions and variables are stored in memory, and the fetch-and-execute cycle.
7. Construct basic assembly language programs using the 80x86 architecture.

**Course Content:**
(please number the outline of main topics and subtopics)

A. Hardware and Software Architecture
   1. Components of a Microcomputer
   2. System Architecture
   3. System Software and Memory

B. Assembly Language Fundamentals
   1. Data Definition Directives
   2. Data Transfer Instructions
   3. Arithmetic Instructions
   4. Addressing Modes

C. The Macro Assembler
   1. The Assembly Process
   2. File Relations
3. Equates
4. Operators and Expressions
5. Control Transfer Instructions
6. Debugging

D. Input Output Services
   1. Procedures
   2. Software Interrupts
   3. DOS Function Calls
   4. BIOS Level Video Control

E. Conditional Processing
   1. Boolean and Comparison Instructions
   2. Conditional Jumps
   3. Conditional Loops
   4. High Level Logic Structures

F. Arithmetic Instructions
   1. Shift and Rotate Instructions
   2. Multiple Addition and Subtraction
   3. Signed Arithmetic
   4. Multiplication and Division
   5. ASCII Arithmetic
   6. Packed Decimal Arithmetic

G. Number Conversions and Libraries
   1. Character translation Using XLAT
   2. Binary To ASCII conversion
   3. ASCII To Binary Conversion
   4. Separately Assembled Files
   5. Creating External Subroutines
   6. Stack Parameters

H. String Processing
   1. String Storage Methods
2. String Primitive Instructions
3. Creating a Library of string routines
4. Creating a Link Library

I. Macros and Structures
   1. Declaring and calling macros
   2. Passing Parameters
   3. Nested Macros
   4. Macros Calling Procedures
   5. Conditional Assembly with Macros
   6. Macro Operations
   7. Defining Repeat Blocks
   8. Type Operators
   9. STRUC Directive
   10. RECORD Directive

J. Disk Storage
   1. Physical and Logical Characteristics
   2. Types of Disks
   3. Disk Formats
   4. Directory Format
   5. File Allocations Table (FAT 32)
   6. NTFS
   7. System Level File Disk Functions
   8. Drive and Directory Manipulation
   9. File Manipulation

K. File Processing
   1. Standard File Functions
   2. Random Access Files

L. High Level Linking
   1. Linking to C and C++
   2. Inline statements and directives
M. System Hardware
   1. Real Time Clock
   2. CPU
   3. Calculating Instruction Timings

N. Dynamic Memory Allocation
   1. Modify Memory Blocks
   2. Allocate Memory
   3. Release Allocated Memory

O. Hardware Interrupt Handling
   1. Replacing Interrupt Vectors
   2. Hardware Control Using I/O Ports

**Lab Content:**
(please number the outline of main topics and subtopics)

A. Assembly Language Fundamentals
   1. Data Definition Directives
   2. Data Transfer Instructions
   3. Arithmetic Instructions

B. The Macro Assembler
   1. Equates
   2. Operators and Expressions
   3. Control Transfer Instructions
   4. Debugging

C. Input Output Services
   1. Procedures
   2. Software Interrupts

D. Conditional Processing
   1. Boolean and Comparison Instructions
   2. Conditional Jumps

E. Arithmetic Instructions
   1. Multiple Addition and Subtraction
   2. Signed Arithmetic
### Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  **Integration:** consisting of appropriate audio-visual materials along with working examples to illustrate conceptual and practical aspects of Assembly Language programming.

- **Method:** Observation and Demonstration
Integration: will be given to show students how to apply methods discussed in lectures.

- Method: Guided practice
  Integration: will be used to enhance and reinforce lecture topics.

- Method: Practical exercises
  Integration: will be given in order for students to apply previously learned skills to assembly programming problems.

- Method: Weekly code reviews
  Integration: will be implemented to show students inefficient solutions and to demonstrate ways to optimize their own solutions.

- Method: Lab Activities
  Integration: Includes hands on assignments and guided practice to reinforce the weekly lecture topics.

**Methods of Evaluation:**
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- Method: Exams/Tests
  Integration: A midterm and a final exam composed of short answer questions and small programming examples to show the students understanding of the material presented in class. Exams may also include a hands-on production test.

- Method: Weekly programming assignments.
  Integration: to reinforce lecture and guided practice.

- Method: Other
  Integration: Weekly lab programming assignments geared to show the student understanding of the material presented in lectures.

**Examples of Assignments:**
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Write a routine that creates a hidden directory named \TEMP. Use the DIR command to verify its hidden status. Try copying files to your new directory.
2. Construct a program that will prompt the user for a specific amount of numbers. Using the ReadInt procedure and a looping structure get the specified amount of numbers from the keyboard one at a time and keep a running total of the sum. When the loop exits you should report the sum of all of the numbers input using the WriteInt procedure.

**Textbooks:**


**Minimum Qualification**

- Computer Science (Masters Required)
Summary of Action Item:
Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

After a thorough review it was determined that no changes are required at this time.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED
For course and award submissions, briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.

This course teaches scholars to recognize that a system consists of people, procedures, hardware, software, and data within a global environment.

Relation to Program Review:
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

This course is integral to the Internet Authoring program which is prominent in program review.

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Bill Bennett Date: 09/09/2015

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
</table>

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

Stand Alone:
Program Applicable

AA/ AS Degree General Ed Breadth Area(s):
- none -

General Education Justification:
Maximum Enrollment: 30

Grading Method: Letter Grade or P/NP

TOP code: 0707.10

Can be Taken 1 time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:
This is an extensive course on the advanced technologies used in Web Development including client-side behaviors and Web-based tools like YUI and JQuery. Students will learn about Dynamic HTML (DHTML)- client-side scripting- the Document Object Model (DOM)- Asynchronous JavaScript and XML (AJAX)- and the Web-based tools available for developing professional Web pages including technologies used for: form validation- adding Flash-embedded objects- adding Web widgets- and much more.

Schedule Description:
This is an extensive course on the advanced technologies used in Web Development including client-side behaviors and Web-based tools like YUI and JQuery.

Need for the course:
Web development is consistently changing and increasing in complexity, this course will help students to keep up with the latest cutting-edge client-side technologies in this field.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

Other Enrollment Criteria:
- none -

Learning Objectives:
Upon the completion of the course the student will be able to do the following:

1. Compare and Contrast HTML to DHTML
2. Compare and Contrast static to dynamic Web pages.
3. Examine client-side scripting options and capabilities.
4. Evaluate Web-based tools available for enhancing user interaction and form validation in Web pages.

Course Content:
A. HTML as an SGML Application
   1. Using DOCTYPE Declarations (DTDs)
B. Introduction to scripting languages
   1. Client-side vs. server-side scripting
   2. Working with the Script element
   3. Understanding scripting syntax
   4. Writing output to a Web document
   5. Working with variables and functions

C. Accessing external JavaScript files

D. Debugging scripts

E. Introducing event processing

F. Working with operators and operands

G. Logical operators

H. Introduction to objects
   1. The W3C Document Object Model (DOM)
   2. Object methods and properties

I. Introducing the YUI Calendar widget
   1. Working with Arrays

J. Working with loops

K. Working with conditional statements

L. Working with objects and styles

M. Working with forms and regular expressions
   1. Form validation
   2. Working with text strings
   3. Introducing regular expressions
      a. Matching substrings
   4. Validating financial data
   5. Passing data between forms

N. Working with the event model
   1. W3C and IE event models
   2. Event bubbling and event capturing
   3. Attaching and listening for events
4. Introducing the event object
5. Formatting drag-and-drop action
   a. Setting the cursor style
6. Working with keyboard events
   a. Keyboard event properties
   b. Understanding the keypress event and character codes
7. Controlling and cancelling events

O. Introducing dynamic content and styles
1. Inserting HTML into an element
2. Exploring innerText and textContent
3. Working with nodes
   a. Using a node tree
   b. Determining node types, names and values
   c. Looping through a child node collection
4. Expanding and collapsing a document
5. Switching between stylesheets

P. Exploring filters and transitions

Q. Exploring AJAX
1. Synchronous vs. asynchronous communication
2. Exploring the XMLHttpRequest object
3. Exploring the disadvantages of AJAX

Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  **Integration:** Lecture complemented with the appropriate audio-visual materials including WWW Internet resources that illustrate conceptual and practical aspects of using DHTML for Web development. Lectures will emphasize the role of DHTML in Web page development and the emerging technologies that enhance and extend a basic Web page.

- **Method:** Guided Practice
  **Integration:** Guided practice will illustrate lecture principles and reading assignments, with a focus on scripting languages, the key client-side objects as well as their properties and methods required for homework assignments. Guided practice will include using GUI-based HTML editors for creation of DHTML documents that follow the latest recommendations from the W3C.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:
Method: Exams
Integration: A midterm and a final exam composed of multiple choice and short answer questions that show the students understanding of the DHTML concepts presented in class. Exams may also include hands-on dynamic web page creation tests.

Method: Home Work
Integration: Weekly dynamic Web page creation assignments to reinforce lectures and guided practice.

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Construct a dynamic web page that includes a client-side script that validates user input in a form element that will be submitted to a Web server.
B. Compare and Contrast the usage of the W3C DOM to the IE DOM and how to create a dynamic Web page that will work in both a standards-based and an IE Web browser.

Textbooks:


Minimum Qualification

---

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE
Form A8

Submitted by: Art Durbin
Date: 08/28/2015
Catalog: 2016 - 2017
Proposed Course: EMS 120 - Emergency Medical Technician
Proposal Type: CTE 2 Year Review

This course is Stand Alone

Summary of Action Item:
Rationale behind submittal - this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.

This is a CTE 2 year review of our program. This review is necessary to assure our course is current with industry standards.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED
For course and award submissions, Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.

This course prepares our students for work in the field of Emergency Medical Services and serves as a prerequisite to other allied health courses. Students meet multiple outcomes related to furthering their career in the medical field.

Relation to Program Review:
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with *program review currently in progress*)

This 2 year review aligns with program review by adding any industry changes that may have come along since the last review was completed.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Art Durbin 08/28/2015 (Submitter)
2. Art Durbin 09/02/2015 (SJC Department Chair)
3. Art Durbin 09/02/2015 (MVC Department Chair)
4. Art Durbin (SJC Instructional Dean)
Mt. San Jacinto College
Integrated Course Outline of Record

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Art Durbin</th>
<th>Date:</th>
<th>09/09/2015</th>
</tr>
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<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Emergency Medical</td>
<td>Emergency Medical</td>
<td>120</td>
<td>Emergency Medical Services EMS, Emergency Medical Technician (formerly AH-120 Emergency Medical Technician I)</td>
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</tbody>
</table>

**Units/Hours**

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Lab Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
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<table>
<thead>
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<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.00 - 72.00</td>
<td>96.00 - 108.00</td>
<td>160.00 - 180.00</td>
</tr>
</tbody>
</table>

**Stand Alone:**

- Program Applicable

**AA/AS Degree General Ed Breadth Area(s):**

- none-

**General Education Justification:**

**Maximum Enrollment:**

32

**Maximum Enrollment Justification:**

**Grading Method:**

Letter Grade or P/NP

**TOP code:**

1250.00

**Can be Taken**

1 time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

**Catalog Description:**

(This course provides the student with the knowledge to assess, treat and care for the ill or injured public. This course also provides the student with an opportunity to do a short field and hospital internship. The student will be able to provide emergency care for the public.)
**Schedule Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). **(25 words or less in gray box below).**

This course provides the student with the knowledge to assess, treat and care for the ill or injured public.

**Need for the course:**
This course is offered to meet the high demand for local, state and national emergency care workers. Employment opportunities within fire service, ambulance service and hospital emergency room technician work sites are still in demand.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)
-none-

**Corequisite(s):**
Corequisites go through a separate approval process. See Forms E1-E6 for details.
-none-

**Recommend Preparation:**
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.
-none-

**Other Enrollment Criteria:**
- Immunizations and TB clearance along with a physical exam. and
- Be at least 18 years of age and completed a required background check.

**Learning Objectives:**
(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Compare the role of the Emergency Medical Technician to the role of the paramedic.
2. Examine critical thinking skills for directing and managing the care of patients who traumatized or have medical conditions.
3. Analyze and distinguish the different theoretical principles of kinematics and mechanism of injury.
4. Assess the three stages of labor in a full term pregnant female and decide on a medically appropriate plan of action.
5. Analyze and evaluate the relationship between the patient’s pharmacological treatment in relationship to their potential physiological disease processes.
6. Evaluate and compare the fundamental components of the EMS system, safety/well-being of the EMT, medical/legal topics and ethical issues to the provision of emergency care in a field setting.
7. Analyze, categorize and apply the appropriate safe lifting techniques to be used in each skills simulation.

**Course Content:**
(please number the outline of main topics and subtopics)

I. Analyze/Assess and Application of:
   1. The well-being of the EMT and scene safety procedures
   2. Medical legal, ethical Issues and the role of the EMT versus the paramedic role
   3. The Human Body
   4. Baseline vital signs
   5. Preparing to Lift and move the patient safely
   6. Evaluation: Preparatory Module

II. Analysis/Assessment of:
   1. Airway management, Ventilation and Oxygen therapy
   2. Practical Skills Lab
   3. Evaluation: Airway Module

III. Assess and Application of:
   1. Scene size-up
   2. Initial Assessment
   3. Focused History, Physical Exam–Trauma Patients and application of mechanism of injury/kinematics
   4. Focused History and Physical Exam–Medical Patients
   5. Detailed Physical Exam
   6. On-Going Assessment
   7. Communications
   8. Documentation
   9. Practical Skills Lab: Patient Assessment and Management
10. Evaluation: Patient Assessment Module

IV. Analyze/Assess and Application of:
1. General Pharmacology related to a patient's disease process
2. Respiratory Emergencies with appropriate use of airway devices
3. Cardiovascular Emergencies
4. Diabetes/Altered Mental Status
5. Allergies
6. Poisoning/Overdose and Pharmacological Implications
7. Environmental Emergencies
8. Behavioral Emergencies
9. Obstetrics/Gynecology
10. Practical Skills Lab: Medical/Behavioral Emergencies and Obstetrics/Gynecology
11. Evaluation: Medical/Behavioral Emergencies and Obstetrics/Gynecology

V. Analyze/Assess and Application of:
1. Bleeding and shock
2. Soft tissue Injuries
3. Musculoskeletal Injuries
4. Injuries to the Head and Spine
5. Practical Skills Lab Trauma
6. Evaluation: Trauma Module

VI. Infants and Children
1. Infant & Childhood Emergencies
2. Practical Skills Lab: Infants and Children
3. Evaluation: Infants and Children

VII. Operations
1. Ambulance Operations
2. Gaining access & Extrication
3. Hazardous materials emergencies, Multiple-Casualty Incidents

VIII. Assessment and Application of:
1. Advanced Airway Devices
2. Practical Skills Lab: Advanced Airway
3. Evaluation: Advanced Airway

Lab Content:
(please number the outline of main topics and subtopics)

I. Preparatory Skills lab
1. Baseline vital signs
2. Lifting and moving patients
3. Demonstrate and return demonstrate

II. Airway
1. Airway management, Ventilation and oxygen therapy devices
2. Airway Adjuncts
3. Demostarte and return demonstrate

III. Patient Assessment
1. Scene size-up
2. Initial Assessment
3. Focused History and Physical Exam –Trauma Patients
4. Focused History and Physical Exam –Medical Patients
5. Detailed Physical Exam
6. On-Going Assessment
7. Communications using radio devices
8. Demonstrate and return demonstrate

IV. Medical/ Behavioral, and Obstetrics/Gynecology
1. Medication administration and devices
2. Respiratory Emergencies - Albuteral administration
3. Cardiovascular Emergencies - Administering Nitroglycerin
4. Diabetes/Altered Mental Status - Checking blood sugar and administration of oral glucose.
5. Allergies - Administration of epinephrine injection
6. Poisoning /Overdose - administration of charcoal
7. Obstetrics/Gynecology - Use of the Obstetrical kit
8. Demonstrate and return demonstrate

V. Trauma
1. Bleeding and shock - Shock position and tourniquete application
2. Soft tissue Injuries - Bandaging wounds
3. Musculoskeletal Injuries - Applying splints
4. Injuries to the Head and Spine - Cervical collar application and
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method: Lecture**
  Integration: The lectures will cover how to synthesize and examine the fundamental knowledge of the EMS system and its integration with the safety/well-being of the EMT, medical/legal and ethical issues to the provision of emergency care while comparing and contrasting the role of the EMT and Paramedic. The lectures will cover how to properly apply safety procedures in prehospital emergency care and how to identify and place each safety procedure into its' proper category. The lectures will cover how to apply the fundamental knowledge of the anatomy, physiology for all human systems and integrate them into practice of EMS. The lectures cover how to synthesize and combine current intelligence to assure personal, patient and personnel safety in field operations. The lectures will help the student compare and contrast safety issues while responding to calls i.e. (officer down in a shooting) by reading the report printout or listening to the audio tape of a mock call and looking/listening for key terms like weapon(s), chemicals, or dangerous animals. The lectures will address and review the fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management. The lectures will cover how to apply critical thinking and on the spot problem solving given a chart of signs and symptoms which the student must problem solve. The lectures will cover fundamental knowledge of the medications that the EMT may assist/administer to a patient during an emergency while analyzing the relationship of the patient's medication to their potential disease process. The lectures will cover how to link the fundamental knowledge of anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages. The lectures will cover the four basic principles of body mechanics, the importance of good posture and good communication while lifting backboards, stair chairs, gurneys and emphasize the importance of injury reduction.

- **Method: Small group hands-on activities**
  Integration: The student's theory day will be followed by the skills/manipulative portion of the course. The student receives a demonstration on the proper way to do the skill. The skills instructor will receive a return demonstration provided by the student until the skill is mastered. The following are a few examples of the skills covered: medication administration, patient ventilation, lifting and moving patients, patient assessment, lifting and moving patients.

- **Method: Commercial EMS Videos for specific curriculum e.g. extrication and hazardous materials operations.**
  Integration: The videos walk the student through extrication while emphasizing safe lifting and moving the patient step by step. Our video collection provides step by step procedure for safe hazardous materials response for our students. The video explains why each step plays an important role in their survival as well as the patients. Our newest videos breakdown visually and reinforce verbally: the mechanical function of the heart and the lungs explaining in-depth physiology, safe lifting and moving patients, ambulance operations, stages of labor and what plan of action should be taken at each stage.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method: Tests**
  Integration: Tests will be given for each and every chapter to evaluate the student's mastery of each chapter's content. A minimum of 80% overall must be maintained by the student for passing this course. This is done frequently during the semester. The tests in each chapter are varied level multiple choice questions, anatomical fill-ins and patient illness or injury scenarios to assist in developing critical thinking. Examples of topics covered are lifting and moving patients safely, childbirth, the different roles of emergency providers, kinematics and its relationship to patient injury, Medical legal issues in EMS etc.

- **Method: Homework**
  Integration: The students are expected to read their textbook assignments and then complete the correlating chapters weekly in their companion workbooks. The reading is reinforced by the application of critical thinking scenarios provided by the national registry for every chapter. Examples: The knowledge of medication use:
listing its use, route of administration, dosage, side effects and using the five patient rights. The student will gather, combine and synthesize information they have read about a mock emergency scenario to determine scene safety and accurately explain P.E.N.M.A.N. The student will apply the fundamental knowledge of human anatomy and physiology by listing each organ and explain the function of each. The student is graded on the accuracy of each response. Example: The basic function of the heart is to pump oxygenated blood and nutrients to the body and remove the waste byproducts of cellular metabolism. Workbooks are checked at midterm and assigned the points for all answered questions, fill-ins and responses to scenario questions. The workbooks are finally checked at the end of the course for the total points acquired.

- **Method:** Affective domain evaluation:
  - **Integration:** The students will be graded on interpersonal skills when assessing women in labor. We do the role playing of a mock women nearing transition and the student must diplomatically assist the patient while coaching breathing, talking to the mom in a calm manner and gaining here confidence while assessing the stages of labor and the need to move quickly toward the hospital or deliver the baby where they are. All points are assigned by third-party regulation skills sheets.

- **Method:** The students will be evaluated on psycho-motor/manipulative skills
  - **Integration:** Using the National Registry skills competency verification check off forms (one point for each correct applied assessment or intervention) so students will apply knowledge acquired at key point developed during the course to demonstrate patient assessment skills: PENMAN, scene safety, and perform a primary and secondary survey, with intervention for respiratory compromise: check airway and breathing, open airway and begin breathing for the patient once every 5 seconds. Medication administration: right patient, right amount, right time, rate of delivery, right medication. Proper body mechanics when lifting and moving patients: lift with the legs, do not lift with the back, back straight, keep the load next to you and coordinate with your lifting partner. The student given the following scenario will analyze, categorize and apply the appropriate safe lifting techniques to be used in each skills simulation. The student has a 500 lb patient in severe pain unable to get off the floor after his left knee gave out. The student will be given a point for each piece involved in caring for a bariatric patient: 1. Width of the door 2. Equipment lifting/load capacity 3. If stairs are a factor, 4. Distance from the patient to the ambulance 5. How many personnel will be needed to safely accomplish this task? Safely removing a patient from a damaged vehicle while evaluating vehicle type, bent metal on the vehicle, depth of penetration of the smash vehicle into the patient compartment.

**Examples of Assignments:**

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Reading the assigned chapters prior to each lecture day and completing the corresponding workbook chapters. The workbook case study in the back of each chapter will be reviewed. E.g. Mr. Wilson was ejected from his vehicle at 40 mph. What injury pattern would we expect and does Mr. Wilson qualify for a trauma center. One case study will be required at the conclusion of the course. The case study will be a complete History and physical assessment with any EMT level care given to the patient.

B. One APA formatted research paper not to exceed three pages on one emergency medical services related topic such as cardiac arrest or the EMT role at a diabetic emergency. An indepth handout is given to the student to follow since most of them have limited research and writing experience.

**Textbooks:**


**Minimum Qualification**

- Emergency Medical Technologies
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

Form A8

COURSE

Submitted by: Art Durbin
Date: 08/28/2015

Catalog: 2016 - 2017

Proposed Course: EMS 120B - Emergency Medical Technician Support Course

Proposal Type: CTE 2 Year Review

This course is Stand Alone

Summary of Action Item:
Rationale behind submittal: this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.

This course is due for the 2 year CTE review.

Relation to Department Student Learning Outcomes (DLOs): REQUIRED
For course and award submissions: Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.

This course builds on the EMS 120 course by further preparing the students for the emergency medical services job market. Students that complete this course are marketable in their job field.

Relation to Program Review:
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with “program review currently in progress”)

This course aligns with program review by bringing any current industry changes into the program and keeping the program on the cutting edge of current medicine.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Art Durbin 08/28/2015 (Submitter)
2. (SJC Department Chair)
3. Art Durbin 09/02/2015 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 09/02/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Art Durbin
Date: 09/09/2015

Department Emergency Medical Services
Subject Emergency Medical Services
Course Number EMS
Title Emergency Medical Technician Support Course (formerly AH-120B Advanced Emergency Medical Technician)

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

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<tr>
<th>Lecture Units</th>
<th>Lab Units</th>
<th>Total Units</th>
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<td>2.00</td>
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<td>32.00 - 36.00</td>
<td>144.00 - 162.00</td>
<td>176.00 - 198.00</td>
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Stand Alone:

AA/AS Degree General Ed Breadth Area(s):

- none -

General Education Justification:

Maximum Enrollment:

30

Maximum Enrollment Justification:

Grading Method:

Letter Grade or P/NP

TOP code:

1250.00

Can be Taken 1 time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is intended for the Emergency Medical Technician (EMT) who has successfully completed an EMT course, is currently certified as an EMT, or is taking EMT concurrently. This course is designed to give the EMT student more advanced skills beyond the standard EMT course. The student will be given the opportunity to develop skills which are desired by employers of Emergency Medical Technicians.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course will provide the basic EMT with additional practical skills and develop skills that are highly desired by current employers of EMTs.

Need for the course:

The emergency services industry is becoming more complex and competitive. In the current job market students coming out of a basic EMT course are not completely ready for the job market. In the past students came out of a basic EMT course ready to work at a very basic level. The emergency services industry has now made more demands for students to be job ready in a shorter period of time in order to meet the fast paced job market. Students now need the EMT and to be job ready so this course of additional training will provide a more job ready student who can work for the local or national industry in a shorter period of time. The changes in this course came from the CTE annual meeting of community employers of our Emergency Medical Technicians.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.

(For further clarification, contact the Prerequisite Subcommittee)

- none -

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

- EMS 120 Emergency Medical Technician or

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- none -

Other Enrollment Criteria:
Learning Objectives:
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Prepare a list of all the hospitals in the Riverside County and their locations.
2. Locate and describe every piece of required equipment in an ambulance using an ambulance check-off sheet from the local ambulance services. (LAB)
3. Demonstrate the ability to properly manage a patient's airway by inserting the multi-lumen airway (MLA). (LAB)
4. Practice and perform proper handling of a gurney and describe the risks involved with transporting patients, on different surfaces, and weight capacities. (LAB)
5. Document, explain, and demonstrate at least eight (8) proper documentation points for a patient care report based on a video scenario.
6. Verbalize and explain the Riverside County protocols that govern the practice of an EMT.
7. Demonstrate the ability to make radio contact with a base station, asking for orders and relaying patient information. (LAB)

Course Content:
(please number the outline of main topics and subtopics)

A. Navigating an Emergency Service Vehicle
   1. How to use a Thomas Brothers Map
   2. How to use a Global Positioning Satellite (GPS) Systems
   3. Practical mapping exercises

B. Ambulance Operations
   1. Vehicle inspection for before daily operation
   2. Identify different types of Ambulances
      a. Type I
      b. Type II
      c. Type III
      d. Type IV
   3. Discuss the handling differences between ambulances and personal vehicles
   4. Discuss Code 3 or Emergency Driving Modes
   5. Emergency Vehicle Operations Course (EVOC)
   6. DMV Ambulance Driver

C. Gurney operations
   1. Demonstration on Stryker Rugged Gurney
   2. Discuss and demonstrate proper Lifting and Moving Techniques
   3. Discuss the differences between manual gurneys and electric gurneys

D. Assisting the Paramedic with Advanced Life Support set-up
1. IV Setup
2. Medication Preload Setup
3. Discuss how to deal with Needles and other ‘Sharps’
4. Continuous Positive Airway Pressure (CPAP) System Setup
   a. CPAP with in-line Nebulizer Demonstration
5. Limb Lead Placement for Cardiac Monitor
6. Precordial Lead Placement for 12-Lead EKG
7. Assisting with Oral Endotracheal Intubation

E. Mastering Emergency Medical Technician expanded scope skills
1. Demonstration of Glucometer
2. Discuss the Differences Between Multi-Lumen Airways (i.e. Combi-Tube) and other blind insertion airways (i.e. King Airway)
3. Demonstration of Placement of Multi-Lumen Airways and King Airway
4. Automated External Defibrillation Demonstration and Practice

F. Universal precautions and Communicable disease prevention in EMS
1. Discuss common diseases that can be easily transmitted to EMS providers
2. Discuss routes of transmission for common communicable diseases
3. Discuss proper practices in Body Substance Isolation
4. Demonstrate how to properly use Body Substance Isolation
5. Discuss proper Personal Protective Equipment
6. Demonstrate how to properly don appropriate Personal Protective Equipment

G. Documentation – Patient care report writing
1. Discuss generation of a proper legal document such as a Patient Care Report (PCR)
2. Discuss what a PCR must contain
   a. Minimum Data List
      i. Chief complaint
      ii. Level of responsiveness
      iii. Blood pressure
      iv. Skin color, temperature, and condition
      v. Pulse rate
      vi. Respiratory rate and effort
vii. Patient demographics

viii. Times of the call

b. Administrative Information

c. Additional Patient Information

d. Vital Signs

e. Narrative

i. Discuss why the narrative is a unique portion of the PCR

ii. Instruction on how to properly write a PCR narrative

f. Treatment

i. Drug

ii. Dose

iii. Route

iv. Changes After Receiving Treatment

3. Discuss different methods of Documentation

a. Written

b. Electronic

c. Formatting Differences

4. Discuss Patients Signing ‘Against Medical Advice’ (AMA) Forms

5. Discuss the Confidentiality of Document

6. Health Insurance Portability and Accountability Act (HIPAA)

H. Riverside County EMT Protocol Section # 4000 & 6000

1. REMSA Protocol Section 4000

a. Assessment and Treatment Protocols for Riverside County

2. REMSA Protocol Section 6000

a. List of Prehospital Receiving Facilities

b. List of Base Station Hospitals

I. Corporate Compliance

1. Discussion of Company Mandated Training

a. Annual HIPAA review

b. Annual Fit-Testing
2. Discussion of Company Specific Policies
   a. Uniforms
   b. Paperwork and Incident Reporting
   c. Everyday Procedures

3. Discussion of Contract Mandates
   a. Response Times
   b. Coverage Areas and Jurisdiction

J. Customer Service & Total Quality Care
   1. Discussion and Demonstration of Communication and Assessment Techniques
   2. Discussion and Demonstration of Proper Scene Posture and Body Language
   3. Discuss situations involving difficult patients
      a. Violent Patients
      b. Patients with Reduced Mental Capacity
      c. Patients with Hearing and Sight Impairments
      d. Pediatric Patients

K. Hazardous Materials Field Operations Level
   1. Discuss and Demonstrate how to respond to the scene of the hazardous materials incident
   2. Using proper Personal Protective Equipment
   3. Appropriate Staging Distances
   4. Using the Emergency Response Guidebook

L. Mass Casualty Incident Response
   1. Review Triage Criteria
   2. Discuss Incident Command Structure using National Incident Management System and Incident Command System
      a. Required Online Testing from FEMA Online Training Program
         i. IS-100
         ii. IS-200
         iii. IS-700
         iv. IS-800b

M. Discuss the Hiring Processes in the EMS System
1. Interviewing Skills
   a. Individual
   b. Group
   c. Panel Review
2. Resume’ Building
3. Written and Skills Testing Tips

Lab Content:
(please number the outline of main topics and subtopics)

A. Navigating an Emergency Service Vehicle
   1. Use the Thomas Brothers Map exercise - Given the addresses locate eight (8) hospitals in Riverside County
   2. Use a Global Positioning Satellite (GPS) System in an exercise - locate eight (8) hospitals in Riverside county

B. Ambulance Operations
   1. Complete a Vehicle inspection - 30 point inspection
   2. Identify different types of Ambulances
      a. Type I
      b. Type II
      c. Type III
      d. Type IV
   3. Drive and feel the handling differences between ambulance types
   4. Complete Code 3 and Emergency Driving Modes

C. Gurney operations
   1. Demonstration on Stryker Rugged Gurney
   2. Discuss and demonstrate proper Lifting and Moving Techniques
   3. Discuss the differences between manual gurneys and electric gurneys and practice with both.

D. Assisting the Paramedic with Advanced Life Support set-up
   1. IV Setup practice
      a. Discuss Different IV Solutions
      b. Identification of Properly Sized IV Catheters
         i. Large Bore IV Catheters
ii. Small Bore IV Catheters

   c. Identification of Proper IV Tubing/Drip-Set

      i. Macro-Drip
      
      ii. Micro-Drip
      
      iii. Buretrol Fluid Restriction Systems

2. Demonstrate Set Up Procedure for Blood Draw Assistance

3. Medication Preload Setup practice

4. Discuss how to deal with Needles and other ‘Sharps’

5. Continuous Positive Airway Pressure (CPAP) System Setup

   a. CPAP with in-line Nebulizer Demonstration

6. Limb Lead Placement for Cardiac Monitor setup and practice

7. Precordial Lead Placement for 12-Lead EKG setup and practice

5. Assisting with Oral Endotracheal Intubation

   A. Demonstration of Equipment Setup
   
   B. Demonstration and Practice of Sellick's Maneuver
   
   C. Demonstration and Practice of Securing ET Tubes
   
   D. Demonstration and Practice of Patient Ventilation Through an ET Tube

6. Mastering Emergency Medical Technician expanded scope skills

7. Demonstration of Glucometer and practice

8. Discuss the Differences Between Multi-Lumen Airways (i.e. Combi-Tube) and other blind insertion airways (i.e. King Airway) and practice


10. Automated External Defibrillation demonstration and practice

   A. Discuss How to Use Certain Models of Manual Defibrillators in AED Mode

      1. Phillips Monitor
      
      2. Zoll Monitor
      
      3. Lifepak Monitor

11. Universal precautions and Communicable disease prevention in EMS

   1. Demonstrate how to properly use Body Substance Isolation
   
   2. Pick out proper Personal Protective Equipment for each medical intervention.
   
   3. Demonstrate how to properly don appropriate Personal Protective Equipment

12. Documentation – Patient Care Report Writing

13. Discuss and practice with different methods of documentation
1. Written

2. Electronic

15. Discuss and Demonstrate how to respond to the scene of the hazardous materials incident
16. Using proper Personal Protective Equipment Practice
17. Review Triage Criteria and practice with MCI tags
18. Interviewing Skills
   a. Individual
   b. Group
   c. Panel Review Individual, Group, Panel Review
   d. Resume' Building

**Methods of Instruction:**
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture presentation with discussion
  **Integration:** Lecture presentation will be used with discussion and supporting visual materials including embedded pictures and short video clips covering course content such as ambulance operations and safety.

- **Method:** Small group hands-on activities
  **Integration:** The students will be completing a hands-on group exercise to reinforce certain lecture/presentation material. An example of a group exercise would be vehicle extrication, map reading, hospital locations and inserting a multi-lumen airway.

- **Method:** Commercial EMS videos
  **Integration:** The use of specific commercial videos will be used to demonstrate safe extrication, safe body mechanics, advanced airway management and universal precautions etc.

- **Method:** Observation and Demonstration
  **Integration:** The student will observe a skill being done correctly and then return demonstrate to the instructor the skill a minimum of ten (10) times. This is in preparation for being nationally tested.

- **Method:** Clinical experience
  **Integration:** The students will apply classroom and lab knowledge to real experiences in the hospital Emergency Room and then in a field setting by practicing their skills on a fire truck or ambulance in preparation for work experience training. The student will be performing patient assessments, airway management, map reading, assisting with moving and extrication and patient documentation.

- **Method:** Work Experience
  **Integration:** The student will get the opportunity to participate in on-the-job-training with local EMS provider’s which will cover map reading skills/navigation to the hospital, safely handling a gurney with a patient on it, relaying patient information to the receiving hospital, and care for ill or injured patients.

**Methods of Evaluation:**
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Multiple choice and fill-in tests
  **Integration:** The students will be given frequent short exams throughout the course to monitor their progress and to evaluate the student’s mastery of the course content during the semester. For example advanced airways, Stryker gurney function, advanced trauma and medical assessment etc.

- **Method:** Homework
  **Integration:** The students will have weekly assignments in their companion workbooks developed by the instructor which will reinforce the class curriculum.

- **Method:** The students will be evaluated on psychomotor/manipulative skills
  **Integration:** The student will be evaluated on psychomotor/manipulative skills using the skills forms developed by the instructor for psychomotor skills practiced while on the job at the local provider.

- **Method:** Affective domain evaluation:
  **Integration:** The student will be graded on participation on each new skill. The student is required to manipulate/attempt the skill a minimum of ten times per skill per class session. The student will adhere to the uniform dress code and have 100% of his/her uniform on, clean, wrinkle free, name tag in place and boots polished prior to the beginning of each skills session.

**Examples of Assignments:**
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Prepare a research paper [no longer than eight (8) pages in APA format (see instructor guideline handout) including title page and work cited] and verbal presentation no longer than 5 minutes (Powerpoint and/or other visual aids optional). The paper and presentation must be on a disease process or traumatic injury relevant to the EMT scope of practice and have solid emergency medical services theme/content touching on at epidemiology, pathophysiology, appropriate treatment at EMT level and how that treatment works.

B. Prepare a research paper five (5) to seven (7) pages long in APA format (see instructor guideline handout) including title page and work cited. The paper must be on medical ethics in relation to resuscitation efforts, do not resuscitate (DNR) forms, Physician's Order for Life-Sustaining Treatment (POLST) forms, living wills, and other advanced directives.

Textbooks:

- Thomas Brothers Map-book; 2014

Minimum Qualification

- Emergency Medical Technologies

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**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**COURSE**

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<th>Art Durbin</th>
<th>Date:</th>
<th>09/02/2015</th>
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<td>Catalog:</td>
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<tr>
<td>Proposed Course:</td>
<td>EMS 121 - Emergency Medical Technician (Refresher)</td>
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<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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**This course is Stand Alone**

**Summary of Action Item:**

Rationale behind submission: this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

**Relation to Department Student Learning Outcomes (DLOs):** REQUIRED

For course and award submissions: Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.

This course is in alignment with the DLOs since this course provides the student with the ability to problem solve both traumatic and medical emergencies rapidly and provide accurate intervention.

**Relation to Program Review:**

Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

This course satisfies program review by providing the student who completes this course, marketable skills and updated education which is required to keep their certification and is also required by their current employer.

**Approval Signatures Required on all lines before submittal to Curriculum Office**

1. Art Durbin  09/02/2015  (Submitter)
2. (SJC Department Chair)
Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Art Durbin  Date: 09/09/2015

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Emergency Medical Services</td>
<td>Emergency Medical Services</td>
<td>EMS 121</td>
<td>Emergency Medical Technician (Refresher) (formerly AH-121 Emergency Medical Technician I Basic (Refresher))</td>
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</table>

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Lab Units</th>
<th>Total Units</th>
</tr>
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<tbody>
<tr>
<td>2.00</td>
<td>0.50</td>
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</tbody>
</table>

Lecture Hours: 32.00 - 36.00
Lab Hours: 24.00 - 27.00
Total Hours: 56.00 - 63.00

Stand Alone: Stand Alone

AA/AS Degree General Ed Breadth Area(s):
- None -

General Education Justification:

Maximum Enrollment: 30

Grading Method: P/NP Only

TOP code: 1250.00

Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description: 
This course is designed for students who currently practice as an Emergency Medical Technician or have previously passed the Emergency Medical Technician course and require this course for certification renewal.

Schedule Description:
This course can provide the renewing Emergency Medical Technician with the lecture hours and skills verification required to apply for recertification.

Need for the course:
This course provides the required hours for Emergency Medical Technicians in our community to meet third-party regulatory requirements for certification. Students take this course to keep their certifications up employment purposes.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

EMS 120 Emergency Medical Technician certification or equivalent such as the California State EMT certification or the National registry EMT certification.

Other Enrollment Criteria:

Learning Objectives:
Upon the completion of the course the student will be able to do the following:

1. Evaluate and examine the role of the Emergency Medical Technician when applying the START Triage system.
2. Setup and apply the national skill set for directing and managing the care of patients who are ill or injured.
3. Predict and apply the theoretical principles of kinematics and mechanism of injury found in a patient ejected from a motor vehicle.
5. Distinguish and identify the three stages of labor in a full term pregnant female.
6. Analyze the relationship of the patient’s medications to their potential disease processes.

Course Content:
A. Workforce Safety and Wellness of the EMT
   1. Good Nutrition
   2. Exercise
   3. Stress Debriefing

B. Medical, legal, and Ethical Issues
   1. The EMT Code of Conduct
   2. Patient Abandonment
3. Negligence

C. Documentation
   1. Spelling and Using Medical Words
   2. Patient Care Reporting Devices

D. Communication
   1. Radio Types
   2. Frequencies for EMS Use
   3. Hand Held Radios
   4. Repeaters

E. Lifting and Moving Patients
   1. Body Mechanics
   2. Saving Your Back by Using Lifting Assist Devices

F. Anatomy, Physiology
   1. Pathophysiology
   2. Medical Terminology

G. Life Span Development
   1. Age Categories
   2. Differences in Each Age category
   3. Diseases Associated with each category

H. Airway Management,
   1. Artificial Ventilation
   2. Oxygenation

I. Baseline Vital Signs
   1. Monitoring Devices
   2. History Taking

J. Emergency Medical Care Systems
   1. System Research
   2. Public Health System and Issues
   3. Trauma System

K. Patient Assessment
1. Primary assessment
2. Secondary assessment
3. Reassessment

L. Pharmacology and Medication Administration
   1. Medications and Their Effects
   2. Medication Side Effects
   3. Routes of Administration

M. Shock and Resuscitation
   1. Definition and Pathophysiology of Shock
   2. Signs and Symptoms Associated with Shock
   3. Treatment of Shock

N. Respiratory Emergencies
   1. Anatomy of the Respiratory
   2. Medications for Breathing
   3. Positive Pressure ventilation Devices

O. Cardiovascular Emergencies
   1. Anatomy of the Heart
   2. Signs and Symptoms of a Heart Attack
   3. Medications Used to Treat a Patient Having a Heart Attack

P. Altered Mental Status
   1. Stroke
   2. Headache

Q. Seizures and Syncope
   1. Causes of Seizure
   2. Types of Seizures
   3. Treatment for Seizures

R. Acute Diabetic Emergencies
   1. Function of the Pancreas
   2. Signs and Symptoms of Hypoglycemia
   3. Signs and symptoms of Hyperglycemia
4. Treatment for Hypoglycemia

S. Anaphylactic Reactions

1. Signs and Symptoms of Allergic Reaction
2. Signs and Symptoms of Anaphylactic shock
3. Using Epinephrine to Treat Allergic and Anaphylactic Reactions

T. Toxicological Emergencies

1. Poisons
2. Drugs and alcohol
3. Antidotes

U. Abdominal Emergencies

a. Gynecologic Emergencies
b. Genitourinary Emergencies
c. Renal Emergencies

V. Environmental Emergencies

1. Cold Emergencies
2. Heat Related Emergencies
3. Bites and Stings

W. Submersion Incidents, Drowning, and Diving Emergencies

1. Mammalian Dive reflex
2. Wet and dry Drowning
3. Special Considerations in Resuscitation of the Drowning Victim

X. Behavioral Emergencies

1. Assessment of The Mental Health Patient
2. Protecting Yourself and the Patient
3. Treating The Mental Health Emergency

Y. The Trauma Patient and the Trauma System

1. Bleeding and soft tissue Trauma
2. Burns
3. Musculoskeletal
4. Head Trauma
5. Spinal Column and Spinal Cord Injury
6. Eye, Face and Neck trauma
7. Chest Trauma
8. Abdominal and Genitourinary Trauma
9. Multi-system Trauma and Trauma in Specific Patient populations

Z. Obstetrics and Care of the Newborn
   1. Assessing the pregnant female
   2. Assessing the newborn
   3. Care of the newborn
   4. Care of the Post Partum Female
   5. APGAR Assessment

AA. Pediatrics Life Span Development
   1. Life Span development
   2. Patients with Special Challenges

AB. Geriatrics
   1. Aging process
   2. Aging related to disease

AC. Ambulance Operations and Air Medical Response
   1. Scene Safety
   2. Gaining Access and Patient Extrication
   3. Landing Helicopters

AD. Special Operations
   1. Hazardous Materials
   2. Multiple Casualty Incidents and Incident Management
   3. EMS Response to Terrorism Involving Weapons of Mass Destruction

Lab Content:
(please number the outline of main topics and subtopics)

A. Airway Adjunct Insertion
   1. Nasal Pharyngeal Airway
   2. Oral Pharyngeal Airway

B. American Heart Association BLS Healthcare Provider CPR
   1. Adult CPR
2. Child CPR
3. Infant CPR
4. Automated External Defibrillator (AED)
5. Choking in the Adult, Child and Infant

C. Assisting the Paramedic
   1. Assembling Medication Preloads
   2. CPAP Setup
   3. IV Setup
   4. Nebulizer Setup

D. Assisting with Patient Medications
   1. Assisting with Metered Dose Inhalers
   2. Assisting with Epinephrine Pen
   3. Assisting with Glucose Gel

E. Basic Airway Insertion
   1. Combi-Tube
   2. King Airway

F. Bleeding Control
   1. Direct Pressure
   2. Tourniquet-Combat Application Tourniquet
   3. HemoClot Powder and Dressings

G. Burn Care
   1. Rule of Nines Assessment
   2. Burn Dressings
   3. Specialty Burn centers

H. Emergency Child Birth
   1. OB kit contents
   2. Suction Bulb use

I. Gurney Operations
   1. Loading and Unloading the Gurney

J. Helmet Removal
1. Football
2. Motorcycle

K. Kendrick Extrication Device (KED)
   1. Review the Color Strap Method for Application

L. Lifting and Moving Patients
   1. Practicing the use of scoop stretcher
   2. Practicing with the Stair chair

M. Medical Assessment-Practice
   1. Primary Assessment
   2. Secondary Assessment
   3. Repeat Assessment

N. Oxygen Administration
   1. Bag-Valve Mask
   2. Nasal Cannula
   3. Non-Rebreather Mask

O. Spinal Immobilization
   1. Short Boards
   2. Long Boards
   3. Cervical Collars

P. Splints
   1. Basic
   2. Traction Splints
      a. Hare
      b. Sager

Q. Trauma Assessment-Practice
   1. Primary
   2. Secondary
   3. Reassessment
   4. Trauma Center Decision

R. Vital Signs
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture and visual presentation
  Integration: Instructors may use pictures and short video clips or other instructor provided visual aides to reinforce theories present in the lecture.

- **Method:** Small group activities
  Integration: During the skills lab small groups will reinforce the lecture material and support the students' manipulative learning process in areas such as patient interaction, delegation of required tasks in an assessment, and developing a set of differential diagnoses with other students.

- **Method:** Commercially available EMS videos.
  Integration: EMS videos will be used to present, explain and support theories and much more in-depth.

- **Method:** Discussion
  Integration: Instructors will facilitate group discussion to help support the content presented via lecture and presentations for topics such as breathing emergencies, oxygenating the patient, ventilating patients and defibrillating the patient.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives.
Methods of evaluation may include but are not limited to the following:

- **Method:** Tests or quizzes
  Integration: Written multiple choice tests and quizzes will be given to evaluate the student's mastery of the course information frequently during the course. Questions will be taken from each chapter covering four chapters per exam. There will be eight forty question exams, one midterm covering the first eighteen chapters and one cumulative course completion exam worth two-hundred points. All the exams, workbook sections and skills reinforce topics such as ventilation, oxygenation, proper lifting, patient assessment, medication administration and stages of labor.

- **Method:** Homework
  Integration: Weekly homework is assigned out of the required workbook and each chapter that is complete will receive five points. The workbook will be checked at midterm and at the second to the last day of class. The total value of the workbook will be 200 points. The workbook contains multiple choice questions similar the questions seen on the student exams which reinforce each chapters content.

- **Method:** Psycho-motor or Manipulative Skills
  Integration: Skills testing will be conducted using the National Registry Skills Competency Verification Forms.

- **Method:** Affective Domain (Participation and Affective Behavior)
  Integration: Points will be given for class attendance and participation in each skill breakout sessions (each skills session has a skill check sheet with points the student can obtain during the session). Points will be taken away for talking to classmates during lecture and talking on cell phones (each offense has a point value).

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Read assigned chapters in the textbook prior to each class and:
   a. List terminology you don't understand so we can all discuss them.
   b. List and explain at least five of the primary concepts concerning patient assessment in disease and health
   c. Choose for the class one scenario for you to discuss in a
group breakout session.

2. Complete each workbook chapter covering that days lecture topic(s) and:
   a. Choose one multiple choice question to discuss in class
   b. Complete the case scenario on the past page of your chapter to be used in mock scenario during skills night.

3. Review the assigned skills that will be covered during each lab and be ready to practice the skill under a skill instructor's supervision.
   a. Ventilation
   b. Oxygenation
   c. Lifting and moving patients safely
   d. Medication administration
   e. Stages of labor and delivering a baby

4. Write a term paper in APA format using any chapter in your textbook as a topic guide then consult with the instructor on a more focused topic.
   a. The paper must be on one of the 44 chapters and relevant the EMT scope of Practice.
   b. The paper must be APA format
   c. The paper must not exceed five pages including the front page and back page.
   d. I want at least three sources of work cited other than the textbook.

Textbooks:


Minimum Qualification

- Emergency Medical Technologies

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Form A8</th>
</tr>
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<tbody>
<tr>
<td>Submitted by:</td>
<td>Guy Reams</td>
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<tr>
<td>Date:</td>
<td>08/14/2015</td>
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<tr>
<td>Catalog:</td>
<td>2016 - 2017</td>
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<tr>
<td>Proposed Course:</td>
<td>NET 100 - Network Fundamentals</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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Summary of Action Item:

Title 5 CTE Course Review

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

Course is a part of an industry certification preparation series which helps achieve the department objective in helping students achieve certification in preparation for a career in CIS.

Relation to Program Review:

Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")
CCNA certification is an essential series of courses required for the networking program.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Guy Reams 08/14/2015 (Submitter)
2. Carlos Tovares 08/24/2015 (SJC Department Chair)
3. Dwight Duffie 08/24/2015 (MVC Department Chair)
4. Carlos Tovares 08/26/2015 (SJC Instructional Dean)
5. Joyce Johnson 09/02/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

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**Mt. San Jacinto College**

Integrated Course Outline of Record

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<th>Department</th>
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<th>Title</th>
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<tbody>
<tr>
<td>Networking</td>
<td>Networking NET</td>
<td>100</td>
<td>Network Fundamentals (formerly 100 Local Area Network Design and Switch Management)</td>
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**Units/ Hours**

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.

Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Total Units</th>
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<tr>
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<table>
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<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
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**Stand Alone:**

Program Applicable

**AA/ AS Degree General Ed Breadth Area(s):**

-none-

**General Education Justification:**

<table>
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<th>Maximum Enrollment:</th>
<th>25</th>
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</table>

**Grading Method:**

Letter Grade or P/NP

**TOP code:**

0708.10

**Can be Taken**

1 time(s) for credit (max 4)
Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The course uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is the first course in a series of courses that prepares for Cisco CCNA certification.

Need for the course:
The Cisco CCNA Exploration curriculum is designed for Cisco Networking Academy students who are seeking entry-level information and communication technology (ICT) skills. CCNA Exploration provides an integrated and comprehensive coverage of networking topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience and soft-skills development. This course is part of a four part series to achieve degree/certification in CSIS: Networking.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

Other Enrollment Criteria:

Learning Objectives:
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Analyze the importance of data networks and the Internet in supporting business communications and everyday activities
2. Set up the devices and services that are used to support communications across an Internetwork
3. Analyze the importance of addressing and naming schemes at various layers of data networks
4. Analyze the operations and features of transport layer protocols and services
5. Analyze the operations and feature of network layer protocols and services and explain the fundamental concepts of routing
6. Design, calculate, and apply subnet masks and addresses to fulfill given requirements
7. Analyze the operation of protocols at the OSI data link layer and explain how they support communications
8. Analyze the role of physical layer protocols and services in supporting communications across data networks by employing cabling and network designs
9. Analyze fundamental Ethernet concepts such as media, services, and operation by verifying data traffic with common network utilities
10. Analyze the operations and features of common application layer protocols such as HTTP, Domain Name System (DNS), Dynamic Host Configuration Protocol (DHCP), Simple Mail Transfer Protocol (SMTP), Telnet, and FTP

Course Content:
(please number the outline of main topics and subtopics)

I. Living in a Network-Centric World
A. Introduction
B. Communicating in a Network-Centric World
C. Communication – An Essential Part of Our Lives
Integration: Lecture material will discuss networking concepts in depth and use language that allows for integration with engineering concepts, providing a deep, theoretical understanding of networking concepts for experienced learners with advanced problem-solving and analytical skills. The lectures will be designed to challenge the students with opportunities to analyze the importance of data networks, addressing and naming schemes, the operations and roles of various communication protocols.

- Method: Activity
  Integration: Hands-on labs and Packet Tracer simulation-based learning activities help students develop critical thinking and complex problem solving skills by setting up the devices and services used to support an Internetwork.

- Method: Mediated Learning
  Integration: Rich multimedia content, including Flash-based interactive activities, videos, games, and quizzes, addresses a variety of learning styles and help stimulate learning and increase knowledge retention. This will assist students in grasping difficult concepts and provide aid in designing and applying addressing schemes, such as subnet masks to meet given requirements.

- Method: Role Playing/Simulation
  Integration: Students progress from structured, easy-to-follow simulations to more advanced simulations that build critical thinking and problem solving skills and encourage exploration and research. This will provide students with the opportunity to utilize common network utilities to verify network operations and to employ basic cabling and network designs. Students may need to rely on additional resources to derive final solutions for the more complex simulations.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- Method: Exams/Tests
  Integration: Innovative formative and summative assessments are integrated into the CCNA Exploration curriculum and supported by an advanced online delivery system. Immediate, rich feedback supports instructor and student evaluation of acquired knowledge and skills. Assessments can be as simple as a multiple choice question or as complex as troubleshooting a simulated network.

- Method: Simulation
  Integration: In cooperation with the formative and summative assessments will be skills based assessments in which students need to demonstrate their ability to set up devices and services used to support network communication

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

Assignment Example 1: Subnet and Router Configuration
A guided practice with instructor and followed by independent work solving a complex problem.
Learning Objectives for this Assignment:
- Subnet an address space per given requirements.
- Assign appropriate addresses to interfaces and document.
- Configure and activate Serial and FastEthernet interfaces.
- Test and verify configurations.
- Reflect upon and document the network implementation.

In this activity, you will design and apply an IP addressing scheme for the topology shown in the Topology Diagram. You will be given one address block that you must subnet to provide a logical addressing scheme for the network. The routers will then be ready for interface address configuration according to your IP addressing scheme. When the configuration is complete, verify that the network is working properly.

Task 1: Subnet the Address Space.
Task 2: Determine Interface Addresses.
Task 3: Configure the Serial and FastEthernet Addresses.
Task 4: Verify the Configurations.
Task 5: Reflection

Assignment Example 2: Case Study on Ethernet
Objectives:
- Describe a common Ethernet Auto-negotiation issue.
- Describe a common Ethernet Duplex Mismatch issue.
Intro:
Something is wrong at ACME Inc. network. They called you claiming one of the User PC is behaving strangely.
Sometimes, after a reboot, a few packets are transmitted/received by the PC and then it loses network connectivity. Other times, the network access from this PC is extremely slow. Once more the company’s Support Team reports they have already checked for viruses and malicious software running on the PC but nothing was found.

The Scenario:
You get to ACME office and, based on the fact the other user PCs are working fine (no complaints), assume the Central Switch and the server should not have any major issues. Because of that you go straight to the problematic PC. The reports provided by the by ACME’s Support Team are consistent and based on the tools, procedures and tests performed by them, you conclude no viruses or malicious software are running on that user PC as well.

A visual inspection on the mentioned PC’s cabling leads to the belief that the link is up (led is lit/flashing). You start the troubleshoot process by rebooting the PC and accessing the network resources from it. It is really a lot slower than normal and it eventually loses connectivity. Since no other user PCs has such problems and the PC is clean of malicious software, you suspect of the NIC card. The operational system on the PC reports the link between the PC and Central Switch was established but also reports a big amount of link errors on that NIC card. It also shows the card is configured to operate at 100Mbps, Full Duplex. You go check the configuration on the Central Switch and learm that the port which the problematic user PC is connected to has the default configuration, (auto-negotiation set to AUTO) as do all the other ports. Because the NIC installed on the user PC has manual configuration (100Mbps, Full Duplex), the switch does not see any Ethernet auto-negotiation information from NIC and defaults to half-duplex when operating at 10/100 Mbps. Because the switch port ends up configured to work on half-duplex mode and the user PC to full-duplex, a Duplex Mismatch is created. Even though the link is established, no traffic is sent/received. As you well know, a duplex mismatch can result in performance issues, intermittent connectivity, frame check sequence (FCS) errors that increment on the switch port and loss of communication. Auto-negotiation issues can result from nonconforming implementation, hardware incapability, or software defects. Duplex mismatch and auto-negotiation problems can be caused by software defects on the installed NIC drivers or by physical failures on the NIC card hardware.

Typical Question:
What would solve the problem?
Answers:
- Have the NIC card set to work on the AUTO mode. This would force the card to negotiate link speed and duplex mode with the switch which would lead to a link characteristics agreement between both ends.
- Manually configure the switch port to operate at 100Mbps, Full Duplex.
- Updating NIC drivers is also a possible solution in cases of NIC software related problems.

Textbooks:

- Cisco Exploration: Network Fundamentals
  Online Curricula via Cisco Network Academy
  Cisco Systems, Inc 2012

Minimum Qualification

- Computer Information Systems

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE

<table>
<thead>
<tr>
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<th>Guy Reams</th>
<th>Date:</th>
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<tr>
<td>Catalog:</td>
<td>2016 - 2017</td>
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<tr>
<td>Proposed Course:</td>
<td>NET 101 - Routing Protocols and Concepts</td>
<td></td>
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<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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This course is Stand Alone

Summary of Action Item:
Rationale behind submittal - this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.

Title 5 CTE Course Review

Relation to Department Learning Student Outcomes (DLOs): REQUIRED
For course and award submissions: Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.
Course is a part of an industry certification preparation series which helps achieve the department objective in helping students achieve certification in preparation for a career in CIS.

Relation to Program Review:
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

Approval Signatures Required on all lines before submittal to Curriculum Office

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<thead>
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<td>Carlos Tovares</td>
<td>08/24/2015</td>
<td>(SJC Department Chair)</td>
</tr>
<tr>
<td>Dwight Duffie</td>
<td>08/24/2015</td>
<td>(MVC Department Chair)</td>
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<tr>
<td>Carlos Tovares</td>
<td>08/26/2015</td>
<td>(SJC Instructional Dean)</td>
</tr>
<tr>
<td>Joyce Johnson</td>
<td>09/02/2015</td>
<td>(MVC Instructional Dean)</td>
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If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Guy Reams Date: 09/09/2015

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<th>Department</th>
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<tbody>
<tr>
<td>Networking</td>
<td>Networking</td>
<td>NET 101</td>
<td>Routing Protocols and Concepts (formerly 101 Layer 3 Routing and Router Management)</td>
</tr>
</tbody>
</table>

Units/Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

Lecture Units
3.00

Lecture Hours
48.00 - 54.00

Total Units
3.00

Total Hours
48.00 - 54.00

Stand Alone:
Program Applicable

AA/AS Degree General Ed Breadth Area(s):
-none-

General Education Justification:

Maximum Enrollment:
25

Maximum Enrollment Justification:

Grading Method:
Letter Grade or P/NP
TOP code: 0708.10

Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the primary routing protocols RIPv1, RIPv2, EIGRP, and OSPF. By the end of this course, students will be able to recognize and correct common routing issues and problems.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is the second course in a series of courses that prepares for Cisco CCNA certification.

Need for the course:
The Cisco CCNA Exploration curriculum is designed for Cisco Networking Academy students who are seeking entry-level information and communication technology (ICT) skills. CCNA Exploration provides an integrated and comprehensive coverage of networking topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience and soft-skills development. This course is part of a four part series to achieve degree/certification in CSIS: Networking.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- NET 100 with a grade of C or better.

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

- none-

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- none-

Other Enrollment Criteria:
- none-

Learning Objectives:
(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Analyze the purpose, nature, and operations of a router by verifying basic operations for a newly-installed router
2. Analyze the critical role routers play in enabling communications across multiple networks
3. Analyze the purpose and nature of routing tables, the route lookup process and how a router determines a path and switches packets
4. Verify and configure static and default routing by setting up static routes and the procedures for configuring them
5. Set up dynamic routing protocols and place these protocols in the context of modern network design by evaluating the impact of routing metrics
6. Categorize the functions, characteristics and operations of distance vector and link-state routing protocols by setting up basic features and advanced configurations of RIPv1, OSPF, and EIGRP
7. Set up the network discovery process of distance vector routing protocols using Routing Information Protocol (RIP)
8. Compare and contrast classful and classless IP addressing and routing behaviors in routed networks
9. Design and implement a classless IP addressing scheme for a given network
10. Set up router show and debug commands to troubleshoot common errors that occur in small routed networks

Course Content:
(please number the outline of main topics and subtopics)
# I. Introduction to Routing and Packet Forwarding

A. Introduction  
B. Inside the Router  
C. CLI Configuration and Addressing  
D. Building the Routing Table  
E. Path Determination and Switching Functions  
F. Router Configuration Labs  

# II. Static Routing  

A. Introduction  
B. Routers in Networks  
C. Router Configuration Review  
D. Exploring Directly-Connected Networks  
E. Static Routes with “Next Hop” Addresses  
F. Static Routes with Exit Interfaces  
G. Summary and Default Static Routes  
H. Managing and Troubleshooting Static Routes  
I. Static Route Configuration Labs  

# III. Introduction to Dynamic Routing Protocols  

A. Introduction  
B. Introduction and Advantages  
C. Classifying Dynamic Routing Protocols  
D. Metrics  
E. Administrative Distances  
F. Routing Protocol and Subnetting Activities  

# IV. Distance Vector Routing Protocols  

A. Introduction  
B. Introduction to Distance Vector Routing Protocols  
C. Network Discovery  
D. Routing Table Maintenance  
E. Routing Loops  
F. Distance Vector Routing Protocols Today  

# V. RIPv1  

A. Introduction  
B. RIPv1: Distance Vector, Classful Routing Protocol  
C. Basic RIPv1 Configuration  
D. Verification and Troubleshooting  
E. Automatic Summarization  
F. Default Route and RIPv1  

# VI. VLSM and CIDR  

A. Introduction  
B. Classful and Classless Addressing  
C. VLSM  
D. CIDR  
E. VLSM and Route Summarization Activity  

# VII. RIPv2  

A. Introduction  
B. RIPv2 Limitations  
C. Configuring RIPv2  
D. VLSM and CIDR  
E. Verifying and Troubleshooting RIPv2  
F. RIPv2 Configuration Labs  

# VIII. The Routing Table: A Closer Look  

A. Introduction  
B. The Routing Table Structure  
C. Routing Table Lookup Process  
D. Routing Behavior  
E. Routing Table Labs  

# IX. EIGRP  

A. Introduction  
B. Introduction to EIGRP  
C. Basic EIGRP Configuration  
D. EIGRP Metric Calculation  
E. DUAL  

# X. More EIGRP Configuration  

A. EIGRP Configuration Labs  

# XI. Link-State Routing Protocols  

A. Introduction  
B. Link-State Routing Protocols  
C. Implementing Link-State Routing Protocols  

# XII. OSPF  

A. Introduction  
B. Introduction to OSPF  
C. Basic OSPF Configuration
### Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method: Lecture**
  **Integration:** Lecture material will discuss networking concepts in depth and use language that allows for integration with engineering concepts, providing a deep, theoretical understanding of networking concepts for experienced learners with advanced problem-solving and analytical skills. The lecture material will provide students with the opportunity to analyze routing and the roles routers play in networking.

- **Method: Activity**
  **Integration:** Hands-on labs and Packet Tracer simulation-based learning activities help students develop critical thinking and complex problem solving skills. This will allow students the ability to demonstrate the ability to set up routing protocols such as EIGRP and OSPF.

- **Method: Mediated Learning**
  **Integration:** Rich multimedia content, including Flash-based interactive activities, videos, games, and quizzes, addresses a variety of learning styles and help stimulate learning and increase knowledge retention. This will provide the foundation to help students compare and contrast different methods of IP addressing.

- **Method: Role Playing/Simulation**
  **Integration:** Students progress from structured, easy-to-follow simulations to more advanced simulations that build critical thinking and problem solving skills and encourage exploration and research. Students may need to rely on additional resources to derive final solutions for the more complex simulations. This will allow students to accomplish the configuration and basic set up of RIPv1, RIPv2, OSPF, and EIGRP.

### Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method: Exams/Tests**
  **Integration:** Innovative formative and summative assessments are integrated into the CCNA Exploration curriculum and supported by an advanced online delivery system. Immediate, rich feedback supports instructor and student evaluation of acquired knowledge and skills. Assessments can be as simple as a multiple choice question or as complex as troubleshooting a simulated network.

- **Method: Simulation**
  **Integration:** In cooperation with the formative and summative assessments will be skills based assessments in which students need to demonstrate their ability to set up devices and services used to support network communication.

### Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

#### Skills Integration Challenge

**Learning Objectives:**

- Design and document an addressing scheme based on requirements.
- Apply a basic configuration to the devices.
- Configure a Routers Priority and RID's
- Configure OSPF routing
- Disable routing updates on appropriate interfaces.
- Verify full connectivity between all devices in the topology.

**Task 1:** Design and document an addressing scheme

**Task 2:** Apply a basic configuration

**Task 3:** Configure Single-Area OSPF routing

**Task 4:** Fine-tuning OSPF

**Task 5:** Configure a Loopback

**Task 6:** View OSPF updates

Complete topology diagram and addressing table

#### Case Study

**Objectives:**

- Consolidate OSPF knowledge.
- Describe the operation of OSPF multi-area.
- Introduce the concept of route summarization with OSPF.
• Introduce the concept of OSPF optimization.

Intro:
Trevni Inc. needed to add 6 more networks under R3 and called for help when the network performance dropped considerably.

Topology:
See Network Diagram

Scenario:
As expected, Trevni growth made necessary adding 6 more networks under R3 but some of the networks are flapping (going up and down in short time intervals) because they are still being tested. Flapping interfaces are a problem to OSPF because forces it to generate and flood extra LSAs to the other OSPF routers. The other OSPF routers, upon receipt of update LSAs, are forced to re-run SPF against their LSDBs. In Trevni’s case, R3 is advertising the change of state of its new links (due to interface flapping) to the rest of the network and forcing extra SPF re-runs. The extra SPF calculation is impacting Trevni’s routing performance.

Step 1 – Splitting OSPF in areas
Internal OSPF routers within the same area must have the exact same OSPF database. This leads OSPF routers within the same area to run SPF against their own LSDB every time a link change happens within the area. To avoid this problem, 2 techniques are used together: OSPF area segmentation and summary routes. When a specific route is part of a summary route and this specific route goes down, OSPF does not declare the entire summary route as down because the other routes included into the summary might be still up. Because in OSPF summarization can only be done by an ABR or an ASBR, you need to split Trevni’s network into areas to create an ABR and then summarize R3’s new networks into Area 0. Even if a few of the new networks go down, because they all inside a summary route, R1 and R2 won’t be aware of it and will keep the summary route into their routing tables. As shown on the topology above, R3 now has 6 more networks and you decide split Trevni’s OSPF domain in 2 areas. This will allow R4 (now an ABR) to summarize R3’s new networks into one single summary route and advertise it to Area 0, reducing the interface flapping negative impact in the network and improving performance. The areas will be Area 0 (backbone or transit area) and Area 1, a standard area. Area 0 will contain R1, R2 and all the networks connected to them while Area 1 will contain R3 and its networks. R4 will have links connected to Area 0 and to Area 1 which makes it the Area Border Router (ABR). Notice that because R4 also has an interface connected to environment external to the local OSPF AS, it is also acting as an Autonomous System Border Router (ASBR).

Question 1:
How segmenting OSPF area does improve Trevni network’s routing performance?

Question 2:
Even though the new networks have subnet mask /27, the OSPF network command uses only one /24 subnet to add such network to OSPF instance 1. Is this correct? What about the other five /27 new networks, don’t they have to be added to OSPF process ID 1?

Question 3:
R1’s and R2’s have a route which was flagged as O*E2. What is the meaning of this?

Question 4:
How a long routing table does impact the routing process?

Question 5:
Why, in R4’s routing table, the summary route points to null0?

Textbooks:


Minimum Qualification

• Computer Information Systems
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

COURSE

Form A8

Submitted by: Guy Reams Date: 08/14/2015

Catalog: 2016 - 2017
Proposed Course: NET 102 - LAN Switching and Wireless
Proposal Type: CTE 2 Year Review

This course is Stand Alone

Summary of Action Item:
Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

Title 5 CTE Course Review

Relation to Department Student Learning Outcomes (DLOs): REQUIRED

Course is a part of an industry certification preparation series which helps achieve the department objective in helping students achieve certification in preparation for a career in CIS.

Relation to Program Review:
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress")

CCNA certification is an essential series of courses required for the networking program.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Guy Reams 08/14/2015 (Submitter)
2. Carlos Tovares 08/24/2015 (SJC Department Chair)
3. Dwight Duffie 08/24/2015 (MVC Department Chair)
4. Carlos Tovares 08/26/2015 (SJC Instructional Dean)
5. Joyce Johnson 09/02/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Guy Reams Date: 09/09/2015

Department Subject Course Number Title
Networking Networking NET 102 LAN Switching and Wireless (formerly 102 Wide Area Network Design and Protocol Configuration)

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

Lecture Units 3.00 Total Units 3.00
Lecture Hours 48.00 - 54.00 Total Hours 48.00 - 54.00

Stand Alone:
Program Applicable

**AA/AS Degree General Ed Breadth Area(s):**
- none-

**General Education Justification:**

**Maximum Enrollment:** 25

**Maximum Enrollment Justification:**

**Grading Method:** Letter Grade or P/NP

**TOP code:** 0708.10

**Can be Taken 1 time(s) for credit (max 4)**
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

**Catalog Description:**

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. The course explains how to configure a switch for basic functionality and how to implement Virtual LANs, VTP, and Inter-VLAN routing in a converged network.

**Schedule Description:**

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is the third course in a series of courses that prepares for Cisco CCNA certification.

**Need for the course:**

The Cisco CCNA Exploration curriculum is designed for Cisco Networking Academy students who are seeking entry-level information and communication technology (ICT) skills. CCNA Exploration provides an integrated and comprehensive coverage of networking topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience and soft-skills development. This course is part of a four-part series to achieve degree/certification in CSIS: Networking.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

- NET 101 with a grade of C or better.

**Corequisite(s):**
Corequisites go through a separate approval process. See Forms E1-E6 for details.
- none-

**Recommend Preparation:**
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.
- none-

**Other Enrollment Criteria:**
- none-

**Learning Objectives:**

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Appraise and correct common network problems at layers 1, 2, 3, and 7 using a layered model approach
2. Reconstruct the appropriate media, cables, ports, and connectors to connect switches to other network devices and hosts by diagramming network scenarios
3. Explain basic switching concepts, media access control methods, initial configuration, remote management and the operation of Cisco switches
4. Summarize enhanced switching technologies such as VLANs, VLAN Trunking Protocol (VTP), Rapid Spanning Tree Protocol (RSTP), Per VLAN Spanning Tree Protocol (PVSTP), and 802.1q
5. Create, verify, route and troubleshoot VLANs, trunking on Cisco switches, interVLAN routing, VTP, and RSTP using debug output and show commands
6. Evaluate, prescribe, and resolve common switched network media issues by appraising network status and switch operation using basic utilities
7. Summarize standards associated with wireless media, such as IEEE WI-FI Alliance and ITU/FCC
8. Compare and Contrast the purpose of the components in a small wireless network and Service Set Identification (SSID), Basic Service Set (BSS), and Extended Service Set (ESS) with the basic configuration requirements for a wireless network
9. Compare and contrast Wi-Fi Protected Access (WPA) security features and capabilities of open, Wired Equivalent Privacy (WEP), and WPA-1/2 networks
10. Critique common wireless-network implementation issues such as interference and misconfiguration

Course Content:

(please number the outline of main topics and subtopics)

I. LAN Design
   A. Introduction
   B. Switched LAN Architecture
   C. Matching Switches to Specific LAN Functions
   D. Labs
   E. Summary
   F. Quiz

II. Basic Switch Concepts and Configuration
   A. Introduction
   B. Introduction to Ethernet/802.3 LANs
   C. Forwarding Frames Using a Switch
   D. Switch Management Configuration
   E. Configuring Switch Security

III. VLANs
   A. Introduction
   B. Introducing VLAN
   C. VLAN Trunking
   D. Configure VLANs and Trunks
   E. Troubleshooting VLANs and Trunks
   F. Labs

IV. Virtual Tunneling Protocol (VTP)
   A. Introduction
   B. VTP Concepts
   C. VTP Operation
   D. Configure VTP

V. STP
   A. Introduction
   B. Redundant Layer 2 Topologies
   C. Introduction to STP
   D. STP Convergence
   E. PVST+, RSTP, and Rapid PVST+

VI. Inter-VLAN Routing
   A. Introduction
   B. Inter-VLAN Routing
   C. Configuring Inter-VLAN Routing
   D. Troubleshooting Inter-VLAN Routing

VII. Basic Wireless Concepts and Configuration
   A. Introduction
   B. The Wireless LAN
   C. Wireless LAN Security
   D. Configure Wireless LAN Access
   E. Troubleshooting Simple WLAN Problems

VIII. Introduction to WANs
   A. Introduction
   B. Providing Integrated Services to the Enterprise
   C. WAN Technology Concepts
   D. WAN Connection Options

Methods of instruction:

Methods of instruction may include, but are not limited to the following:
Method: Lecture
Integration: Integration: Lecture material will discuss networking concepts in depth and use language that allows for integration with engineering concepts, providing a deep, theoretical understanding of network switching concepts for experienced learners with advanced problem-solving and analytical skills. This will allow students to interpret the output of various show and debug commands to verify the operational status of a Cisco switched network.

Method: Activity
Integration: Integration: Hands-on labs and Packet Tracer simulation-based learning activities help students develop critical thinking and complex problem solving skills by analyzing and verifying initial switch configuration tasks including remote access management.

Method: Mediated Learning
Integration: Integration: Rich multimedia content, including Flash-based interactive activities, videos, games, and quizzes, addresses a variety of learning styles and help stimulate learning and increase knowledge retention. This will assist students in grasping difficult concepts and prepare them to summarize standards associated with wireless media, such as IEEE Wi-Fi Alliance and ITU/FCC.

Method: Role Playing/Simulation
Integration: Integration: Students progress from structured, easy-to-follow simulations to more advanced simulations that build critical thinking and problem solving skills and encourage exploration and research. This will provide students with the opportunity to appraise network status and switch operation using basic utilities such as ping, traceroute, Telnet, Secure Shell (SSH), Address Resolution Protocol (ARP), and ipconfig, as well as the show and debug commands.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

Method: Exams/Tests
Integration: Innovative formative and summative assessments are integrated into the CCNA Exploration curriculum and supported by an advanced online delivery system. Immediate, rich feedback supports instructor and student evaluation of acquired knowledge and skills. Assessments can be as simple as a multiple choice question or as complex as troubleshooting a simulated network. This will allow students to assess their ability to critique common wireless-network implementation issues such as interference and misconfiguration.

Method: Simulation
Integration: In cooperation with the formative and summative assessments will be skills based assessments in which students need to demonstrate their ability to set up devices and services used to support network communication in order to manage Cisco IOS devices.

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

Case Study
Objectives:
• Describe hierarchical network design
• Consolidate the function of the three levels

Intro:
Green Inc. is expanding and just got another floor on the building they have their main office. The new floor will also need to be connected to Green's network and, because no hierarchy layers were used on the first network design they called you for help.

Topology (original):
See Diagram

The Scenario:
As shown on the topology above, no hierarchy design was used. Foreseeing Green’s growth, you decided to design an entirely new network based on the hierarchical model in order to deliver performance, scalability and redundancy.

Problem 1 – Performance.
Within Green Inc. Network, network 1 users need to frequently access a database stored in Server 1. Network 2 users also frequently access a database stored in Server 2. You take a look on the topology handed to you (shown above) and, notice a few performance problems that could be easily solved by a better design.

On the topology above, link A is saturated because of traffic from network 1 to server 1 and to the Internet. Link B is also saturated because of traffic from network 2 to server 2 and to the Internet.
Link C is heavily used because of traffic from network 1 and 2 to the servers and Link D is shared by all users and devices for traffic sent to the internet.

Problem 2 – Scalability.
Green’s network doesn’t scale easily at the moment. R1 router has no interfaces left and the S1 and S2 switches have all their ports taken. If a new network or department becomes necessary, the current topology won’t accept it easily.

Problem 3 – Redundancy.
Green’s has no backup links or equipment right now. If any of their links or devices fail, traffic forwarding disruption will occur. Some failures will cause bigger disruptions (a R1 router failure would stop the entire network) other will cause smaller disruptions (a Link A failure would stop network 1 operations) but traffic disruption would happen regardless.

After analyzing Green’s network problems, you present a new design created to address Green’s network main problems. Your new designed is based on The Hierarchical Model.

Create a new topology and present solutions to each of the above problems.

Activity / Simulation: Basic Switch Configuration
See Topology
See Addressing Table

Learning Objectives
Upon completion of this lab, you will be able to:
• Cable a network according to the topology diagram
• Clear an existing configuration on a switch
• Examine and verify the default configuration
• Create a basic switch configuration, including a name and an IP address
• Configure passwords to ensure that access to the CLI is secured
• Configure switch port speed and duplex properties for an interface
• Configure basic switch port security
• Manage the MAC address table
• Assign static MAC addresses
• Add and move hosts on a switch

Scenario
In this lab, you will examine and configure a standalone LAN switch. Although a switch performs basic functions in its default out-of-the-box condition, there are a number of parameters that a network administrator should modify to ensure a secure and optimized LAN. This lab introduces you to the basics of switch configuration.

Task 1: Cable, Erase, and Reload the Switch
Step 1: Cable a network.
Cable a network that is similar to the one in the topology diagram. Create a console connection to the switch. You can use any current switch as long as it has the required interfaces shown in the topology. The output shown in this lab is from a 2960 switch. If you use other switches, the switch outputs and interface descriptions may appear different.

Note: PC2 is not initially connected to the switch. It is only used in Task 5.

Step 2: Clear the configuration on the switch.
Clear the configuration on the switch.

Task 2: Verify the Default Switch Configuration
Step 1: Enter privileged mode.
You can access all the switch commands in privileged mode. However, because many of the privileged commands configure operating parameters, privileged access should be password-protected to prevent unauthorized use. You will set passwords in Task 3.

The privileged EXEC command set includes those commands contained in user EXEC mode, as well as the configure command through which access to the remaining command modes are gained. Enter privileged EXEC mode by entering the enable command.

Switch>enable
Switch#

Notice that the prompt changed in the configuration to reflect privileged EXEC mode.

Step 2: Examine the current switch configuration.
Examine the current running configuration file.
Switch#show running-config

How many FastEthernet interfaces does the switch have? __24
How many Gigabit Ethernet interfaces does the switch have? __2
What is the range of values shown for the vty lines? ____________________________0-4, 5-15

Examine the current contents of NVRAM:
Switch#show startup-config
startup-config is not present
Why does the switch give this response?
Examine the characteristics of the virtual interface VLAN1:
Switch#show interface vlan1
Is there an IP address set on the switch? no
What is the MAC address of this virtual switch interface? varies
Is this interface up? 
Now view the IP properties of the interface:
Switch#show ip interface vlan1
What output do you see? 
Step 3: Display Cisco IOS information.
Examine the following version information that the switch reports.
Switch#show version
What is the Cisco IOS version that the switch is running? 
What is the system image filename? 
What is the base MAC address of this switch? 
Step 4: Examine the FastEthernet interfaces.
Examine the default properties of the FastEthernet interface used by PC1.
Switch#show interface fastethernet 0/18
Is the interface up or down? 
What event would make an interface go up? 
What is the MAC address of the interface? 
What is the speed and duplex setting of the interface? 
Step 5: Examine VLAN information.
Examine the default VLAN settings of the switch.
Switch#show vlan
What is the name of VLAN 1? 
Which ports are in this VLAN? 
Is VLAN 1 active? 
What type of VLAN is the default VLAN? 
Step 6 Examine flash memory.
Issue one of the following commands to examine the contents of the flash directory.
Switch#dir flash:
or
Switch#show flash
Which files or directories are found?
Files have a file extension, such as .bin, at the end of the filename. Directories do not have a file extension. To examine the files in a directory, issue the following command using the filename displayed in the output of the previous command:
Switch#dir flash:c2960-lanbase-mz.122-25.SEE3
What is the name of the Cisco IOS image file? 

Textbooks:

Minimum Qualification
- Computer Information Systems

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
Form A8
submitted by: Guy Reams
Catalog: 2016 - 2017
Proposed Course: NET 103 - Accessing the WAN
Date: 08/14/2015
<table>
<thead>
<tr>
<th>Submission Date</th>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/14/2015</td>
<td>Guy Reams</td>
<td>(Submitter)</td>
</tr>
<tr>
<td>08/24/2015</td>
<td>Carlos Tovares</td>
<td>(SJC Department Chair)</td>
</tr>
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</tr>
<tr>
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<td>Carlos Tovares</td>
<td>(SJC Instructional Dean)</td>
</tr>
<tr>
<td>09/02/2015</td>
<td>Joyce Johnson</td>
<td>(MVC Instructional Dean)</td>
</tr>
</tbody>
</table>

**Proposal Type:** CTE 2 Year Review

**Summary of Action Item:**
Rationale behind submission - this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.

**Relation to Department Student Learning Outcomes (DLOs): REQUIRED**
For course and award submissions. Briefly discuss how this course/award is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.

Course is a part of an industry certification preparation series which helps achieve the department objective in helping students achieve certification in preparation for a career in CIS.

**Relation to Program Review:**
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with “program review currently in progress”)

CCNA certification is an essential series of courses required for the networking program.

**Approval Signatures Required on all lines before submittal to Curriculum Office**

1. Guy Reams 08/14/2015 (Submitter)
2. Carlos Tovares 08/24/2015 (SJC Department Chair)
3. Dwight Duffie 08/24/2015 (MVC Department Chair)
4. Carlos Tovares 08/26/2015 (SJC Instructional Dean)
5. Joyce Johnson 09/02/2015 (MVC Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

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**Mt. San Jacinto College**
Integrated Course Outline of Record

**Form B**

**Submitted by:** Guy Reams  **Date:** 09/09/2015

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking</td>
<td>Networking NET</td>
<td>103</td>
<td>Accessing the WAN</td>
</tr>
</tbody>
</table>

**Units/ Hours**
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>3.00</td>
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<table>
<thead>
<tr>
<th>Lecture Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

**Stand Alone:**
Program Applicable

**AA/AS Degree General Ed Breadth Area(s):**

- none -

**General Education Justification:**
Maximum Enrollment: 25

Maximum Enrollment Justification: 

Grading Method: Letter Grade or P/NP

TOP code: 0708.10

Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course discusses the WAN technologies and network services required by converged applications in enterprise networks. The course uses the Cisco Network Architecture to introduce integrated network services and explains how to select the appropriate devices and technologies to meet network requirements. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is the fourth course in a series of courses that prepares for Cisco CCNA certification.

Need for the course:
The Cisco CCNA Exploration curriculum is designed for Cisco Networking Academy students who are seeking entry-level information and communication technology (ICT) skills. CCNA Exploration provides an integrated and comprehensive coverage of networking topics, from fundamentals to advanced applications and services, while providing opportunities for hands-on practical experience and soft-skills development. This course is part of a four part series to achieve degree/certification in CSIS: Networking

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- NET 102 with a grade of C or better.

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

Other Enrollment Criteria:

Learning Objectives:
(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Devise a solution to common network problems at layers 1, 2, 3, and 7 using a layered model approach
2. Categorize the components required for network and Internet communications and Critique the impact of Voice Over IP and Video Over IP applications on a network
3. Design basic switch security measures such as port security, trunk access, and management VLANs
4. Explain, troubleshoot, and verify the operation and benefits of DHCP and DNS operations on a router
5. Evaluate current network security threats and explain how to implement a comprehensive security policy to mitigate common threats to network devices, hosts, and applications
6. Evaluate the functions of common security appliances and applications and make recommendations for securing network devices including the use of different ACL types
7. Verify, monitor, and troubleshoot ACLs in a network environment based on filtering requirements
8. Appraise the effectiveness of NAT for a given network environment and explain the basic operation of Network Address Translation (NAT)
9. Create and verify a WAN serial connection using PPP and Frame-Relay including troubleshooting WAN implementation issues
10. Evaluate the importance, benefits, role, impact, and components of VPN technology

**Course Content:**

(please number the outline of main topics and subtopics)

| I. PPP          | A. Introduction                  |
|                | B. Serial Point-to-Point Links   |
|                | C. PPP Concepts                  |
|                | D. Configuring PPP               |
|                | E. Configuring PPP with Authentication |
| II. Frame Relay| A. Introduction                  |
|                | B. Basic Frame Relay Concepts    |
|                | C. Configuring Frame Relay       |
|                | D. Advanced Frame Relay Concepts |
|                | E. Configuring Advanced Frame Relay |
| III. Network Security | A. Introduction            |
|                | B. Introduction to Network Security |
|                | C. Securing Cisco Routers       |
|                | D. Secure Router Network Services |
|                | E. Using Cisco SDM               |
|                | F. Secure Router Management     |
| IV. ACLs       | A. Introduction                  |
|                | B. Using ACLs to Secure Networks |
|                | C. Configuring Standard ACLs     |
|                | D. Configuring Extended ACLs     |
|                | E. Configuring Complex ACLs      |
| V. Teleworker Services | A. Introduction            |
|                | B. Business Requirements for Teleworker Services |
|                | C. Broadband Services           |
|                | D. VPN Technology               |
| VI. IP Addressing Services | A. Introduction          |
|                | B. DHCP                         |
|                | C. Scaling Networks with NAT    |
|                | D. IPv6                         |
| VII. Network Troubleshooting | A. Introduction        |
|                | B. Establishing the Network Performance Baseline |
|                | C. Troubleshooting Methodologies and Tools |
|                | D. Common WAN Implementation Issues |
|                | E. Network Troubleshooting      |

**Methods of Instruction:**

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  Integration: Lecture material will discuss networking concepts in depth and use language that allows for integration with engineering concepts, providing a deep, theoretical understanding and ability to critique the impact of Voice Over IP and Video Over IP applications on a network.

- **Method:** Activity
  Integration: Hands-on labs and Packet Tracer simulation-based learning activities help students develop critical thinking and complex problem solving skills such as designing basic switch security measures such as port security, trunk access, and management VLANs

- **Method:** Mediated Learning
  Integration: Rich multimedia content, including Flash-based interactive activities, videos, games, and quizzes, addresses a variety of learning styles and help stimulate learning and increase knowledge retention. This will allow the student the chance to verify, monitor, and troubleshoot ACLs in a network environment.

- **Method:** Role Playing/Simulation
  Integration: Students progress from structured, easy-to-follow simulations to more advanced simulations that build critical thinking and problem solving skills and encourage exploration and research. Students may need to rely on additional resources to derive final solutions for the more complex simulations and evaluate the
importance, benefits, role, impact, and components of VPN technology.

Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
  Integration: Innovative formative and summative assessments are integrated into the CCNA Exploration curriculum and supported by an advanced online delivery system. Immediate, rich feedback supports instructor and student evaluation of acquired knowledge and skills. Assessments can be as simple as a multiple choice question or as complex as troubleshooting a simulated network, or security scenario in WAN environments

- **Method:** Simulation
  Integration: In cooperation with the formative and summative assessments will be skills based assessments in which students need to demonstrate their ability to set up devices and services used to support network communication and reconstruct different methods for connecting to a WAN

Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

<table>
<thead>
<tr>
<th>Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong> Mitigate a worm attack based on the network baseline.</td>
</tr>
<tr>
<td><strong>Intro:</strong> Charger Inc. claims their network is slower than normal and called you for help.</td>
</tr>
<tr>
<td><strong>The Scenario:</strong> According to the reports, the network has been much slower than used to be. Since this could be hard to measure (especially for someone like you who never used their network before) the Charge's network baseline must be used. As shown in the topology below, Charged Inc. employs a number of network devices to provide connectivity.</td>
</tr>
<tr>
<td><strong>Topology:</strong> See Diagram</td>
</tr>
<tr>
<td><strong>Step 1 – Comparing the numbers</strong></td>
</tr>
<tr>
<td>You get to Charger's office and you decide to first take a look on the Network baseline document. The Helpdesk staff also gives you access to their management tools. Once you have access all this, you define some key points and acquire some of data currently flowing in the network and compare with the values taken before the problem arose. According to your comparison the network is about 37% slower than usual and it looks like the degradation is being created by a burst of traffic constantly coming from some parts in the access layer. The burst seems to have started 3 days ago and it is happening.</td>
</tr>
<tr>
<td><strong>Step 2 – A closer look in the network</strong></td>
</tr>
<tr>
<td>In order to have a better idea of what kind of traffic compounds the burst, you decide to use a traffic analyzer tool to capture part of the traffic. You connect your laptop in one the ports of the distribution layer switch D1 and configure the port as a monitor port. A monitor port allows an administrator to mirror traffic entering the switch via any port or VLAN. Once the monitor session is set, the traffic analyzer running in your laptop starts to show traffic. You adjust the traffic analyzer to capture and store traffic for 20 minutes but it doesn't more than a few seconds until you find out what is causing the problem: There is a huge amount of packets being generated in the access layer towards random addresses, both internal and external to Charger's network. You study the packets for a while and using a public database hosted on the web. Based on the packet structure (size, layer 4 protocol, source and destination ports, etc) you learn that such packets are generated by a worm. Still based on information based on the public web site, once a PC gets infected with that specific worm, it starts sending out millions of packets per second in, trying to congest the network and to infect other PCs. You know you must act fast in order to locate and stop the infected PCs from infecting others. As the number of infected PCs rises, Charger's network gets slower and slower.</td>
</tr>
<tr>
<td><strong>Step 3 – Locating the infected PCs</strong></td>
</tr>
<tr>
<td>By analyzing the traffic captured and stored in your laptop you are able to identify the source MAC addresses of the infected PCs connected to that segment and compile a list.</td>
</tr>
<tr>
<td><strong>Question 1:</strong> Is locating a network device based on its MAC address always a simple and straight-forward process?</td>
</tr>
</tbody>
</table>

Troubleshooting Role Play

See Topology Diagram

Learning Objectives
• Build a network
• Test a network
• Break a network
• Troubleshoot a problem
• Gather symptoms
• Correct the problem
• Document the problem and solution

Scenario
In this activity, you and another student will build the network displayed in the topology diagram. You will configure NAT, DHCP, and OSPF, and then verify connectivity. When the network is fully operational, one student will introduce several errors. Then the other student will use troubleshooting skills to isolate and solve the problem. Then the students will reverse roles and repeat the process. This activity can be done on real equipment or with Packet Tracer.

Task 1: Build the Network
Step 1: Cable and configure devices according to the topology diagram.
Step 2: Configure NAT, DHCP, and OSPF

Task 2: Test the Network
Step 1: Ensure that you have connectivity from end to end.
Step 2: Verify that DHCP and NAT are working correctly.
Step 3: Become familiar with every device using show and debug commands.

Task 3: Break the Network
One student leaves the room, if necessary, while the other student breaks the configuration. The break should only be one problem. The idea is to help each other develop troubleshooting skills. Creating multiple problems magnifies the scope of the work, which is not the goal of the lab. The goal is to help you become aware of the various changes that can occur in the network from just one problem.

Task 4: Troubleshoot the Problem
The student returns and questions the other student about the symptoms of the problem. Begin with general questions and attempt to narrow the scope of the problem. When the student being questioned feels that enough information has been provided, the questioning can stop.

Task 5: Gather Symptoms from Suspect Devices
Begin gathering symptoms using various show and debug commands. Use the show running-config command as the very last option.

Task 6: Correct the Problem
Correct the configuration and test the solution.

Task 7: Document the problem and solution.
Both students should enter the problem in their journal and document the solution.

Task 8: Reverse the roles and start over.
The students should now switch roles and start the process over.

Task 9: Clean Up
Erase the configurations and reload the routers. Disconnect and store the cabling. For PC hosts that are normally connected to other networks, such as the school LAN or to the Internet, reconnect the appropriate cabling and restore the TCP/IP settings.

Textbooks:

Minimum Qualification
• Computer Information Systems
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
PROPOSAL FOR NEW COURSE

Submitted by: David Parrott  Date: 7-23-15

Catalog: 2016-17

Proposed Course Name and Title
AUD 185: Television Studio Production & Broadcast

Proposed # of units
2 Lecture, 1 Lab

Proposed TOP code
0604.20

☒ Program Applicable ☐ Stand Alone
☐ Adding to a degree ☐ Adding to an ECC (fewer than 18 units)
☐ Adding to a state approved certificate (18 or more units)

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award. If this is a new CTE award, you must attach a letter of approval from the consortium and a copy of the minutes from the meeting(s) at which it was discussed.

This will be a LIST A, Area 2 core course for the Film, Television and Electronic Media (FTVE) AS-T degree.

PLEASE CHECK ALL THAT YOU ARE CONSIDERING:

☐ On-line or hybrid delivery ☐ Honors addendum
☐ Cross-listed (if checked, indicate which department)

☒ Requisite for this course (if checked, indicate possible requisites)
AUD 152/MUL 123 - Video Production 1

☒ Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

This course will eventually become the prerequisite to a course dealing specifically with the production and broadcast of “remote location” shows (live theatrical), events (sporting), and news.

Rationale/need for this new course:

REV 3/15
This course will be a core course under the List A, Area 2 for the new Film, Television and Electronic Media AA-T degree and is based on the C-ID descriptor “FTVE 135”. As it stands, the Mt. San Jacinto College does not have an adequate offering to cover the List A, Area 2 C-ID’s for FTVE 135. Using the C-ID descriptors, this course will focus specifically on television studio operations, equipment, crew positions and Federal Communications Commission Rules & Regulations for the purpose of live television studio broadcasting. To add to the rationale beyond the FTVE 135 descriptors: In order for students to enter this section of the industry, they will need adequate information, practice and practical application on television studio equipment. Offering this course will give students an unprecedented classroom experience and resume-building opportunity that few (if any) 2-year colleges offer.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

One of the many goals of the Audio & Video Technology Department is to offer relevant, comprehensive courses to our students. With the new FTVE AS-T degree coming on line, the creation of this course completes the Transfer Model Curriculum (TMC) in List A, Area 2.

Within the current Program Review, the creation of this course falls under “Second Goal” on page 5 (Updating Curriculum, adding new courses”). Beyond the current CPR, the creation of this course is mentioned in Analysis point #7 on page 5 of the 2013 Program Review (Course and curriculum for the new television station), Commentary on page 5 of the 2012 Program Review (“Describe any curricular changes”), and finally on topic 5.2.1, page 18 of the 2011-2014 CRP (“Program Content: Curriculum Development”). Unfortunately, this course was not created due to restrictions for new-course/curriculum creation placed on the department (and college overall) by the administration due to budget short-falls from the state. With the passage of Measure AA, the department is finally being allowed to create and offer new courses and curriculum. This fact is mentioned simply to show a track-record for the creation of this course by the Audio & Video Technology Department. This is not a last-minute proposal/request due to the want or need to control television production content/curriculum. This is a true need to comply with the TMC of the FTVE AS-T.

The current Program Learning Outcomes are as follows:
- Operate audio and video components.
- Apply the theories of audio and video.
- Use critical thinking skills in audio and video applications.
- Enter the work force in the audio and video area.

If allowed to be created, this course will align with every PLO of the department.
ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET

This course will be part of the Film, Television and Electronic Media AS-T and mimic the C-ID Descriptor of FTVE 135.

<table>
<thead>
<tr>
<th>COURSE OUTLINE OF RECORD LISTINGS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the directions in the Best Practices, include the columns B,C,E,F,G, and H. NOTE: If any of your courses are out of compliance, new curriculum will not be approved. See sample below</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Approval Date</th>
<th>Approval Period</th>
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<tbody>
<tr>
<td>AUD 140 Beginning Studio Recording</td>
<td>6/11/11</td>
<td>2012-13</td>
<td>4/21/2016</td>
<td>2 yr review (4/21/14)</td>
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<td>AUD 142 Advanced Studio Recording 1</td>
<td>1/19/12</td>
<td>2012-13</td>
<td>10/20/2016</td>
<td>2 yr review (10/20/14)</td>
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<td>AUD 143 Computer Audio Editing</td>
<td>1/1/11</td>
<td>2012-13</td>
<td>4/21/2016</td>
<td>2 yr review (10/21/14)</td>
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<tr>
<td>AUD 145 MIDI and Computer Recording</td>
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<td>2012-13</td>
<td>4/21/2016</td>
<td>2 yr review (10/21/14)</td>
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<td>AUD 146 Recording Music and Live Sound</td>
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<td>2013-14</td>
<td>10/20/2016</td>
<td>2 yr review(10/20/14)</td>
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<td>AUD 152 Video Production 1</td>
<td>10/11/12</td>
<td>2013-14</td>
<td>3/16/2017</td>
<td>2 yr review (3/16/15)</td>
</tr>
</tbody>
</table>

Approval Signatures required on all lines before submittal to Curriculum Office

1. [Signature] (Submitter)
2. [Signature] (SJC Department Chair)
3. N/A (MVC Department Chair)
4. [Signature] (SJC Instructional Dean)
5. N/A (MVC Instructional Dean)

If this proposed new course will be cross-listed with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) and deans are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

REV 3/15
<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Rich Rowley</th>
<th>Date:</th>
<th>8/26/15</th>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2016-17</td>
<td></td>
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<tr>
<td>Proposed Course</td>
<td>COMM-160, Debate and</td>
<td></td>
<td></td>
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<tr>
<td>Name and Title</td>
<td>Forensics Activities</td>
<td></td>
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<tr>
<td>Proposed # of units</td>
<td>1 (0.5 lecture, 0.5 lab)</td>
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<tr>
<td>Proposed TOP code</td>
<td>1506.00</td>
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</table>

- [ ] Program Applicable
- [ ] Stand Alone
- [ ] Adding to a degree
- [ ] Adding to an ECC (fewer than 18 units)
- [ ] Adding to a state approved certificate (18 or more units)

*If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award. If this is a new CTE award, you must attach a letter of approval from the consortium and a copy of the minutes from the meeting(s) at which it was discussed.*

This forensic activities course will be added the Communication Studies for Transfer degree under List 2.

**PLEASE CHECK ALL THAT YOU ARE CONSIDERING:**

- [ ] On-line or hybrid delivery
- [ ] Honors addendum
- [ ] Cross-listed (if checked, indicate which department)

- [ ] Requisite for this course (if checked, indicate possible requisites)

- [ ] Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

**Rationale/need for this new course:**

REV 3/15
Competitive debate and forensics activities provide students extended speaking experiences outside of the regular classroom. The context of intercollegiate competition brings students in touch with the most accomplished college speakers and challenges students to stretch their speaking abilities. Many influential professions participated in debate and forensics as undergraduates, honing skills in critical thinking, oral competency, reading comprehension, and listening.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

The Communication Department will be including intercollegiate debate and forensics competition in the next program review. Previously, funding and resources were not available to even consider beginning a competitive forensics program at MSJC. A forensics program is clearly aligned with the department PLOs. In relation to PLO1 (Recognize and discuss the ways in which communication, both verbal and nonverbal, affects lives in various social contexts), competitive forensic activities allows students to analyze and adapt the effects of debate and oral literature interpretation on audiences within a cultural context. In relation to PLO3 (Construct and responsibly present different types of speeches both individually and group, demonstrating effective communication practices), debate and oral literature interpretation gives students broader breadth and depth of speaking experience.

ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET

CSU-Chico, CMST 139A,B,C Forensics
CSU-Fresno, COMM 15 Forensics Laboratory
CSU-Fullerton, SPCM 138 Forensics
CSU-Northridge, COMS 195 Forensics

COURSE OUTLINE OF RECORD LISTINGS:
Following the directions in the Best Practices, include the columns B,C,E,F,G, and H. NOTE: If any of your courses are out of compliance, new curriculum will not be approved. See sample below

Note that all Communication Studies parent courses are up-to-date. The parent course for COMM-055 is owned by ESL and the parent courses for COMM-105 and 129 are owned by THA.

<table>
<thead>
<tr>
<th></th>
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<td>ACCT-076</td>
<td>Bookkeeping Part 1</td>
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<td>2 Yr. Review (09/23/13)</td>
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<td>COMM-100H</td>
<td>Honors Public Speaking</td>
<td>6/11/2011</td>
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<td>COMM-104</td>
<td>Advocacy and Argument</td>
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<td>Voice and Diction (formerly Voice for the Actor)</td>
<td>1/25/2007</td>
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<td>COMM-106</td>
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Approval Signatures required on all lines before submittal to Curriculum Office

1. [Signature] (Submitter)
2. [Signature] (SJC Department Chair)
3. [Signature] (MVC Department Chair)
4. [Signature] (SJC Instructional Dean)
5. [Signature] (MVC Instructional Dean)

If this proposed new course will be cross-listed with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) and deans are required.

REV 3/15
(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog))
**Request for Placement on Curriculum Committee Agenda**

**PROPOSAL FOR NEW COURSE**

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**Proposed Course Name and Title**  
*Example: ENGL 101 Freshman Composition*

| Digital Video Design I  
DIG 90 |

**Proposed # of units**  
3

**Proposed TOP code**  
0614.10

- [x] Program Applicable
- [ ] Stand Alone
- [ ] Adding to a degree
- [x] Adding to an ECC (fewer than 18 units)
- [x] Adding to a state approved certificate (18 or more units)

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award. If this is a new CTE award, you must attach a letter of approval from the consortium and a copy of the minutes from the meeting(s) at which it was discussed.

This course will add to the elective options for the Digital Media Degree and Certificate and the Digital Media Design ECC.

**PLEASE CHECK ALL THAT YOU ARE CONSIDERING:**

- [ ] On-line or hybrid delivery
- [ ] Honors addendum
- [ ] Cross-listed (if checked, indicate which department)

- [x] Requisite for this course (if checked, indicate possible requisites)

Intro to Digital Media DIG 110

- [x] Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

DIG 91, AUD 153

**Rationale/need for this new course:**
If approved, this information can be transferred into CurricUNET

This course supports MSJC’s mission of preparing students with skills and knowledge needed to compete in today’s complex world. This course creates interactive commercial productions that incorporate video, typography, digital imagery, movement and audio. This course fills the need for coursework supporting solid digital media design skills that existing digital media courses do not address. This course expands the department’s offerings to support digital media technologies.

This course meets the needs of the digital media professional seeking a career in digital video design. The course fulfills an elective in the Digital Media A.S. Degree and/or the Digital Media Certificate and/or Employment Concentrations. In addition, the course supports the request by the Digital Media Career Advisory to provide a design courses for students.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

The expansion of the digital video design program aligns with the Digital Media department’s mission to “prepare students for a career that endures the challenges of a changing workforce.” Video design skills are in demand in the workforce and provide a foundation for digital video design positions.

ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET.

COURSE OUTLINE OF RECORD LISTINGS:
Following the directions in the Best Practices, include the columns B,C,E,F,G, and H. NOTE: if any of your courses are out of compliance, new curriculum will not be approved. See sample below

Note: All Digital Media courses are in full revision and will be submitted on 8/1/15

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1. (Submitter)
2. (SJC Department Chair)
3. (MVC Department Chair)
4. (SJC Instructional Dean)
5. (MVC Instructional Dean)

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If this proposed new course will be cross-listed with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) and deans are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)}
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- Program Applicable
- Stand Alone
- Adding to a degree
- Adding to an ECC (fewer than 18 units)
- Adding to a state approved certificate (18 or more units)

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award. If this is a new CTE award, you must attach a letter of approval from the consortium and a copy of the minutes from the meeting(s) at which it was discussed.

This course will add to the elective options for the Digital Media Degree and Certificate and the Digital Media Design ECC.

PLEASE CHECK ALL THAT YOU ARE CONSIDERING:

- On-line or hybrid delivery
- Honors addendum
- Cross-listed (if checked, indicate which department)

- Requisite for this course (if checked, indicate possible requisites)
  
  DIG 90 Digital Video Design I

- Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)
  
  DIG 95

Rationale/need for this new course:
This course supports MSJC’s mission of preparing students with skills and knowledge needed to compete in today’s complex world. This advanced course extends production interactivity by incorporating transitions, effects, compositing, and editing of commercial productions. Productions include video, animation, typography, digital imagery, movement and audio. This course fills the need for coursework supporting robust digital media design skills that existing digital media courses do not address. This course expands the department’s offerings to support digital media technologies.

This course meets the needs of the digital media professional seeking a career in digital video design. The course fulfills an elective in the Digital Media A.S. Degree and/or the Digital Media Certificate and/or Employment Concentrations. In addition, the course supports the request by the Digital Media Career Advisory to provide a design courses for students.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

The expansion of the digital video design program aligns with the Digital Media department’s mission to “prepare students for a career that endures the challenges of a changing workforce.” Video design skills are in demand in the workforce and provide a foundation for advanced digital video design positions.

ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET

COURSE OUTLINE OF RECORD LISTINGS:
Following the directions in the Best Practices, include the columns B,C,E,F,G, and H. NOTE: if any of your courses are out of compliance, new curriculum will not be approved. See sample below

Note: All Digital Media courses are in full revision and will be submitted on 8/1/15

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REV 3/15
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(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)
### PROPOSAL FOR NEW COURSE

**Submitted by:** Rhonda Nishimoto  
**Date:** 7/17/15

**Catalog:** 2016-17

| Proposed Course Name and Title | Digital Video Editing  
|-------------------------------| DIG 92 |
| Proposed # of units | 3 |
| Proposed TOP code | 0614.10 |

- [x] Program Applicable
- [ ] Stand Alone
- [ ] Adding to a degree
- [x] Adding to an ECC (fewer than 18 units)
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This course will add to the elective options for the Digital Media Degree and Certificate and Digital Media Design ECC.

### PLEASE CHECK ALL THAT YOU ARE CONSIDERING:

- [ ] On-line or hybrid delivery  
- [ ] Honors addendum
- [ ] Cross-listed (if checked, indicate which department)

- [x] Requisite for this course (if checked, indicate possible requisites)  
  - DIG 90
- [ ] Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

### Rationale/need for this new course:
This course supports MSJC’s mission of preparing students with skills and knowledge needed to complete in today’s complex world. In addition, this course fills the need for in-depth design and editing skills that the existing digital media courses do not address. This course expands the department’s second level tier to provide alternate, advanced coursework in digital design technologies.

This course meets the needs of the digital media professional seeking a career in digital video design and editing. The course fulfills an elective in the Digital Media A.S. Degree and/or the Digital Media Certificate and/or Employment Concentrations. In addition, it supports the request by the Digital Media Career Advisory to provide a video design and editing course for students. Last, this dedicated editing course provides the foundation for AVID/Adobe certifications.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

The expansion of the digital video design program aligns with the Digital Media department’s mission to “prepare students for a career that endures the challenges of a changing workforce.” Video design and editing skills are in demand in the workforce and provides a foundation for more advanced digital video design and production positions.

ASSIST.ORG information:
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## Mt. San Jacinto College

### Request for Placement on Curriculum Committee Agenda

**PROPOSAL FOR NEW COURSE**

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<th>Christina Yamanaka and Jim Davis</th>
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- [ ] Program Applicable
- [ ] Stand Alone
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- [ ] Adding to an ECC (fewer than 18 units)
- [ ] Adding to a state approved certificate (18 or more units)

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award. If this is a new CTE award, you must attach a letter of approval from the consortium and a copy of the minutes from the meeting(s) at which it was discussed.

**History 117: The History of India**

The History of India will be a part of the A.A.-T Degree in History as an elective course, the A.A. Degree in Liberal Arts with an area emphasis in Arts, Humanities, and Communications, and the A.A. Degree in Liberal Arts with an area emphasis in Social/Behavioral Sciences.

### PLEASE CHECK ALL THAT YOU ARE CONSIDERING:

- [ ] On-line or hybrid delivery
- [x] Honors addendum
- [ ] Cross-listed (if checked, indicate which department)

- [x] Requisite for this course (if checked, indicate possible requisites)

The recommended preparation course for the History of India is ENGL 098, ENGL 092, or ESL 098W. This is the same as the recommended prep for the majority of other History Department course offerings.

- [ ] Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

### Rationale/need for this new course:

REV 3/15
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
PROPOSAL FOR NEW COURSE

If approved, this information can be transferred into CurriCUNET

This course fills an enormous gap in the college curriculum. No course that Mt. San Jacinto College now offers in any discipline is entirely devoted to the cultures, religions, art, and political accomplishments of India and South Asia. As the second most populous country in the world with a growing economy, increasing regional importance, and large number of immigrants arriving in Southern California, India certainly commands the attention of any serious college curriculum.

More specifically, a History of India course will be an important addition to the History Department offerings at the San Jacinto and Menifee Valley Campuses because we do not currently offer a class that comprehensively addresses the field of India that is a fundamental part of our academic discipline. In the survey courses we offer, instructors are restricted by time pressure and the breadth of material required. India is often only given limited treatment so a History of India course will rectify this inequity.

A History of India course could be articulated with the UC and CSU system. Comparable courses are currently taught at other community colleges and a lower division undergraduate course is offered in the UC System. With the assistance of Janet McCurdy, we have identified several institutions below. As a transferable course, the History of India will be added to the AA-T History Degree, the AA Degree in Liberal Arts with an area emphasis in Arts, Humanities, and Communications, as well as the AA Degree in Liberal Arts with an area emphasis in the Social/Behavioral Sciences. This course will also serve as an additional class that can be offered under Area F-Diversity which currently has very few courses available to students relative to other curriculum areas such as B-Social & Behavioral Science and C-Humanities.

This class is in keeping with the college’s mission to “empower students with the skills and knowledge needed to participate meaningfully in today’s complex world.” Additionally, the History of India will adhere to Mt. San Jacinto College’s Values Statement that “we respect and embrace the power of sharing our differences in thought, opinion, culture, and background to optimize our collective strength.” This course also embodies Mt. San College’s commitment to “pursue educational experiences that have meaningful applications in a local and global context.”

In terms of the GE Learning Outcomes, this course is relevant to Area B2 by requiring students to analyze and evaluate the rich multi-cultural history of India from its pre-historic roots to the present day. (GELO 1) Students will write essays and complete projects that will ask them to analyze relationships between different social classes, change over time, and relationships between India and different parts of the world. (GELO 3) Students will work with primary and secondary sources in Indian history to produce essays and research papers using appropriate research methods and tools. (GELO 4) Students will analyze the different religions and philosophies of India and interpret ways that these cultural traditions have influenced China, Southeast Asia, and other parts of the world. This will advance their respect for diverse people and cultures. (GELO 5) Students will examine ethical issues such as Ashoka’s conversion to Buddhism, Mohandas Gandhi’s appeal for non-violent struggle, and the forging of a modern constitution intended to erase previous discrimination and expand political inclusion to historically neglected groups.

This course is relevant to Area C by requiring students to expand their awareness of cultural and artistic expression in Indian and South Asian traditions. (GELO 1) Students will not only study Indian religions on the theoretical level but will analyze ways in which these religions affect state policies, philosophy, art, and architecture. (GELO 2) Students will analyze various ways that one religion affects other religions, both in India itself and in neighboring regions. This will lead to a deeper knowledge of how religion affects the practical affairs of politics, economics, and diplomacy. (GELO 3) Through essays and research activities, students will apply their knowledge in writing to reach analytical conclusions about Indian culture and history. (GELO 4) Students will discover and evaluate information by working with primary and secondary sources in
Indian culture and history.

This course is relevant to Area F in that one of its primary goals will be to increase student knowledge and appreciation of a cultural heritage that is not only fundamentally different from mainstream American culture but reflects the religious traditions of several different non-dominant South Asian ethnic communities. Again, it may be the only course taught at the college that does this. (GELO 1) Gender, caste, and skin color have been persistent themes in Indian history. This course will enable students to analyze the religious justifications for these phenomena and to interpret ways in which these attitudes relate to economic developments and to change over time. (GELO 2) Considering the world views of those who emerge from an Indian and South Asian environment will be fundamental to this course. Such an appreciation will include issues of caste, skin color, language group, and religious identity. (GELO 3) Because Southern California has become home to thousands of people from India, Pakistan, and other parts of south Asia, it is especially important that students develop a knowledge of the religious diversity of India and the ways in which the India government (through the constitution and parliamentary politics) has struggled to reconcile differences. (GELO 4) A full semester devoted to the rich cultural and religious heritage of South Asia (not only its religions but its architecture, sculpture, scientific achievements, and miniature paintings) will undoubtedly increase respect and expand understanding in a world increasingly connected by trade and global communications.

Overall, a History of India course will be an important addition to the History Department’s offerings, fulfill the requirements of multiple degrees offered by the college, serve as an additional course that can be offered under Area F, and will enrich the learning opportunities of Mt. San Jacinto College students.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

In keeping with our 2014 Program Review, this course will help our department’s commitment to “address the diverse needs and interests of our students and will help provide a broader range of offerings to those who wish to pursue the AA-T History Degree.” Additionally, a history of India course meets the History Department’s Program Learning Outcomes by “exposing students to multiple perspectives from multiple disciplines,” and encouraging students to critically think about the origins and cross-cultural influences of India over time.

ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET.

There is a lower division undergraduate equivalent for this course in the UC System including History 9A: History of India that is offered at UCLA. There is also a precedent to offer a History of India course at California community colleges such as History 9C: History of India and Southeast Asia at Long Beach City College, History 193: History of India at College of the Canyons, and History 193: History of India at Mateo College.
## COURSE OUTLINE OF RECORD LISTINGS:

Following the directions in the Best Practices, include the columns B,C,E,F,G, and H. NOTE: if any of your courses are out of compliance, new curriculum will not be approved. See sample below.

<table>
<thead>
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REV 3/15
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<td>HIST-150</td>
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REV 3/15
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</tbody>
</table>

Approval Signatures required on all lines before submittal to Curriculum Office

1. [Signature] (Submitter)
2. [Signature] (SJC Department Chair)
3. [Signature] (MVC Department Chair)
4. [Signature] (SJC Instructional Dean)
5. [Signature] (MVC Instructional Dean)

REV 3/15
If this proposed new course will be cross-listed with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) and deans are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog))
**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**PROPOSAL FOR NEW COURSE**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>KATHY CHARLES</th>
<th>Date:</th>
<th>8/20/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2016-17</td>
<td></td>
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</tr>
</tbody>
</table>

**Proposed Course Name and Title**
**Example: ENGL 101 Freshman Composition**

PEIC 150: Intercollegiate Sports: SAND VOLLEYBALL (Women)

<table>
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<th>Proposed # of units</th>
<th>3</th>
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<tr>
<td>Proposed TOP code</td>
<td>0835.50</td>
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- [ ] Program Applicable
- [ ] Stand Alone
- [ ] Adding to a degree
- [ ] Adding to an ECC (fewer than 18 units)
- [ ] Adding to a state approved certificate (18 or more units)

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award. If this is a new CTE award, you must attach a letter of approval from the consortium and a copy of the minutes from the meeting(s) at which it was discussed.

**PLEASE CHECK ALL THAT YOU ARE CONSIDERING:**

- [ ] On-line or hybrid delivery
- [ ] Honors addendum
- [ ] Cross-listed (if checked, indicate which department)
- [ ] Requisite for this course (if checked, indicate possible requisites)

Interview with coach to meet conference intercollegiate requisities (physical exam, education plan, required courses to meet eligibility requirements and PEIC 150A: Pre-Season Athletics Sand Volleyball and PEIC 150B: Off-Season Athletics: Sand Volleyball).

- [ ] Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)

**Rationale/need for this new course:**

**REV 3/15**
This course is for intercollegiate athletics. Presently sand volleyball is offered by several southern California Community Colleges. Adding this course will aid in Title IX equity issues and provide an avenue for future competitive opportunities for our women athletes. The facility to be used is located at Canyon Lake. Sand volleyball makes sense strategically because it is a developing sport and because most of our existing volleyball athletes play indoors and outside on sand. If we are recruiting an indoor player and we do not offer sand volleyball, the student may select an institution where she can compete in both sports.

It is anticipated that MSJC will be installing sand volleyball courts on the Menifee Campus. These courts will also allow for physical education class use. Approximately 15 CSU/UCs have added Women’s Beach Volleyball.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

The intercollegiate program review proposes to comply with Title IX mandates which would include adding more programs for women.

ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET

CSULB KIN 162A Beach Volleyball (1)

This course will not be transferable (similar to all other intercollegiate courses).

COURSE OUTLINE OF RECORD LISTINGS:
Following the directions in the Best Practices, include the columns B,C,E,F,G, and H. NOTE: if any of your courses are out of compliance, new curriculum will not be approved. See sample below

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Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda PROPOSAL FOR NEW COURSE

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PEIC 150 : Intercollegiate Sport: Sand Volleyball(Women)

PEIC 150B : Off Season Athletics: Sand Volleyball(Women)

REV 3/15
Rationale/need for this new course:
If approved, this information can be transferred into CurricUNET

This course is for intercollegiate athletics. Presently sand volleyball is offered by several southern California Community Colleges. Adding this course will aid in Title IX equity issues and provide an avenue for future competitive opportunities for our women athletes.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

This course is for intercollegiate athletics. Presently sand volleyball is offered by several southern California Community Colleges. Adding this course will aid in Title IX equity issues and provide an avenue for future competitive opportunities for our women athletes. The facility to be used is located at Canyon Lake. Sand volleyball makes sense strategically because it is a developing sport and because most of our existing volleyball athletes play indoors and outside on sand. If we are recruiting an indoor player and we do not offer sand volleyball, the student may select an institution where she can compete in both sports.
It is anticipated that MSJC will be installing sand volleyball courts on the Menifee Campus. These courts will also allow for physical education class use. Approximately 15 CSU/UCs have added Women’s Beach Volleyball.

ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET

CSULB KIN 162A Beach Volleyball (1)

This course will not be transferable (similar to all other intercollegiate courses).

COURSE OUTLINE OF RECORD LISTINGS:
Following the directions in the Best Practices, include the columns B,C,E,F,G, and H. NOTE: if any of your courses are out of compliance, new curriculum will not be approved. See sample below

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REV 3/15
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REV 3/15
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Approval Signatures required on all lines before submittal to Curriculum Office

1. [Signature] (Submitter)
2. [Signature] (SJC Department Chair)
3. [Signature] (MVC Department Chair)
4. [Signature] (SJC Instructional Dean)
5. [Signature] (MVC Instructional Dean)

If this proposed new course will be cross-listed with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) and deans are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)
## Mt. San Jacinto College
### Request for Placement on Curriculum Committee Agenda
#### PROPOSAL FOR NEW COURSE

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<th>Submitted by:</th>
<th>KATHY CHARLES</th>
<th>Date:</th>
<th>8/20/15</th>
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- **Program Applicable**
- **Stand Alone**
- **Adding to a degree**
- **Adding to an ECC (fewer than 18 units)**
- **Adding to a state approved certificate (18 or more units)**

If course is proposed as part of an award, please indicate which award(s) and whether it will be a required or elective for the award. If this is a new CTE award, you must attach a letter of approval from the consortium and a copy of the minutes from the meeting(s) at which it was discussed.

**PLEASE CHECK ALL THAT YOU ARE CONSIDERING:**

- **On-line or hybrid delivery**
- **Honors addendum**
- **Cross-listed (if checked, indicate which department)**
- **Requisite for this course (if checked, indicate possible requisites)**

Interview with coach to meet conference intercollegiate requisites (physical exam, education plan, required courses to meet eligibility requirements).

- **Will this course itself be a requisite? (if checked, indicate possible courses it will be a requisite for)**

**PEIC 150: INTERCOLLEGIATE SPORTS: SAND VOLLEYBALL**

**PEIC 150A: PRE SEASON ATHLETICS: SAND VOLLEYBALL**

**REV 3/15**
Rationale/need for this new course:
If approved, this information can be transferred into CurricUNET

This course is for intercollegiate athletics. Presently sand volleyball is offered by several southern California Community Colleges. Adding this course will aid in Title IX equity issues and provide an avenue for future competitive opportunities for our women athletes. The facility to be used is located at Canyon Lake. Sand volleyball makes sense strategically because it is a developing sport and because most of our existing volleyball athletes play indoors and outside on sand. If we are recruiting an indoor player and we do not offer sand volleyball, the student may select an institution where she can compete in both sports.
It is anticipated that MSJC will be installing sand volleyball courts on the Menifee Campus. These courts will also allow for physical education class use.
Approximately 15 CSU/UCs have added Women’s Beach Volleyball.

Relation to Program Review and PLOs:
Briefly discuss how this course/program aligns with the program review submitted by the department and Program Learning Outcomes (PLOs). If approved, this information can be transferred into CurricUNET.

The intercollegiate program review proposes to comply with Title IX mandates which would include adding more programs for women.

ASSIST.ORG information:
Follow the directions in the Best Practices to determine the likelihood that this course will transfer to four-year UC or CSU programs. If approved, this information can be transferred into CurricUNET

CSULB KIN 162A Beach Volleyball (1)
This course will not be transferable (similar to all other intercollegiate courses).

### COURSE OUTLINE OF RECORD LISTINGS:
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(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)

REV 3/15
MATH-140 C-ID Dept Chair & Dean Approvals

From: Michelle Stewart on behalf of curriculum
Sent: Monday, August 31, 2015 11:09 AM
To: John Tribehorn; Jorge Valdez
Cc: Jeremy Brown; Carlos Tovarze; Brandon Moore
Subject: C-ID approval problems in CurriCUNET

Good morning!

The C-ID approval process has some glitches, and the courses are currently stuck. We don’t want to push them forward while GoveniNet is trying to fix the problem. Could you please reply to this email with your approval of MATH 140 or MUS 212 (or both) if appropriate so that we can attach the approvals and get these courses on the September agenda?

Thank you!

Michelle
Michelle Stewart, Curriculum Faculty Co-Chair
Mt. San Jacinto College
28237 La Puda Rd
Menifee, CA 92584
551-639-3645
mstewart@msjc.edu

SJ

From: Carlos Tovarze
Sent: Monday, August 31, 2015 2:29 PM
To: Jorge Valdez <jvaldez@msjc.edu>; curriculum <curriculum@msjc.edu>; John Tribehorn <jtribehorn@msjc.edu>
Cc: Jeremy Brown <jebrown@msjc.edu>; Brandon Moore <bmoore@msjc.edu>
Subject: RE: C-ID approval problems in CurriCUNET

As dean, I approve.

Carlos

From: Carlos Tovarze
Sent: Monday, August 31, 2015 12:30 PM
To: Jorge Valdez <jvaldez@msjc.edu>; curriculum <curriculum@msjc.edu>; John Tribehorn <jtribehorn@msjc.edu>
Cc: Jeremy Brown <jebrown@msjc.edu>; Brandon Moore <bmoore@msjc.edu>
Subject: RE: C-ID approval problems in CurriCUNET

As chair of math at SJ, I approve.

Carlos

From: Jorge Valdez
Sent: Monday, August 31, 2015 12:29 PM
To: curriculum <curriculum@msjc.edu>; John Tribehorn <jtribehorn@msjc.edu>
Cc: Jeremy Brown <jebrown@msjc.edu>; Carlos Tovarze <ctovarze@msjc.edu>; Brandon Moore <bmoore@msjc.edu>
Subject: RE: C-ID approval problems in CurriCUNET

Hello Michelle,

I approve of math 149 moving forward but I am no longer the department chair. Thank you.

Jorge Valdez

MVC

From: Brandon Moore
To: John Tribehorn; Carlos Tovarze; Jorge Valdez; curriculum
Cc: Jeremy Brown
Subject: RE: C-ID approval problems in CurriCUNET

Approved.

Brandon Moore
Interim Vice President of Instruction
Mt San Jacinto College
28237 La Puda Rd
Menifee, CA 92584
951-639-5426
MUS-212 C-ID Dept Chair & Dean Approvals

From: Michelle Stewart on behalf of curriculum
Sent: Monday, August 24, 2015 11:09 AM
To: John Tribellion; Jorge Valdez
Cc: Jeremy Brown; Carlos Tovar; Brandon Moore
Subject: C-ID approval problems in CurriNet

Good morning!

The C-ID approval process has some glitches, and the courses are currently stuck. We don’t want to push them forward while CurriNet is trying to fix the problem. Could you please reply to this email with your approval of MATH 130 or MUS 212 (or both) if appropriate so that we can attach the approvals and get these courses on the September agenda?

Thank you!

Michelle

Michelle Stewart, Curriculum Faculty Co-Chair
Mt. San Jacinto College
28237 La Piedra Rd
Menifee, CA 92584
551-699-5645
msstewart@msjc.edu

SJ

From: John Tribellion
Cc: Jorge Valdez; Jeremy Brown; Brandon Moore
Sent: Mon, Aug 31, 2015 3:01 PM
To: Carlos Tovar; Curriculum Faculty Co-Chair

I approve MUS 212.

Carlos

MVC

From: Jorge Valdez; Curriculum Faculty Co-Chair
Cc: Jeremy Brown; Brandon Moore
Sent: Mon, Aug 31, 2015 2:59 PM
To: Carlos Tovar; Curriculum Faculty Co-Chair

As dean, I approve.

Carlos

From: Jeremy Brown
Cc: Jorge Valdez; Curriculum Faculty Co-Chair
Sent: Mon, Aug 31, 2015 2:42 PM
To: Carlos Tovar; Curriculum Faculty Co-Chair

I approve Music as dean.

Jeremy
Non-Credit courses were not entered into CurricUNET. We are in the process of adding the current courses and certificates and have decided to deactivate the following group of courses that are no longer being offered as non-credit offerings.

(List courses here:

ART-006X
ART-007X
ART-013X
ECON-014X
ECON-019X
ECON-020X
FAM-001X
FASH-001X
FIN-001X
FIN-002X
GERN-003X
HLTH-002X
HLTH-004X
HLTH-006X
HLTH-007X
HLTH-008X
HLTH-009X
HLTH-010X
HLTS-001X
HP-001X
MDI-001X

Relation to Department Student Learning Outcomes (DLOs): IF APPLICABLE
For course and program submissions: Briefly discuss how this course/program is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO’s “currently in progress” or any similar language.

Cleaning up our non-credit program and aligning courses and certificates to provide better offerings to students.

Relation to Program Review: IF APPLICABLE
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with “program review currently in progress”).
Cleaning up our non-credit program and aligning courses and certificates to be funding including CDCP requirements.

Approval Signatures required on all lines before submittal to Curriculum Office

1. [Signature] (Submitter)
2. [Signature] (SJC Department Chair)
3. [Signature] (MVC Department Chair)
4. [Signature] 8/24/15 (Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog))
Department Name Change, Mnemonic Change

Summary of Information Item
This is the place to summarize the "what" and the "why" of this action, such as New Employment Concentration Certificate (ECC), Revised ECC, Deactivated ECC, Reactivated ECC, High School Articulation.

The CWEE department is changing the language for internships from occupational internship to cooperative work experience in keeping with the language approved by the chancellor’s office.

Relation to Department Student Learning Outcomes (DLOs): IF APPLICABLE
For ECC submissions and revisions. Briefly discuss how this ECC is consistent with DLOs which have been determined by the department. DLO field cannot be completed with DLO's "currently in progress" or any similar language.

Relation to Program Review: IF APPLICABLE
Briefly discuss how this course/program aligns with the program review submitted by the department. (This field cannot be completed with "program review currently in progress").

Per the recommendation from the Chancellors office the CWEE department is looking to change the mnemonic of Occupational Internship (OI) to Cooperative Work Experience (CWE).

Approval Signatures required on all lines before submittal to Curriculum Office

1. [Signature] (Submitter)
2. [Signature] (SJC Department Chair)
3. [Signature] (MVC Department Chair)
4. [Signature] 8/31/15 (Instructional Dean)

If this action concerns a course which cross-lists with another course in another subject/department/discipline, then signatures of all associated department chairs (from both campuses) are required.

(VP of Instruction signature is required for offering request prior to FA16 (2016-17 Catalog)}
<table>
<thead>
<tr>
<th>Dept</th>
<th>Course</th>
<th>Course Name</th>
<th>BOT Approval</th>
<th>Course Impact Report</th>
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<tbody>
<tr>
<td>AH</td>
<td>AH-072</td>
<td>Medical Assistant: Administrative Procedures (formerly Medical Assistant Administrative)</td>
<td>5/7/2007</td>
<td>Not required in any awards</td>
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<tr>
<td>AH</td>
<td>AH-073</td>
<td>Medical Assistant: Clinical Procedures (formerly Medical Office Assistant Technician: Back Office)</td>
<td>1/25/2007</td>
<td>Not required in any awards</td>
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<tr>
<td>AH</td>
<td>AH-078</td>
<td>Medical Assistant: Computerized Office Procedures</td>
<td>12/7/2007</td>
<td>Not required in any awards</td>
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<td>ART</td>
<td>ART-249</td>
<td>Portfolio and Professional Development</td>
<td>6/7/2007</td>
<td>ART - Art - Associate in Arts (Active) (Elective)</td>
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<tr>
<td>COMM</td>
<td>COMM-105</td>
<td>Voice and Diction (formerly Voice for the Actor)</td>
<td>1/25/2007</td>
<td>TRU - Liberal Arts: Communications Emphasis - Associate in Arts (Active)</td>
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<tr>
<td>CIS</td>
<td>CSIS-039A</td>
<td>Database Vendor Certification Test Review</td>
<td>6/14/2007</td>
<td>Not required in any awards</td>
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<td>CIS</td>
<td>CSIS-115B</td>
<td>XML Design - Level 1</td>
<td>6/14/2007</td>
<td>Option A Area D2</td>
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<td>ESL</td>
<td>ESL-055</td>
<td>English Pronunciation</td>
<td>6/7/2007</td>
<td>IDS - Liberal Arts: Mathematics &amp; Science Emphasis - Associate in Arts (Active)</td>
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<td>RE</td>
<td>RE-157</td>
<td>Uniform Standards of Professional Appraisal Practice (USPAP)</td>
<td>5/7/2007</td>
<td>E - Real Estate Appraisal - Employment Concentration (Active) (Required)</td>
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<tr>
<td>RE</td>
<td>RE-159</td>
<td>Advanced Residential Applications and Case Studies</td>
<td>11/8/2007</td>
<td>Not required in any awards</td>
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<td>THA</td>
<td>THA-105</td>
<td>Voice and Diction (formerly Voice for the Actor)</td>
<td>1/25/2007</td>
<td>THA - Theater Arts - Associate in Arts (Active) (Elective)</td>
</tr>
</tbody>
</table>