The mission of the Mt. San Jacinto College Curriculum Committee is to facilitate quality, advocacy, guidance, policies, and criteria to ensure that all instructional programs, including courses and awards, are academically sound and compliant with educational regulations, reflect excellence in instruction, and uphold the integrity of our institution. The committee ensures that all curricular matters are responsive to the evolving educational needs and goals of the college community while preserving the mission of the college.

Meeting Agenda

Start Time: 5/13/2019 3:30 PM
End Time: 5/13/2019 5:00 PM
Meeting Link: May 13, 2019 Meeting ConferZoom
Phone US Toll: 1-669-900-6833
Meeting ID: 127 938 890

Chairs
___ J. Brown, Administrative Co-Chair (Non-Voting)
___ M. Stewart, Faculty Co-Chair

Faculty Member at Large (3)
___ S. Eason, SJC
___ J. Mull, MVC
___ J. Whalen, MVC
___ R. Pensiero (Non-voting)
___ J. Port (Non-voting)

Administration (3)
___ J. Johnson, CE
___ R. Ryczak, MVC
___ C. Tovares, SJC

Associated Students (2)
___ Vacant
___ Vacant

Counselor (2)
___ S. Fears, MVC
___ L. Tone, SJC
___ B. Ramos, SJC (Non-voting)

Articulation Officer (1)
___ J. McCurdy

Librarian (1)
___ A. Walker, SJC

Support Staff (Non-Voting)
___ T. Blake
___ E. Mascaro
___ N. Mesaris
___ A. Seavey
___ T. Vandewater

DE Subcommittee (3)
___ M. Harper
___ B. Heiden Scott
___ R. Nishimoto

Area Representatives (23)
___ T. Francis, Allied Health, MVC
___ W. Farrar, Applied Technology, MVC
___ D. Parrott, Applied Technology, SJC
___ J. Tribelhorn, Arts, MVC
___ C. Glaze, Arts, SJC
___ Vacant, Arts, at Large, MVC
___ D. Candelaria, Business/CIS, MVC
___ R. Bowman, Business/CIS, SJC
___ Vacant, Business/CIS, at Large
___ M. Stewart, Language and Letters, MVC
___ A. Hammock, Language and Letters, SJC
___ R. Coleman, Language and Letters, at Large, SJC (Prerequisite sub-committee chair)
___ M. Beckstrand, Math, MVC
___ J. Valdez, Math, SJC
___ A. Cuatok, Math, at Large, TEC
___ P. Zografos, Nursing, MVC
___ J. Hlebakos, Science, MVC
___ S. Pamula, Science, SJC
___ R. Allen, Science, at Large, SJC
___ M. Hoodenpyle, Social/Behavioral Sciences, MVC
___ M. Lopez-Moreno, Social/Behavioral Sciences, SJC
___ A. Rietkerk, Social/Behavioral Sciences, at Large, MVC
___ M. Cvetko, Student Development, SJC
I. **Opening of Meeting**

1. **Call to Order:**

2. **Approval of meeting minutes: April 29, 2019**

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**
   
   A. NC/CEP-003X – Introduction to Business Communications Skills
      Catalog inclusion date: 2020-2021

2. **Final Approval—Course Revisions-Second Reading**

   A. ART-108 – Beginning Drawing
      Catalog inclusion date: 2020-2021

   B. ART-109 – Intermediate Drawing
      Catalog inclusion date: 2020-2021

   C. ART-112 – Life Drawing
      Catalog inclusion date: 2020-2021

   D. ART-121 – Color Theory
      Catalog inclusion date: 2020-2021

   E. ART-141 – Illustration (Re-activation)
      Catalog inclusion date: 2020-2021

   F. AUD-180/DIG-190 – Video Production I
      Catalog inclusion date: 2020-2021

   G. COMM-113/THA-113 – Oral Interpretation of Literature
      Catalog inclusion date: 2020-2021

   H. COMM-119 – Public Relations
      Catalog inclusion date: 2020-2021

   I. CSIS-201 – System Analysis and Design
      Catalog inclusion date: 2020-2021

   J. DIG-185 – Advanced Digital Media Design (formerly MUL-218) (Deactivation)
K. ESL-050W – English Writing for Students from Multilingual Backgrounds (formerly ESL-050) 
   (Deactivation) 
   Catalog exclusion date: 2020-2021

L. ESL-051W – Academic English Writing for Students from Multilingual Backgrounds (formerly ESL-051) 
   (Deactivation) 
   Catalog exclusion date: 2020-2021

M. ESL-062W – Basic Writing Skills 
   Catalog inclusion date: 2020-2021

N. HIST-119 – Civil War and Reconstruction, 1860-1876 (Deactivation) 
   Catalog exclusion date: 2020-2021

O. PE-112 – Body Conditioning 
   Catalog inclusion date: 2020-2021

P. PEIC-139 – Intercollegiate Sports: Soccer (Women) 
   Catalog inclusion date: 2020-2021

Q. PEIC-144 – Intercollegiate Sports: Baseball (Men) 
   Catalog inclusion date: 2020-2021

R. PSYC-104 – Psychology of Gender 
   Catalog inclusion date: 2020-2021

S. PSYC-108 – Abnormal Psychology 
   Catalog inclusion date: 2020-2021

T. THA-111 – Intermediate Acting 
   Catalog inclusion date: 2020-2021

U. WINE-106 – Wine Hospitality (formerly VEW-106) 
   Catalog inclusion date: 2020-2021

   Catalog inclusion date: 2020-2021

3. Final Approval—Prerequisite/Co-requisite/ Recommended Preparation Proposals-Second Reading

A. ART-109 – Intermediate Drawing 
   Prerequisite: ART-108 (Reviewed) 
   Catalog inclusion date: 2020-2021

B. ART-112 – Life Drawing 
   Prerequisite: ART-108 (Reviewed) 
   Catalog inclusion date: 2020-2021

C. ART-141 – Illustration (Re-activation) 
   Recommended Preparation: ART-108 (Added)
D. AUD-180/DIG-190 – Video Production I  
   Recommended Preparation: DIG-110 (Added)  
   Catalog inclusion date: 2020-2021

E. CSIS-201 – System Analysis and Design  
   Prerequisite: CSIS-101 (Reviewed)  
   Catalog inclusion date: 2020-2021

F. ESL-062W – Basic Writing Skills  
   Prerequisite: ESL-051W (Removed) or  
   Prerequisite: the appropriate assessment score (Removed)  
   Catalog inclusion date: 2020-2021

G. NC/CEP-003X – Introduction to Business Communications Skills  
   Recommended Preparation: NC/ESL-009X (Added) or  
   Recommended Preparation: CASAS score of 213 or above (Added)  
   Catalog inclusion date: 2020-2021

H. PEIC-139 – Intercollegiate Sports: Soccer (Women)  
   Prerequisite: Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor. (Reviewed)  
   Catalog inclusion date: 2020-2021

I. PEIC-144 – Intercollegiate Sports: Baseball (Men)  
   Prerequisite: Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor. (Reviewed)  
   Catalog inclusion date: 2020-2021

J. PSYC-108 – Abnormal Psychology  
   Recommended Preparation: ENGL-101 (Reviewed)  
   Catalog inclusion date: 2020-2021

K. THA-111 – Intermediate Acting  
   Prerequisite: THA-110 (Reviewed)  
   Catalog inclusion date: 2020-2021

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

5. Final Approval—Program Revisions-Second Reading

   A. NC/Certificate in Continuing Education/Non-Credit: ABE-GED Preparation Certificate of Competency  
      Catalog inclusion date: 2020-2021

   B. Associate in Arts in Art  
      Catalog inclusion date: 2020-2021

   C. NC/Certificate in Continuing Education/Non-Credit: ESL-Multi-level Certificate of Competency  
      Catalog inclusion date: 2020-2021
D. NC/Certificate in Continuing Education/Non-Credit: ESL Advanced-Certificate of Competency
   Catalog inclusion date: 2020-2021

E. NC/Certificate in Continuing Education/Non-Credit: Fundamentals of Math-Certificate of Competency
   Catalog inclusion date: 2020-2021

F. NC/Certificate in Continuing Education/Non-Credit: Light Duty Automotive Services-Certificate of Completion
   Catalog inclusion date: 2020-2021

6. **Final Approval—Procedure Revisions-Second Reading**
   A. Award Process
   B. Operating Procedures

7. **Final Approval—Other Curriculum Changes-Second Reading**
   A. New Program – Journalism
   B. New Program – Social Justice Studies
   C. Courses to approve for renumbering

8. **Final Approval—2yr Career Education Review-Second Reading**
   A. RE-140 – Real Estate Principles
      Catalog inclusion date: 2020-2021
   B. RE-141 – Real Estate Practice
      Catalog inclusion date: 2020-2021
   C. RE-143 – Real Estate Finance
      Catalog inclusion date: 2020-2021

9. **Final Approval—Honors Addendum Proposals-First and Only Reading**
   A. HIST-119H – Honors Civil War and Reconstruction, 1860-1876 (Deactivation)
      Catalog exclusion date: 2020-2021
   B. PSYC-104H – Honors Psychology of Gender (Revision)
      Catalog inclusion date: 2020-2021
   C. PSYC-108H – Honors Abnormal Psychology (Revision)
      Catalog exclusion date: 2020-2021

10. **Final Approval—Distance Education Addendum Proposals-First and Only Reading**
    A. COMM-119 – Public Relations (Revision)
       Both Fully Online and Hybrid Online
       Catalog inclusion date: 2020-2021
B. CSIS-201 – System Analysis and Design (New)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020-2021

C. PSYC-104 – Psychology of Gender (New)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020-2021

D. PSYC-104H – Honors Psychology of Gender (New)
Hybrid Only
Catalog inclusion date: 2020-2021

E. PSYC-108 – Abnormal Psychology (New)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020-2021

F. PSYC-108H – Honors Abnormal Psychology (New)
Hybrid Only
Catalog inclusion date: 2020-2021

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

12. Final Approval—New Curriculum Conceptual Reviews—First and Only Reading
None

13. Final Approval—C-ID Conditional Revisions—First and Only Reading
None

III. Open Agenda—Action Items:

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

2. Conceptual Approval—Course Revisions-First Reading
None

3. Conceptual Approval—Prerequisite/Co-requisite/Recommended Preparation Proposals-First Reading
None

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

5. Conceptual Approval—Program Revisions-First Reading
None

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
   None

IV. Information/Discussion Items

1. H.S. Articulation Agreements
   A. AJ-102 – Introduction to Criminal Justice – Banning H.S. (New)
   B. AJ-108 – Criminal Investigation – Banning H.S. (New)
   C. BIOL-131 – Genes and Biotechnology in Society – Temecula Valley USD (Renewal)
   D. CSIS-101 – Intro to Computers and Data Processing – Lake Elsinore USD (New)

2. PEIC-142 change title and remove from GE Area E

3. Revised Social Justice Studies Mnemonic – SJS

4. Revised Renumbering catalog schema language

5. Reminder of May 15 deadline for September agenda; submit button turned off on May 15

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 August 19, 2019 at 3:30pm at the San Jacinto Campus Room 305.

Mt. San Jacinto College offers quality, accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals. We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates, which meet workforce development needs in our diverse communities. Our commitment to learning and achievement empowers students to enrich our communities and participate meaningfully in today’s complex world.
The mission of the Mt. San Jacinto College Curriculum Committee is to facilitate quality, advocacy, guidance, policies, and criteria to ensure that all instructional programs, including courses and awards, are academically sound and compliant with educational regulations, reflect excellence in instruction, and uphold the integrity of our institution. The committee ensures that all curricular matters are responsive to the evolving educational needs and goals of the college community while preserving the mission of the college.

### Meeting Minutes

**Chairs**
- X  J. Brown, Administrative Co-Chair (Non-Voting)
- X  M. Stewart, Faculty Co-Chair

**Faculty Member at Large (3)**
- X  S. Eason, SJC
- X  J. Mull, MVC
- X  J. Whalen, MVC
- X  R. Pensiero (Non-voting)
- X  J. Port (Non-voting)

**Administration (3)**
- X  J. Johnson, CE
- ___  R. Rycraft, MVC
- X  C. Tovares, SJC

**Area Representatives (23)**
- ___  T. Francis, Allied Health, MVC
- X  W. Farrar, Applied Technology, MVC
- ___  D. Parrott, Applied Technology, SJC
- X  J. Tribelhorn, Arts, MVC
- X  C. Glaze, Arts, SJC
- ___  R. Bowman, Business/CIS, SJC
- ___  Vacant, Business/CIS, at Large, MVC
- X  C. Candelaria, Business/CIS, MVC
- ___  M. Stewart, Language and Letters, MVC
- ___  A. Hammock, Language and Letters, SJC
- ___  Vacant, Language and Letters, at Large, SJC
- ___  R. Coleman, Language and Letters, at Large, SJC
- ___  (Prerequisite sub-committee chair)
- X  M. Beckstrand, Math, MVC
- X  J. Valdez, Math, SJC
- ___  A. Cuatok, Math, at Large, TEC
- X  P. Zografos, Nursing, MVC
- X  J. Hlebakos, Science, MVC
- X  S. Pamula, Science, SJC
- X  R. Allen, Science, at Large, SJC
- ___  M. Hoodenpyle, Social/Behavioral Sciences, MVC
- X  M. Lopez-Moreno, Social/Behavioral Sciences, SJC
- X  A. Rietkerk, Social/Behavioral Sciences, at Large, MVC
- X  M. Cvetko, Student Development, SJC

**Associated Students (2)**
- ___  Vacant
- ___  Vacant

**Counselor (2)**
- ___  S. Fears, MVC
- X  L. Tone, SJC
- ___  B. Ramos, SJC (Non-voting)

**Librarian (1)**
- X  A. Walker, SJC

**Articulation Officer (1)**
- X  J. McCurdy

**Support Staff (Non-Voting)**
- ___  T. Blake
- ___  E. Mascaro
- ___  N. Mesaris
- ___  A. Seavey
- X  T. Vandewater

**DE Subcommittee (3)**
- ___  M. Harper
- X  B. Heiden Scott
- ___  R. Nishimoto

**Guests:**  Anjeanette Oberg, Angela Barbera, Tamara Smith, Michele Weber, Alan Marsala, Melita Caldwell-Betties, Maryam Golyakh
I. Opening of Meeting

1. Call to Order: Michelle called the meeting to order at 3:30pm.

2. Approval of meeting minutes: April 15, 2019
   M – C. Glaze, SC – R. Bowman
   Discussion: None
   Approved: 24
   Abstained: L. Tone, M. Lopez

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

   All items on the Consent Agenda, except 12A-Q and 13A-B, were tabled until course comes through at second read meeting.

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. HIST-119H – Honors Civil War and Reconstruction, 1860-1876 (Deactivation)
      Catalog exclusion date: 2020-2021
   B. PSYC-108H – Honors Abnormal Psychology (Revision)
      Catalog exclusion date: 2020-2021

10. Final Approval—Distance Education Addendum Proposals-First and Only Reading
A. COMM-119 – Public Relations (Revision)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020-2021

B. CSIS-201 – System Analysis and Design (New)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020-2021

C. PSYC-108 – Abnormal Psychology (New)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020-2021

D. PSYC-108H – Honors Abnormal Psychology (New)
Hybrid Only
Catalog inclusion date: 2020-2021

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

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

A. JOUR-110 – Introduction to Reporting and Newswriting
   *M – J. Johnson, SC – M. Cvetko*
   *Rebecca Coleman represented.*
   *Discussion: JOUR-110 is part of the ADT. This will be an interdisciplinary award. Job opportunities in the journalism field have increased.*
   *Approved to create shell: unanimous*

B. JOUR-130 – Journalism Practicum
   *M – J. Johnson, SC – M. Cvetko*
   *Michele Weber represented.*
   *Discussion: JOUR-130 is a core course for the ADT. Under the units area it says Lecture and Activity but it needs to be changed to only Lecture.*
   *Approved to create shell with changes: unanimous*

Items 12 C-D were taken as one item.

M – R. Coleman, SC – R. Bowman
   *Jasmine Port represented.*
   *Discussion: CEP-972 will build the skills off of CEP-971. These courses are in a sequence. These skills will help students gain skills needed for jobs. These courses need to be changed to program applicable since they will be part of a NC certificate of completion.*
   *Approved to create course shells with changes: unanimous*

C. NC/CEP-971 – Principles of Digital Communication 1

D. NC/CEP-972 – Principles of Digital Communication 2

Items 12E-F were taken as one item.
   *M – A. Hammock, SC – D. Candelaria*
Jasmine Port represented.

Discussion: CEP-975 and CEP-976 will be part of a NC certificate. These courses are more intermediate and advanced level skills compared to Introduction to Construction. Students will receive a certificate from both MSJC and MSJC’s partnership company. The committee questioned that there is an introduction course as well as “1” and “2”. The department will possibly change the titles to be more appropriate. The introduction course will need to be revised to be made program applicable.

Approved to create course shells with changes: unanimous

E. NC/CEP-975 – Construction 1
F. NC/CEP-976 – Construction 2

Items 12G-H were taken as one item.
M – W. Farrar, SC – J. Hlebakos
Jasmine Port represented.

Discussion: Jasmine said they have partnered with a company in Temecula. Students will be able to get a job at restaurants with this certificate.

Approved to create course shells: unanimous

G. NC/CEP-977 – Introduction to Culinary Arts 1
H. NC/CEP-978 – Introduction to Culinary Arts 2

Items 12I-Q were taken as one item.
M – J. Johnson, SC – R. Bowman
Melita Caldwell-Betties represented.

Discussion: Melita said the department is moving many of the WATR courses towards hybrid courses. The water district does not provide academic training so MSJC will be providing this. Water industries look for certificates from students. Possibly WATR-795 should have an additional recommended preparation of WATR-790 as an “or” to MATH-096.

Approved to create course shells: unanimous

I. NC/WATR-913 – Test Preparation for Water Treatment Operations I & II
J. NC/WATR-915 – Test Preparation for Water Treatment Operations III, IV & V
K. NC/WATR-917 – Test Preparation for Water Distribution Operations
L. NC/WATR-920 – Test Preparation for Wastewater Treatment Operations I & II
M. NC/WATR-922 – Test Preparation for Wastewater Treatment Operations III, IV & V
N. WATR-526 – Introduction to Wastewater Collections
O. WATR-533 – Introduction to Water Use Efficiency
P. WATR-537 – Introduction to Water Utility Management
Q. WATR-795 – Wastewater Technology Math
13. Final Approval—C-ID Conditional Revisions—First and Only Reading

*Items 13A-B were taken as one item.*

*M – J. McCurdy, SC – J. Tribelhorn*

*Discussion: None*

*Approved: unanimous*

A. HIST-112 – U.S. History Since 1865
   Catalog inclusion date: 2020-2021

B. HIST-112H – Honors U.S. History Since 1865
   Catalog inclusion date: 2020-2021

III. Open Agenda—Action Items:

1. Conceptual Approval—New Course Proposals-First Reading

A. NC/CEP-003X – Introduction to Business Communications Skills
   Catalog inclusion date: 2020-2021
   *M – C. Glaze, SC – R. Coleman*
   *Jasmine Port represented.*
   *Discussion: In the Rationale on the Agenda form it needs to provide rationale for adding the new course rather than indicating what was changed during tech review. There is an ECC in the catalog that students can be directed to for additional work skills. Revise objectives as recommended.*
   *Approved to second read with changes: unanimous*

2. Conceptual Approval—Course Revisions-First Reading

*Items 2A-E were taken as one item.*

*M – M. Cvetko, SC – J. Tribelhorn*

*Chet Glaze represented.*

*Discussion: If the department wants to change any of these courses to Activity units, now would be the time to do that. The GE was removed but the GE is still in the justification for ART-109 and 112. ART-141 agenda form says changed the class size, but we are not changing class size at this time. Remove reference to AB705 and change it from program applicable to stand alone.*

*Approved to second read with changes: unanimous*

A. ART-108 – Beginning Drawing
   Catalog inclusion date: 2020-2021

B. ART-109 – Intermediate Drawing
   Catalog inclusion date: 2020-2021

C. ART-112 – Life Drawing
   Catalog inclusion date: 2020-2021

D. ART-121 – Color Theory
   Catalog inclusion date: 2020-2021
E. ART-141 – Illustration (Re-activation)
Catalog inclusion date: 2020-2021

F. AUD-180/DIG-190 – Video Production I
Catalog inclusion date: 2020-2021
M – J. McCurdy, SC – B. Heiden Scott
Alan Marsala represented.
Discussion: Alan explained that the course was revised so that it could be cross-listed with DIG-190 which included adding the prerequisite. The need for the course should say it is part of the ADT. The minimum qualifications could possibly say “or” Broadcasting Technology as an option.
Approved to second read with changes: unanimous

Items 2G-H were taken as one item.
M – J. Tribelhorn, SC – L. Tone
Michele Weber represented.
Discussion: COMM-113 need for the course does not mention that it is part of the ADT. COMM-113 MOI says lab activities and the committee questioned if that is a method of instruction. It is describing a place of instruction but for method of instruction, it should focus more on the types of group activities that would be conducted in the COMM lab that would instruct students in the course content and add that to the integration. MOEs are saying what is being evaluated instead of how it is being evaluated in the integration.
Approved to second read with changes COMM-113/THA-113: unanimous
Approved to second read COMM-119: unanimous

G. COMM-113/THA-113 – Oral Interpretation of Literature
Catalog inclusion date: 2020-2021

H. COMM-119 – Public Relations
Catalog inclusion date: 2020-2021

I. CSIS-201 – System Analysis and Design
Catalog inclusion date: 2020-2021
M – M. Cvetko, SC – J. Valdez
Joyce Johnson represented.
Discussion: This course had a DE added to it. There are typos on the agenda cover page that need to be corrected. The DE addendum also needs to be revised based on Rhonda’s feedback.
Approved to second read with changes: unanimous

J. DIG-185 – Advanced Digital Media Design (formerly MUL-218) (Deactivation)
Catalog exclusion date: 2020-2021
M – J. Johnson, SC – D. Candelaria
Alan Marsala represented.
Discussion: This capstone course is no longer needed.
Approved to second read: unanimous

Items 2K-M were taken as one item.
M – J. McCurdy, SC – M. Cvetko
Andrea Hammock represented.
**Discussion:** ESL-050W and 051W would be excessive units for students, and the content can be learned through NC ESL, so they are not needed. The old textbook for ESL-062W needs to be removed. ESL-062W MOIs papers and reports language needs to be standardized; if a certain number of essays/paragraphs are required, that should be indicated (much like the English composition courses do).

**Approved to second read with changes ESL-062W: unanimous**

**Approved to second read ESL-050W, ESL-051W: unanimous**

K.  
ESL-050W – English Writing for Students from Multilingual Backgrounds (formerly ESL-050)  
(Deactivation)  
Catalog exclusion date: 2020-2021

L.  
ESL-051W – Academic English Writing for Students from Multilingual Backgrounds (formerly ESL-051)  
(Deactivation)  
Catalog exclusion date: 2020-2021

M.  
ESL-062W – Basic Writing Skills  
Catalog inclusion date: 2020-2021

N.  
HIST-119 – Civil War and Reconstruction, 1860-1876 (Deactivation)  
Catalog exclusion date: 2020-2021

M – J. Johnson, SC – J. Tribelhorn  
Tamara Smith represented.

**Discussion:** This course has not been offered in years.

**Approved to second read: unanimous**

Items 2O-Q were taken as one item.

M – J. Johnson, SC – R. Bowman  
Serinna Eason represented.

**Discussion:** PE-112 MOEs say what is being evaluated but not how they are being evaluated. The committee questioned whether the PEIC courses are GE courses if they are restricted to athletes and specific sports. Approved PEIC-139 and PEIC-144 with the removal of the GE.  
**Motions agree.**

**Approved to second read with changes: unanimous**

O.  
PE-112 – Body Conditioning  
Catalog inclusion date: 2020-2021

P.  
PEIC-139 – Intercollegiate Sports: Soccer (Women)  
Catalog inclusion date: 2020-2021

Q.  
PEIC-144 – Intercollegiate Sports: Baseball (Men)  
Catalog inclusion date: 2020-2021

R.  
PSYC-108 – Abnormal Psychology  
Catalog inclusion date: 2020-2021

M – J. Johnson, SC – R. Coleman  
Anjeanette Oberg represented.

**Discussion:** In the need for the course it should say it is part of the ADT. Example of assignments use numbers and letters but should be one or the other. Skills need to be checked on the prerequisite form. The agenda form says that this course is a core course for the ADT but...
it is not the core course. DE form for Honors has empty boxes but possibly that is because it is the Honors course.
Approved to second read with changes: unanimous

S. THA-111 – Intermediate Acting
Catalog inclusion date: 2020-2021
M – L. Tone, SC – M. Cvetko
John Tribelhorn represented.
Discussion: None
Approved to second read: unanimous

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

A. ART-109 – Intermediate Drawing
Prerequisite: ART-108 (Reviewed)
Catalog inclusion date: 2020-2021

B. ART-112 – Life Drawing
Prerequisite: ART-108 (Reviewed)
Catalog inclusion date: 2020-2021

C. ART-141 – Illustration (Re-activation)
Recommended Preparation: ART-108 (Added)
Catalog inclusion date: 2020-2021

D. AUD-180/DIG-190 – Video Production I
Prerequisite: DIG-110 (Added) or
Corequisite: DIG-110 (Added)
Catalog inclusion date: 2020-2021

E. CSIS-201 – System Analysis and Design
Prerequisite: CSIS-101 (Reviewed)
Catalog inclusion date: 2020-2021

F. ESL-062W – Basic Writing Skills
Prerequisite: ESL-051W (Removed) or
Prerequisite: the appropriate assessment score (Removed)
Catalog inclusion date: 2020-2021

G. NC/CEP-003X – Introduction to Business Communications Skills
Recommended Preparation: NC/ESL-009X (Added) or
Recommended Preparation: CASAS score of 213 or above (Added)
Catalog inclusion date: 2020-2021

H. PEIC-139 – Intercollegiate Sports: Soccer (Women)
Prerequisite: Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor. (Reviewed)
Catalog inclusion date: 2020-2021

I. PEIC-144 – Intercollegiate Sports: Baseball (Men)
Prerequisite: Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor. (Reviewed)
4. Conceptual Approval—New Program Proposals-First Reading

None

5. Conceptual Approval—Program Revisions-First Reading

Items 5A, 5C-F were taken as one item.
M – J. Johnson, SC – J. McCurdy
Jasmine Port represented.
Discussion: These certificates were inconsistently identified in the catalog, CurricUNET, and Chancellor's Office, so they are being revised with the appropriate designation of “Certificate of Completion” or “Certificate of Competency” so that we can resubmit them to the Chancellor's Office and receive funding.
Approved to second read: unanimous

A. NC/Certificate in Continuing Education/Non-Credit: ABE-GED Preparation Certificate of Competency
Catalog inclusion date: 2020-2021

B. Associate in Arts in Art: Art
Catalog inclusion date: 2020-2021
M – J. Tribelhorn, SC – J. McCurdy
Chet Glaze represented.
Discussion: None
Approved to second read: unanimous

C. NC/Certificate in Continuing Education/Non-Credit: ESL-Multi-level Certificate of Competency
Catalog inclusion date: 2020-2021

D. NC/Certificate in Continuing Education/Non-Credit: ESL Advanced-Certificate of Competency
Catalog inclusion date: 2020-2021

E. NC/Certificate in Continuing Education/Non-Credit: Fundamentals of Math-Certificate of Competency
Catalog inclusion date: 2020-2021

F. NC/Certificate in Continuing Education/Non-Credit: Light Duty Automotive Services-Certificate of Completion
Catalog inclusion date: 2020-2021

6. Conceptual Approval—Procedure Revisions-First Reading

A. Award Process
M – L. Tone, SC – R. Coleman
Michelle Stewart represented.
Discussion: Michelle gave background and went over the process. The department faculty will now have an opportunity to support an award or not.
Approved to second read: unanimous

B. Operating Procedures
*M – C. Glaze, SC – B. Heiden Scott*
Michelle Stewart represented.
Discussion: Michelle gave background and explained the changes.
Approved to second read: unanimous

7. Conceptual Approval—Other Curriculum Changes-First Reading

A. New Program – Journalism
*M – J. Johnson, SC – P. Zografos*
Michele Weber represented.
Discussion: This is an interdisciplinary program. The department wants to grow the student club and support The Talon. The ADT will be created in the future.
Approved to second read: unanimous

B. New Program – Social Justice Studies
*M – R. Coleman, SC – A. Hammock*
Anjeanette Oberg represented.
Discussion: This is an interdisciplinary program. There will be an ADT created in the future. The department will possibly change the mnemonic of SOJU to something different.
Approved to second read: unanimous

C. Courses to approve for renumbering
*M – J. Tribelhorn, SC – M. Cvetko*
Michelle Stewart represented.
Discussion: Michelle went over the course renumbering list. Need to change “vocational” to “career education” in the 500s-600s. The curriculum office will make all renumbering changes behind the scenes over the summer. The courses with new numbers will be submitted to the Chancellor’s Office January 2020. The new courses will be effective catalog date 2020-2021.
Approved to second read: unanimous

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

*Items 8A-C were taken as one item.*
*M – R. Bowman, SC – M. Cvetko*
Discussion: None
Approved to second read: unanimous

A. RE-140 – Real Estate Principles
Catalog inclusion date: 2020-2021

B. RE-141 – Real Estate Practice
Catalog inclusion date: 2020-2021

C. RE-143 – Real Estate Finance
Catalog inclusion date: 2020-2021

IV. Information/Discussion Items
1. JOUR Mnemonic
   Discussed with item 7A.

2. SOJU Mnemonic
   Discussed with item 7B.

3. Renumbering catalog schema language
   Discussed with item 7C.

4. Advanced Placement chart
   Michelle Stewart gave background. She went over the chart. This will be going into the 2019?? catalog.

5. Class Size Update
   Michelle Stewart said class sizes will be left alone for now. Some class sizes are changing because of the new TA agreement. Departments will have to justify changing class size in the future.

6. Curriculum Committee Membership 2019-2020
   Michelle Stewart went over the membership list for 2019-2020.

Announcements:
1. Changes due Friday, May 3 at noon.
2. Courses need to be through the approval process by May 15 for the September agenda.

V. Adjournment:  M – J. McCurdy, SC – L. Tone  Approved to adjourn at 5:35pm: unanimous

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 May 13, 2019 at 3:30pm via ConferZoom.
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
   A. NC/CEP - 003X - Introduction to Business Communications Skills
      Catalog inclusion date: 2020 - 2021

2. Final Approval — Course Revisions-Second Reading
   A. ART - 108 - Beginning Drawing
      Catalog inclusion date: 2020 - 2021
   B. ART - 109 - Intermediate Drawing
      Catalog inclusion date: 2020 - 2021
   C. ART - 112 - Life Drawing
      Catalog inclusion date: 2020 - 2021
   D. ART - 121 - Color Theory
      Catalog inclusion date: 2020 - 2021
   E. ART - 141 - Illustration
      Catalog inclusion date: 2020 - 2021
   F. AUD - 180 /DIG - 190 - Video Production I
      Catalog inclusion date: 2020 - 2021
      Attached Files
         - AUD-152 CCC Approval Letter
   G. COMM - 113 /THA - 113 - Oral Interpretation of Literature
      Catalog inclusion date: 2020 - 2021
      Attached Files
         - THA DC approval
         - THA DC approval2
   H. COMM - 119 - Public Relations
      Catalog inclusion date: 2020 - 2021
I. CSIS - 201 - System Analysis and Design  
   Catalog inclusion date: 2020 - 2021  
   Attached Files  
   - VPI email

J. DIG - 185 - Advanced Digital Media Design (formerly MUL-218) (Deactivation)  
   Catalog inclusion date: 2020 - 2021  
   Attached Files  
   - Digital Media TOPs Code

K. ESL - 050W - English Writing for Students from Multilingual Backgrounds (formerly ESL-050) (Deactivation)  
   Catalog inclusion date: 2020 - 2021

L. ESL - 051W - Academic English Writing for Students from Multilingual Backgrounds (formerly ESL-051) (Deactivation)  
   Catalog inclusion date: 2020 - 2021

M. ESL - 062W - Basic Writing Skills  
   Catalog inclusion date: 2020 - 2021

N. HIST - 119 - Civil War and Reconstruction, 1860-1876 (Deactivation)  
   Catalog inclusion date: 2020 - 2021

O. PE - 112 - Body Conditioning  
   Catalog inclusion date: 2020 - 2021

P. PEIC - 139 - Intercollegiate Sports: Soccer (Women)  
   Catalog inclusion date: 2020 - 2021

Q. PEIC - 144 - Intercollegiate Sports: Baseball (Men)  
   Catalog inclusion date: 2020 - 2021

R. PSYC - 104 - Psychology of Gender  
   Catalog inclusion date: 2020 - 2021  
   Attached Files  
   - ADT Requirements  
   - CSU Fullerton Course Catalog
   - Sonoma Similar Gender Studies Courses  
   - UC Berkeley  
   - UC Santa Cruz Course Descriptors  
   - UC Santa Cruz Numbering Explained  
   - UCLA Similar Lower Division Gender Studies Courses  
   - UCR Course Catalogue
• UCSD Course Catalogue

S. PSYC - 108 - Abnormal Psychology  
   Catalog inclusion date: 2020 - 2021  
   Attached Files
   • CSUFresno
   • UCMerced
   • UCSD

T. THA - 111 - Intermediate Acting  
   Catalog inclusion date: 2020 - 2021

U. WINE - 106 - Wine Hospitality (formerly VEW 106 )  
   Catalog inclusion date: 2020 - 2021

   Catalog inclusion date: 2020 - 2021  
   Attached Files
   • Crosslisting Approval

3. Final Approval — Prerequisite/Co-requisite/Advisory Proposals-Second Reading

A. ART - 109 - Intermediate Drawing  
   Prerequisite: ART 108 (Reviewed)  
   Catalog inclusion date: 2020 - 2021

B. ART - 112 - Life Drawing  
   Prerequisite: ART 108 (Reviewed)  
   Catalog inclusion date: 2020 - 2021

C. ART - 141 - Illustration  
   Recommended Preparation: ART 108 (Added)  
   Catalog inclusion date: 2020 - 2021

D. AUD - 180 /DIG - 190 - Video Production I  
   Recommended Preparation: DIG 110 (Added)  
   Catalog inclusion date: 2020 - 2021  
   Attached Files
   • AUD-152 CCC Approval Letter
E. CSIS - 201 - System Analysis and Design  
Prerequisite: CSIS 101 (Reviewed)  
Catalog inclusion date: 2020 - 2021  
Attached Files:  
- VPI email

F. DIG - 185 - Advanced Digital Media Design (formerly MUL-218) (Deactivation)  
Prerequisite: DIG 180 (Deactivation)  
Catalog inclusion date: 2020 - 2021  
Attached Files:  
- Digital Media TOPs Code

G. ESL - 050W - English Writing for Students from Multilingual Backgrounds (formerly ESL-050) (Deactivation)  
Prerequisite: appropriate assessment score (Deactivation)  
Catalog inclusion date: 2020 - 2021

H. ESL - 051W - Academic English Writing for Students from Multilingual Backgrounds (formerly ESL-051) (Deactivation)  
Prerequisite: ESL 050W (Deactivation) or  
Prerequisite: appropriate assessment score (Deactivation)  
Catalog inclusion date: 2020 - 2021

I. ESL - 062W - Basic Writing Skills  
Prerequisite: ESL 051W (Removed) or  
Prerequisite: the appropriate assessment score (Removed)  
Catalog inclusion date: 2020 - 2021

J. HIST - 119 - Civil War and Reconstruction, 1860-1876 (Deactivation)  
Recommended Preparation: ESL 098W (Deactivation) or  
Recommended Preparation: ENGL 098 (Deactivation) or  
Recommended Preparation: ENGL 092 (Deactivation)  
Catalog inclusion date: 2020 - 2021

K. NC/CEP - 003X - Introduction to Business Communications Skills  
Recommended Preparation: NC/ESL 009X (Added) or  
Recommended Preparation: CASAS score of 213 or above (Added)  
Catalog inclusion date: 2020 - 2021

L. PEIC - 139 - Intercollegiate Sports: Soccer (Women)  
Prerequisite: Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician's examination and complete an interview with the instructor (Reviewed)  
Catalog inclusion date: 2020 - 2021

M. PEIC - 144 - Intercollegiate Sports: Baseball (Men)  
Prerequisite: Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician's examination and complete an interview with the instructor (Reviewed)  
Catalog inclusion date: 2020 - 2021

N. PSYC - 108 - Abnormal Psychology
Recommended Preparation: ENGL 101 (Reviewed)  
Catalog inclusion date: 2020 - 2021

Attached Files

- CSUFresno
- UCMerced
- UCSD

O. THA - 111 - Intermediate Acting  
Prerequisite: THA 110 (Reviewed)  
Catalog inclusion date: 2020 - 2021

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

5. Final Approval — Program Revisions-Second Reading
   
   A. NC/Certificate in Continuing Education/Non-Credit: ABE-GED Preparation Certificate of Competency  
      Catalog inclusion date: 2020 - 2021

   B. Associate in Arts in Art  
      Catalog inclusion date: 2020 - 2021

   C. NC/Certificate in Continuing Education/Non-Credit: ESL - Multi-level Certificate of Competency  
      Catalog inclusion date: 2020 - 2021

   D. NC/Certificate in Continuing Education/Non-Credit: ESL Advanced-Certificate of Competency  
      Catalog inclusion date: 2020 - 2021

   E. NC/Certificate in Continuing Education/Non-Credit: Fundamentals of Math-Certificate of Competency  
      Catalog inclusion date: 2020 - 2021

   F. NC/Certificate in Continuing Education/Non-Credit: Light Duty Automotive Services-Certificate of Completion  
      Catalog inclusion date: 2020 - 2021

6. Final Approval — Procedure Revisions-Second Reading

7. Final Approval — Other Curriculum Changes-Second Reading

8. Final Approval — 2yr Career Education Review-Second Reading
A. RE - 140 - Real Estate Principles (Revision)
   Catalog inclusion date: 2020 - 2021
   Attached Files
   - Summary of RE 140

B. RE - 141 - Real Estate Practice (Revision)
   Catalog inclusion date: 2020 - 2021

C. RE - 143 - Real Estate Finance (Revision)
   Catalog inclusion date: 2020 - 2021

9. Final Approval — Honors Addendum Proposals-First and Only Reading
   A. HIST - 119H - Honors Civil War and Reconstruction, 1860-1876 (Deactivation)
      Catalog inclusion date: 2020 - 2021
   B. PSYC - 104H - Honors Psychology of Gender (Revision)
      Catalog inclusion date: 2020 - 2021
      Attached Files
      - CSU Fullerton
      - CSu Fullerton Course Catalog
      - UC Riverside
      - UC San Diego
   C. PSYC - 108H - Honors Abnormal Psychology (Revision)
      Catalog inclusion date: 2020 - 2021
      Attached Files
      - CSU Fresno
      - PSYC-108H CCC Approval Letter
      - UC Merced
      - UCSD

10. Final Approval —Distance Education Addendum Proposals-First and Only Reading
    A. COMM - 119 - Public Relations (Distance Education Revision)
       Both Fully Online and Hybrid Online
       Catalog inclusion date: 2020 - 2021
B. CSIS - 201 - System Analysis and Design (New Distance Education Addendum)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020 - 2021
Attached Files
  - VPI email

C. DIG - 185 - Advanced Digital Media Design (formerly MUL-218) (Distance Education Deactivation)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020 - 2021
Attached Files
  - Digital Media TOPs Code

D. PSYC - 104 - Psychology of Gender (New Distance Education Addendum)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020 - 2021
Attached Files
  - ADT Requirements
  - CSU Fullerton Course Catalog
  - Sonoma Similar Gender Studies Courses
  - UC Berkeley
  - UC Santa Cruz Course Descriptors
  - UC Santa Cruz Numbering Explained
  - UCLA Similar Lower Division Gender Studies Courses
  - UCR Course Catalogue
  - UCSD Course Catalogue

E. PSYC - 104H - Honors Psychology of Gender (New Distance Education Addendum)
Hybrid Only
Catalog inclusion date: 2020 - 2021
Attached Files
  - CSU Fullerton
  - CSu Fullerton Course Catalog
  - UC Riverside
  - UC San Diego

F. PSYC - 108 - Abnormal Psychology (Distance Education New)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2020 - 2021
Attached Files
  - CSUFresno
G.  PSYC - 108H - Honors Abnormal Psychology (New Distance Education Addendum)
    Hybrid Only
    Catalog inclusion date: 2020 - 2021
    Attached Files
    •  CSU Fresno
    •  PSYC-108H CCC Approval Letter
    •  UC Merced
    •  UCSD

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
    None

III. Open Agenda – Action Items

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

2. Conceptual Approval — Course Revisions-First Reading
    None

3. Conceptual Approval — Prerequisite/Co-requisite/Advisory Proposals-First Reading
    None

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

5. Conceptual Approval — Program Revisions-First Reading
    None

6. Conceptual Approval — Procedure Revisions-First Reading

7. Conceptual Approval — Other Curriculum Changes-First Reading

8. Conceptual Approval — 2yr Career Education Review-First Reading
    None
### Mt. San Jacinto College
#### Request for Placement on Curriculum Committee Agenda

**COURSE**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Jasmine Port</th>
<th>Date:</th>
<th>02/18/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td>Proposed Course:</td>
<td>NC/CEP 003X - Introduction to Business Communications Skills</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>New Course Proposal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**This course is Stand Alone**

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

This course provides a foundation of important skills noncredit students will need when entering the business world such as communication skills, basic business writing, and an understanding of business office procedures. This course will serve as a bridge course or “educational gateway” for noncredit ESL advanced and GED students currently interested in or those that may become interested in pursuing an AS-T in Business Administration, Business Administration and Management/Supervision majors, along with several other business degrees and awards, including: the Business Administration certificate and A.S. degree; Business, Office Administration Technician certificate; Management Supervision certificate; and the new Accounting certificate. According to the Inland Empire/Desert Region Sector Profile Report (2017), 67% of students who earned a business related award or certificate from a local community college obtained employment within 6 months. Furthermore, employment of business occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations, adding about 773,800 new jobs (Occupational Outlook, U.S. Bureau of Labor Statistics). Another need for this course exists in the fact that many current noncredit students served by MSJC’s Adult Education Department actually seek to transfer existing skills/experience in Business Administration achieved in their home countries to an educational/vocational setting in the United States.

**Relation to Program Review:**

This course aligns with the mission statement of the Noncredit Adult Basic Education Department in that it provides adult students throughout the region access to a course that is at no cost to assist them in reaching their personal, academic, and professional goals.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

The completion of this course will provide students access to employability skills, such as communicating verbally and via writing effectively in a business office setting. Possessing these transferable skills will help the students served by the Adult Education Department obtain their personal, professional, and academic goals.

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

1. **Jasmine Port** 02/18/2019 (Submitter)
2. **Kristin Sension** 04/01/2019 (SJC Department Chair)
3. **Amy Campbell** 04/01/2019 (MVC Department Chair)
4. **Joyce Johnson** 04/02/2019 (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 FA20 (2020-21 Catalog))
Course Proposal Impact

NC/CEP 003X Introduction to Business Communications Skills

**New Course Proposal**
Jasmine Port

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Jasmine Port
Date: 05/07/2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Credit Career Enhancement Program</td>
<td>Non-Credit Career Enhancement Program NC/CEP</td>
<td>003X</td>
<td>Introduction to Business Communications Skills</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Total Units

Total Contact Hours

24.00 - 54.00

Stand Alone:

Stand Alone

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

--none--
General Education Justification:

Maximum Enrollment: 40

Maximum Enrollment Justification:

Justification:

Grading Method: NC-P/SP/NP

TOP code: 0501.00*

Can be Taken 99 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 designed to prepare students to enter a career in business. Topics include: employer expectations, success skills, basic business etiquette, and business professionalism. Students will develop the skills necessary to communicate effectively in a professional business environment and learn how to prepare basic business documents, including letters, memos, and PowerPoint presentations. This course will also contain an introduction to employment communication, including resumes, application letters, and 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 is designed to prepare students to enter a career in business.

Need for the course:
This course provides a foundation of important skills noncredit students will need when entering the business world such as communication skills, basic business writing, and an understanding of business office procedures. This course will serve as a bridge course or “educational gateway” for noncredit ESL advanced and GED students currently interested in or those that may become interested in pursuing an AS-T in Business Administration, Business Administration and Management/Supervision majors, along with several other business degrees and awards, including: the Business Administration certificate and A.S. degree; Business, Office Administration Technician certificate; Management Supervision certificate; and the new Accounting certificate. According to the Inland Empire/Desert Region Sector Profile Report (2017), 67% of students who earned a business related award or certificate from a local community college obtained employment within 6 months. Furthermore, employment of business occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations, adding about 773,800 new jobs (Occupational Outlook, U.S. Bureau of Labor Statistics). Another need for this course exists in the fact that many current noncredit students served by MSJC’s Adult Education Department actually seek to transfer existing skills/experience in Business Administration achieved in their home countries to an educational/vocational setting in the United States.

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-

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

- NC/ESL 009X or
• CASAS score of 213 or above

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. Recognize the role of communication in a business organization.
2. Demonstrate the ability to speak in a positive manner to co-workers, customers, and other business associates.
3. Communicate information and ideas effectively by developing business communications that are clear, concise, coherent, consistent, courteous, complete, and correct in every detail.
4. Demonstrate the ability to plan and deliver an effective presentation using Microsoft PowerPoint.
5. Develop job survival skills for the business office, such as problem solving, managing time, and knowing how to handle stressful situations.
6. Develop job correspondence, a resume, and a professional portfolio in preparation for interviewing.
7. Demonstrate the ability to understand and complete various personnel paperwork, such as applications and E-applications.

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

I. Business Communications
   A. Understanding the Foundations of Business Communication
      1. Examining the Communication Process
      2. Identifying Barriers to Effective Communication
      3. Developing Better Listening Skills
         a. Be an Effective Listener in Business Scenarios
      4. Improving Nonverbal Communication Skills
      5. Communication in Organizations
      6. Superior-Subordinate Communication
      7. Communicating Across Cultures

II. Writing for the Business Office
   A. Implementing the Three-Step Writing Process
      1. Prewriting Business Messages
         a. Brainstorming
         b. Analyzing Audience
         c. Comparing Direct and Indirect Communication Strategies
         d. Organizing Data and Preparing an Outline
      2. Writing Business Messages
         a. Formatting
         b. Letter Styles
         c. Creating Audience Centered Messages
            1. Using Positive Language
            2. Plain Expressions
      3. Revising Business Messages
         a. Proofreading
            1. Spelling, Grammar, and Punctuation
         b. Editing
            1. Coherence, Sentence Unity, and Concise Language
   B. Writing Interoffice Memorandums and Electronic Communications

III. Computer Skills for Business Communications
   A. Using Microsoft Office for Business Communication
   B. Designing a PowerPoint for Business Presentations
   C. Using Email Safely and Effectively

IV. Business Employment Skills
   A. Workforce Behaviors
      1. Business Etiquette
      2. Customer Service Skills
      3. Time Management
   B. Interviews in Organizations
C. Basic Resume Preparation
D. Cover Letters
E. Reference Letters
F. Understanding Personnel Paperwork
   1. Applications
   2. E-Applications

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

- **Method:** Lecture
  **Integration:** Course lectures and faculty led demonstrations will be utilized to demonstrate concepts of business communication, such as writing basic business messages, analyzing audience, applying appropriate organization for written memorandums, and revision strategies/techniques.

- **Method:** Discussion
  **Integration:** Class and small group discussions will be utilized to cover various topics such as understanding the communication process in the business office, barriers to effective communication, and the development/application of listening skills in various business scenarios.

- **Method:** Activity
  **Integration:** In class, small group, or individual activities will be utilized to explore, discuss, and produce PowerPoint presentations and other basic business related documents using Microsoft Office.

- **Method:** Role Playing/Simulation
  **Integration:** Role playing/simulation will be utilized to practice employment skills, such as filling out applications and other personnel related paperwork, interviewing techniques, customer service skills, and appropriate business etiquette.

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 Work
  **Integration:** Students’ active participation in and completion of class work will be used to demonstrate competencies in effective communication and listening skills for the business office. Instructors will evaluate this class work based on task appropriate criteria and students’ ability to meet communicated criteria effectively.

- **Method:** Projects
  **Integration:** Students will produce various business memorandums, PowerPoint presentations, and employment documents, such as cover letters and resumes using Microsoft Office. The instructor will evaluate these projects based on task appropriate criteria and students’ ability to meet communicated criteria effectively.

- **Method:** Role-playing/Simulation
  **Integration:** Role playing/Simulation will be utilized to measure competencies in the application of business workplace skills, such as customer service skills as well as students’ ability to perform during the interview process. Instructors will evaluate these role-plays/simulations based on task appropriate criteria and students’ ability to meet communicated criteria effectively.

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:

I. Create a Resume: Using Microsoft Word, write a resume displaying appropriate style and format. Your resume must include a list of 3 professional references. Use revision and editing strategies to ensure your resume is free of grammatical errors and displays proper punctuation throughout.

II. Write a Business Correspondence: Read and review the following business scenario. Develop an appropriate business correspondence (a letter, email, or memo) displaying appropriate format and
style. Use revision and editing techniques to ensure your business message is free of grammar and punctuation errors.

Textbooks:


Other Resources:

**Minimum Qualification**

- Business (Masters Required) and/or
- Business Education (Masters Required) and/or
- NC/Vocational (short-term)

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**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>Jasmine Port</th>
<th>Date:</th>
<th>02/18/2019</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Catalog:</th>
<th>2020 - 2021</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Proposed Course:</th>
<th>NC/CEP 003X - Introduction to Business Communications Skills</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>New Course Proposal</th>
</tr>
</thead>
</table>

**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

**NC/ESL 009X**

It is recommended that this requisite be (added).

**Justification:**

Students that have successfully taken NC/ESL 009X will have the necessary English proficiency to be successful in this course.

**or Recommended Preparation**

**CASAS score of 213 or above**

It is recommended that this requisite be (added).

**Justification:**

Students that have achieved a CASAS score of 213 or above possess the English proficiency necessary to succeed in this course.

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

1. Jasmine Port 02/18/2019 (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 FA20 (2020-21 Catalog)

---

**Mt. San Jacinto College**  
**Prerequisite/Corequisite/Advisory**

**Form E1**

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Jasmine Port</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Non-Credit Career Enhancement Program</td>
<td></td>
</tr>
</tbody>
</table>

1. **Course Title:** Introduction to Business Communications Skills  
2. **Course Number:** NC/CEP 003X

**It is recommended that the following Course:** NC/ESL 009X  
be added as an **Advisory**

**Justification:**  
Students that have successfully taken NC/ESL 009X will have the necessary English proficiency to be successful in this course.

**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>
<th>Submitted By:</th>
<th>Jasmine Port</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>02/18/2019</td>
<td></td>
</tr>
</tbody>
</table>

33
Dept: Non-Credit Career Enhancement Program

1. Course Title: Introduction to Business Communications Skills
2. Course Number: NC/CEP 003X

It is recommended that the following Course: NC/ESL 009X be added as an Advisory.

Justification:

Students that have successfully taken NC/ESL 009X will have the necessary English proficiency to be successful in this course.

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.

- [X] Listening:
  - Appraise and interpret a majority of speech from a variety of sources.
  - Detect and respond to instructions and procedures.

- [X] Speaking:
  - Debate a variety of topics with increasing fluency and control of grammatical patterns.
  - Demonstrate the ability to engage in social discourse through debate and conversation.

- [X] Reading:
  - Infer meaning from various types of authentic materials.
  - Interpret main ideas and identify key passages of various types of authentic readings.
  - Identify specific details in complex passages using scanning techniques.

- [X] Writing:
  - Compose and edit a descriptive and/or expository paragraph.
  - Use personal information to complete a variety of authentic forms.

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

Submitted By: Jasmine Port
Date: 02/18/2019

Dept: Non-Credit Career Enhancement Program

1. Course Title: Introduction to Business Communications Skills
2. Course Number: NC/CEP 003X

It is recommended that the following Language: CASAS score of 213 or above be added as an Advisory

Justification:
Students that have achieved a CASAS score of 213 or above possess the English proficiency necessary to succeed in this course.

Requisite Type: Type 5: Recommended Preparation/Advisory
CASAS score of 213 or above

Justifications Required:
- Content Review Form (E2)
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.

Included atmospheric perspective as a core component of perspective. Eliminated Texture in course and lab content as a separate concept as it is covered in value and modeling. Updated text. Revised schedule description and course objectives. Changed unit/hours to Activity units.

**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")

2018 Art Department Program Review identified the main issue with Art 108 is retention rates. By updating course content related to perspective and course objectives, Art 108 can be more relevant to our current student body and will improve retention rates.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

This lab content of this class emphasizes artistic problem solving and the development of style, in line with Art Dept PLOs 1 and 4. In both the lab and lecture portions of the class students are introduced to, and expected to use terminology, which is consistent with DLO 3.

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

1. Chet Glaze 02/03/2019 (Submitter)
2. John Knuth 04/22/2019 (SJC Department Chair)
3. Jason Bader 04/11/2019 (MVC Department Chair)
4. Carlos Tovares 04/23/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/23/2019 (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 FA20 (2020-21 Catalog)

**Course Proposal Impact**

ART 108 Beginning Drawing  
**Course Revision Proposal**  
Chet Glaze

**Plan A**

1. (C) Humanities

2. C HUMANITIES
Requisite Courses

1. ART-109 Intermediate Drawing *Active*
2. ART-109 Intermediate Drawing *Launched*
3. ART-112 Life Drawing *Active*
4. ART-112 Life Drawing *Launched*
5. ART-115 Painting I *Active*
6. ART-118 Watercolor/Mixed Media *Active*
7. ART-119 Mural Painting *Active*

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. ART - A.A.-T in Art History for Transfer - Associate in Arts (Active) (Required)
2. ART - A.A.-T in Studio Arts for Transfer - Associate in Arts (Active) (Required)
3. ART - Art - Associate in Arts (Active) (Required)
4. ART - Art - Associate in Arts (Historical) (Required)
5. ART - Art - Associate in Arts (Launched) (Required)
6. ART/VC - Visual Communication - Associate in Arts (Active) (Required)
7. ART/VC - Visual Communication - Associate in Arts (Historical) (Required)
8. IDS - Liberal Arts: Arts, Humanities & Communications Emphasis - Associate in Arts (Active)
9. MUL - Animation Production - Employment Concentration (Historical) (Required)
10. MUL - Multimedia - Certificate (Historical) (Elective)
11. MUL - Multimedia - Certificate (Historical) (Elective)
Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

1. IDS - AA Associate of Arts in Humanities (Elective)

Other Awards

O_awards: 0,143,323

1. MUL - Multimedia - Associate in Science (Historical)

2. MUL - Multimedia - Associate in Science (Historical)

General Education/Degree/Transfer Course

CSU/UC Transfer Course

A. Transfers to CSU; UC

Used in Art and Design and Graphic majors at CSU and UC

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

C1 - Arts, Dance, Music, Theater

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chet Glaze</td>
<td>Art 108</td>
<td>Beginning Drawing</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.

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

<table>
<thead>
<tr>
<th>Activity Units</th>
<th>Total Units</th>
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<tbody>
<tr>
<td>3.00</td>
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<table>
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<tr>
<th>Activity Contact Hours</th>
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<tbody>
<tr>
<td>96.00 - 108.00</td>
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</table>

<table>
<thead>
<tr>
<th>Activity Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

Stand Alone:

Program Applicable

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

© HUMANITIES
General Education Justification:

GELO 1: Develop an awareness of cultural and artistic expression of diverse people and culture through research of historical and contemporary drawing disciplines. GELO 2: Examine and explore complex issues of evolving aesthetics in Western and Non-Western Art. Develop insightful works of art that explore these evolving trends. GELO 3: Apply their knowledge and skills through written expression involving the evaluation and criticism of drawings.

Maximum Enrollment: 30

Maximum Enrollment Justification: 

Grading Method: Letter Grade or P/NP

TOP code: 1002.10

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 fundamentals of drawing in a variety of media. Coursework includes an exploration of art fundamentals including the use of perspective and compositional principles. The course also emphasizes exercises meant to develop the student's observational skills, and motor skills. Students will primarily employ black and white media.

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 an introduction to drawing fundamentals, compositional principles and perspective. It also emphasizes the development of observational, motor and creative skills.

Need for the course:

This course is required of Art Majors seeking an AA in Art. It transfers as ART credits for an Art major and as elective Humanities credits for nonmajors. It provides a foundation for 2-D skills and is a prerequisite for Intermediate Drawing, Painting I, and Watercolor/Mixed Media. Course applicable to following awards: ART - A.A.-T in Art History, ART - A.A.-T in Studio Arts, ART - Art - Associate in Arts, ART/VC - Visual Communication - Associate in Arts, IDS - Liberal Arts: Arts, Humanities & Communications Emphasis - Associate in Arts.

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. Analyze and evaluate their own and other’s drawings for their aesthetic content, visual effectiveness, and the utilization of skills.
2. Define and properly use drawing terminology.
3. Distinguish the aesthetic of the Western drawing tradition as compared to non-western art.
4. Demonstrate perceptual skills by accurately portraying three-dimensional objects in space using freehand perspective techniques: a visual analysis of relationships.
5. Create, using complex three dimensional objects, drawings that demonstrate an understanding of contour and negative space.
6. Create value scales using pencil, charcoal, and ink.
7. Develop a composition that demonstrates aesthetic awareness in both Western and Non-Western art.
8. Employ the fundamentals of light logic and the manipulation of values to create textures, and to analyze and describe three-dimensional forms.
9. Employ linear and atmospheric perspective to describe objects and interior/exterior spaces.
10. Create drawings that demonstrate technical and creative skills using pencil, charcoal, and ink.

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

<table>
<thead>
<tr>
<th>I. Historical Overview of Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Ancient Drawing</td>
</tr>
<tr>
<td>1. Paleolithic Drawings</td>
</tr>
<tr>
<td>2. Ancient Egypt</td>
</tr>
<tr>
<td>3. Greece and Rome</td>
</tr>
<tr>
<td>4. Renaissance Drawing</td>
</tr>
<tr>
<td>5. Post-Renaissance and Contemporary Drawing</td>
</tr>
<tr>
<td>B. The Western Aesthetic</td>
</tr>
<tr>
<td>1. Western depictions of form and space</td>
</tr>
<tr>
<td>C. The Non-Western Aesthetic</td>
</tr>
<tr>
<td>1. Isometric Perspective in Asian Art</td>
</tr>
<tr>
<td>2. Abstraction and Pattern in Islamic Art</td>
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<table>
<thead>
<tr>
<th>II. Perceptual Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Right Brain/Left Brain</td>
</tr>
<tr>
<td>1. Seeing versus Symbolizing</td>
</tr>
<tr>
<td>2. Visual thinking</td>
</tr>
<tr>
<td>B. Looking for a Variety of Shapes</td>
</tr>
<tr>
<td>1. Categories of Form</td>
</tr>
<tr>
<td>2. Manmade versus Organic</td>
</tr>
</tbody>
</table>
C. Drawing shapes in relation to each other
   1. Overlap
   2. Scale relationships
D. Negative Space
E. Sighting/Freehand Perspective
   1. Mechanical aids to perception
   2. Proportional measurements
   3. Sighting angles

III. Art Elements
A. Line
   1. Contour line
      a. Blind contours
      b. Modified contours
      c. Cross contours
      d. Gesture
B. Value
   1. Value Scales
      a. Pencil: Massing of Line. No smearing
         i. Blending transitions
         ii. Hatching
         iii. Crosshatching
      b. Charcoal: Using stump and/or blending techniques
         i. Compressed charcoal
         ii. Vine charcoal
         iii. Charcoal pencil
      c. Ink
i. Hatching

ii. Crosshatching

iii. Stippling

2. Light Logic: the elements of form defined by light

3. Modeled form: Chiaroscuro
   a. Pencil
   b. Charcoal
   c. Imprimatura
   d. Ink

IV. Art Evaluation

A. Comparison
   1. Compare student work to historical works of similar category
   2. Compare completed works to defined project outcomes

B. Evaluation
   1. Evaluate effectiveness of technical skills performed
   2. Evaluate awareness of historical and contemporary context

C. Oral Presentation
   1. Clearly present the intent of the work presented

D. Critique
   1. Group discussion about works presented
   2. Establish a consensus for how works can be improved formally and conceptually

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

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

- **Method**: Lecture
  **Integration**: Classroom lectures using slides/images to present an art historical overview of drawing and its aesthetics

- **Method**: Slides/Images
Integration: Classroom lectures using slides/images and/or demonstrations of drawing techniques in the different media

- Method: Activity
  Integration: Assigned reading of texts and/or handouts to present vocabulary and reinforce concepts

- Method: Activities
  Integration: Guided in-class student drawing activities that utilize course concepts and techniques

- Method: Journal
  Integration: Recording of weekly drawing activities and decision making in a journal

- Method: critiques
  Integration: In-class critiques by the instructor, done individually and in groups, of student 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: Exams/Tests
  Integration: Graded exams and evaluations of required drawings that demonstrate an understanding of the principles to be utilized

- Method: Oral Presentation
  Integration: Oral presentations of the student's use of analytic techniques during critique.

- Method: Papers
  Integration: Graded papers from student's weekly journal entries demonstrating proper use of drawing terminology and written analysis of own work and development.

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:

I. CHIAROSCURO ASSIGNMENT
   A. Place a white object on a light surface. Provide a single raking light source. Study the form carefully before you begin to draw, observing relative values. Read your light logic handout and use the rules.

   B. Proceed with your drawing, using the method you prefer to create smooth gradations of value. If the surface of the sphere is shiny, reserve the white of the paper for the highlight. Adding a light gray background will intensify the effect of brilliant illumination.

II. WEEKLY JOURNAL
   A. Please obtain a sketchbook that will also serve as a journal. The journal, which you should add to on a weekly basis, should contain but is not limited to the following:
      1. a record of each class activity, including decision making
      2. descriptions of techniques and concepts introduced in class
      3. definitions of art terminology
      4. critique responses in which the student will analyze the successfulness of their own drawing projects

III. THE CRITIQUE
A. During class critiques you will discuss the drawings you have produced in a group setting. Discussing work in a critiquing situation gives you the opportunity to put into words, thoughts and realizations that you may not have previously recognized. Talking about drawings will provide you with other points of view on the process of learning to draw.

B. Your participation in critiques is important for three reasons:

1. Finding ways to verbalize what you think of a drawing reinforces what you have learned in the process of doing it.
2. What you have to say to your classmates comes from a shared experience and is helpful to this reason.
3. Talking about work helps you to understand the vocabulary of art that is important to the learning process.
4. What is gained from getting feedback from others is also important. It gives you the benefit of incorporating what your classmates have learned into your own experience. The critique is a collaborative process.

IV. RESEARCH PAPER (5-7 pages)

A. Find an historical drawing from a Non-Western artist. Look to art found in Asia, South America, Central America and Africa.

1. Identify characteristics in the drawing that make it distinctive from Western Art (Europe, 19th and 20th Century America)
2. Look for an example of contemporary art from the same region (last 50 years)
3. Which visual elements are informed from the historical artwork?
4. Which visual elements are informed by contemporary circumstances such as Colonialism, Post-Colonialism, Western Art?
5. What conclusions can be drawn from these observations? Are they relevant to current Western Art?

V. OUT OF CLASS SELF PORTRAIT

A. Take a photo of your face (bust to crown of head) and print out at 8.5 x 11 inches

1. Compose using rule of thirds
2. Transfer image using the grid transfer technique
3. Identify 5-7 individual values by shape
4. Using graphite, carefully shade the corresponding values onto your drawing paper (14x17 inches)

VI. READING ASSIGNMENT
A. Choose article from list provided about Relevance of Drawing in Contemporary Art

1. Read article and take notes for in-class discussion

Textbooks:


Other Resources:

Minimum Qualification

- Art (Masters Required)

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

Form D

<table>
<thead>
<tr>
<th>Course:</th>
<th>ART 108</th>
<th>Course Title:</th>
<th>Beginning Drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Chet Glaze</td>
<td>Date:</td>
<td>05/07/2019</td>
</tr>
</tbody>
</table>

***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>001</td>
<td>Beginning Drawing and Design</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>20 J</td>
<td>Introduction to Drawing and Painting</td>
</tr>
<tr>
<td>CSU San Bernardino</td>
<td>Art 122</td>
<td>Intro to Drawing and Life Drawing</td>
</tr>
</tbody>
</table>
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE
Form A1
Submitted by: Chet Glaze
Date: 02/03/2019
Catalog: 2020 - 2021
Proposed Course: ART 109 - Intermediate Drawing
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):
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.

Changed method of evaluation from "Class Participation" to "Oral Presentation" to more accurately reflect activity. Revised the schedule description. Current text was unavailable (2017 most recent). Removed from Opt A GE Area C. Changed unit/hours to Activity Units.

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 to current Art Department PLOs. Current course revisions are a response to Program Review data that shows declining success rates. Increased success rates in Art 109 will positively impact Studio Arts AA and AATs as this is a class mostly populated with studio arts majors.

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

The course, by emphasizing the practice of drawing, involves the students in problem solving and in the development on style and skill. Through critiques and discussions, students will develop broad awareness and use language and terminology related to their work and development.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Chet Glaze 02/03/2019 (Submitter)
2. John Knuth 04/22/2019 (SJC Department Chair)
3. Jason Bader 04/19/2019 (MVC Department Chair)
4. Carlos Tovares 04/23/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/23/2019 (MVC Instructional Dean)
Course Proposal Impact

ART 109 Intermediate Drawing
**Course Revision Proposal**
Chet Glaze

Plan A

1. (C) Humanities

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. ART - A.A.-T in Art History for Transfer - Associate in Arts (Active)

2. ART - A.A.-T in Studio Arts for Transfer - Associate in Arts (Active)

3. ART - Art - Associate in Arts (Active) (Elective)

4. ART - Art - Associate in Arts (Historical) (Elective)

5. ART - Art - Associate in Arts (Launched) (Elective)

6. ART/VC - Visual Communication - Associate in Arts (Active) (Elective)

7. ART/VC - Visual Communication - Associate in Arts (Historical) (Elective)

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

9. MUL - Visual Development - Employment Concentration (Historical) (Required)

10. MUL - Visual Development - Employment Concentration (Historical) (Required)
Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
A. Transfers to CSU; UC
Used in Art, Design and Graphic majors at CSU and UC.

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
C1 - Arts, Dance, Music, Theater

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>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>ART</td>
<td>109</td>
<td>Intermediate Drawing</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<table>
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<tbody>
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</tbody>
</table>

Stand Alone:
Program Applicable

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

General Education Justification:

Maximum Enrollment: 30

Maximum Enrollment Justification: Justification:
Grading Method: Letter Grade or P/NP
TOP code: 1002.10

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 a continued study and refinement of skills and concepts acquired in Beginning Drawing. In addition to areas covered in Beginning Drawing coursework includes explorations of portraiture, color, and the expressive possibilities of drawing.

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 continuation of skills and concepts from Beginning Drawing as well as explorations of portraiture, color, and the expressive possibilities of drawing.

Need for the course:
This course transfers as ART credits for an Art major and as elective Humanities credits for non-majors. It further develops a foundation for 2-D skills. Course applicable to the following active awards: A.A.-T in Art History, A.A.-T in Studio Arts, Art - Associate in Arts, Visual Communication - Associate in Arts, Liberal Arts: Arts, Humanities & Communications Emphasis - Associate in Arts.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)
- ART 108 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. Define and properly employ drawing terminology
2. Demonstrate perceptual skills by accurately portraying three-dimensional objects in space using freehand perspective techniques: a visual analysis of relationships
3. Create, employing complex three dimensional objects, drawings that demonstrates an understanding of contour, cross contour lines, and line weight.
4. Employ the fundamentals of light logic and the manipulation of values to analyze and describe three-dimensional forms and textures.
5. Employ three-point linear perspective to describe objects and exterior spaces.
6. Create drawings that demonstrate technical and creative skills using pencil, charcoal, ink, and color media
7. Create compositions that demonstrate an understanding color theory and correct utilization of color schemes.
8. Create compositions that reflect a subjective/expressive use of media and concepts
9. Distinguish the aesthetic of the Western drawing tradition as compared to non-Western art.
10. Analyze and evaluate their own and other’s drawings for visual effectiveness and the utilization of skills.

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

I. Historical overview of Drawing
   A. The Western aesthetic of line, value, texture, and color
      1. Line in western painting and sculpture
      2. Value and light
      3. The uses of texture
      4. The history of color in western art
   B. Non-Western aesthetic of line and color
      1. Asian lines and brush drawings
      2. Islamic calligraphy
      3. Flat pattern, color and decoration

II. Art elements
   A. Line
      1. Contour line
         a. Modified contours
         b. Cross contours
         c. Gesture
         d. Line weight
   B. Value
      1. Light logic: the elements of form defined by light
      2. Modeled form: chiaroscuro
      3. Expressive use of value
C. Texture
1. Rendered texture
2. Invented texture
3. Expressive use of texture

D. Color
1. Hue, value, and intensity
2. Color schemes
3. Local color
4. Warm and cool color
5. Color and expression

III. Composition
A. Principles of composition
1. Principles of organization
2. Principles of space
3. Geometry and symmetry

IV. Linear perspective
A. Three-point perspective

V. Portraiture
A. Form and proportion
B. Features
C. Idealized and/or psychological portrait

VI. Expressive drawing
A. Art historical background
   1. Expressionism
   2. Abstraction
B. Imagination and expression
C. Abstraction: progressive reduction

VII. Principles of presentation and critiquing
   A. Framing, matting, and gallery lighting
   B. Art and the viewer

VIII. Visual analysis of technique, concept, and content
   A. Subjectivity
   B. Critical frameworks

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

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

- **Method**: Lecture
  **Integration**: Classroom lectures using slides/images to present the historical and aesthetic background of concepts

- **Method**: Slides
  **Integration**: Classroom lectures using slides/images and/or demonstrations of drawing techniques in the different media

- **Method**: Directed Study
  **Integration**: Assigned reading of texts and/or handouts to present vocabulary and reinforce concepts

- **Method**: Activity
  **Integration**: Guided in-class student drawing activities that utilize course concepts and techniques

- **Method**: In-class critiques
  **Integration**: In-class critiques by the instructor, done individually and in groups, of student work

- **Method**: Observation and Demonstration
  **Integration**: Create study drawings using complex three dimensional objects, including live models and still life objects, the ability to learn how to solve problems involving form and composition.

- **Method**: Individualized Instruction
  **Integration**: Develop personalized strategies for students to develop individual methods of art making.

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**: Graded exams and tests of required drawings that demonstrate an understanding of the principles to be utilized

- **Method**: Oral Presentation
  **Integration**: Evaluation of student oral presentations during critiques based on the student's use of analytic technique.

- **Method**: Portfolios
  **Integration**: Develop and present a portfolio of works in a variety of media which demonstrate learning and mastery of form and expression.
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:

OUT OF CLASS ABSTRACTION ASSIGNMENT:
Independently research and explore the abstraction of visual reality through a series of four drawings.

MEANS: White paper, pencils, color medium, pen and ink
1. The first drawing, #1, is in pencil using a full range of values and accurate perspective. The finished work should have a convincing feeling of space and form. Remember to express the background value as it relates to the relative darks and lights of the objects in front of it.
2. Examine the above drawing and choose a portion in which there is an interesting intersection of lines and shapes (elements of good composition). This is determined by using "proving mounts." Do not be afraid to crop (cut) forms. Pay attention to the "weight" of the parts.
3. The next drawing, #2, should use a format in proportion to but larger than the cropped portion above (example: cropped format 3" x 4" - new format is twice as large 6" x 8"). Use the information from the first drawing and simplify the objects in their relative locations (example: an apple becomes a sphere). For this drawing use simplified local color (color of the actual object) on the forms. Black may be used sparingly for emphasis.
4. In the third drawing, #3, use the same format as above, objects are further simplified and color is subjective.
5. The fourth drawing, #4, is in ink. You may use a felt tip pen or your dip pens and a smaller format. In this drawing break up the elements of the last one to emphasize 2-D forms. Use the previous work just as a starting place.

FORM AND RENDERING ASSIGNMENT:
Render a single form with varying light and contrast.
1. Depict the subject entirely with line, avoiding shading
2. Depict the subject with linear cross hatching, indicating a single light source and suggesting soft lighting.
3. Depict the subject with soft, blending shading applied with charcoal and stumps.
4. Depict the subject with strong, single sourced-lighting, using any method that allows for high contrast.

CRITIQUE ASSIGNMENT
During in class critiques, we will talk about drawings and provide helpful pointers and insights on the process of learning to draw.

Student participation in critiques is important for three reasons:
1. Finding ways to verbalize what a student thinks of a drawing reinforces what one has learned in the process of doing it.
2. What students have to say to their classmates comes from a shared experience and is helpful to them for this reason.
3. Talking about work helps to understand the vocabulary of art 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.

WRITTEN PAPER (3-5 PAGES)
1. Write a 3-5 page paper in the transition of drawing as visual note-taking, to the contemporary practice of drawing as its own art medium.

READING ASSIGNMENTS
1. Weekly articles on historic and contemporary art practices in the medium of drawing. Class discussion to follow.

Textbooks:
Other Resources:

Minimum Qualification

- Art (Masters Required)

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

Course: ART 109  Course Title: Intermediate Drawing
Author: Chet Glaze  Date: 05/07/2019

***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>CSU Fullerton</td>
<td>Art 123</td>
<td>Descriptive Drawing</td>
</tr>
<tr>
<td>CSU East Bay</td>
<td>Art 270</td>
<td>Drawing II</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>Art 20B</td>
<td>Basic Drawing II</td>
</tr>
</tbody>
</table>

Rationale:

Art 123: Course already deemed comparable through articulation.
Art 270: Course already deemed comparable through articulation.
Art 20B: Course already deemed comparable through articulation.
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>Chet Glaze</th>
<th>Date:</th>
<th>02/03/2019</th>
</tr>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
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<tr>
<td>Proposed Course:</td>
<td>ART 109 - Intermediate Drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</td>
<td></td>
<td></td>
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</tbody>
</table>

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.

Prerequisite
ART 108

It is recommended that this requisite be (reviewed).

Justification:
Art 109 builds directly on the content introduced in Art 108, including the use of line, form and perspective in drawing. It is essential that students have been introduced to these art elements prior to attempting the assignments and exercises presented in Art 109.

Approval Signatures Required on all lines before submittal to Curriculum Office

| 1. Chet Glaze | 02/03/2019 | (Submitter) |
| 2. John Knuth | 04/22/2019 | (SJC Department Chair) |
| 3. Jason Bader | 04/19/2019 | (MVC Department Chair) |
| 4. Carlos Tovares | 04/23/2019 | (SJC Instructional Dean) |
| 5. Rickianne Rycraft | 04/23/2019 | (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 FA20 (2020-21 Catalog)
**Mt. San Jacinto College**  
**Prerequisite/Corequisite/Advisory**

**Form E1**

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Chet Glaze</th>
<th>Date:</th>
<th>02/03/2019</th>
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<tbody>
<tr>
<td>Dept:</td>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Intermediate Drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>ART 109</td>
<td></td>
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</tbody>
</table>

It is recommended that the following **Course**: ART 108  
be reviewed as a **Prerequisite**

**Justification:**

Art 109 builds directly on the content introduced in Art 108, including the use of line, form and perspective in drawing. It is essential that students have been introduced to these art elements prior to attempting the assignments and exercises presented in Art 109

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

**Justifications Required:**

- Content Review Form (E2)

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

**Form E2**

<table>
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<th>Submitted By:</th>
<th>Chet Glaze</th>
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<td>2. Course Number:</td>
<td>ART 109</td>
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</table>

It is recommended that the following **Course**: ART 108  
be reviewed as a **Prerequisite**

**Justification:**

Art 109 builds directly on the content introduced in Art 108, including the use of line, form and perspective in drawing. It is essential that students have been introduced to these art elements prior to attempting the assignments and exercises presented in Art 109

**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.

- Define and properly use drawing terminology.  
- Demonstrate perceptual skills by accurately portraying three-dimensional objects in space using freehand perspective techniques: a visual analysis of relationships.
Create, using complex three dimensional objects, drawings that demonstrate an understanding of contour and negative space.

Create value scales using pencil, charcoal, and ink.

Employ the fundamentals of light logic and the manipulation of values to create textures, and to analyze and describe three-dimensional forms.

Employ linear perspective to describe objects and interior/exterior spaces.

Create drawings that demonstrate technical and creative skills using pencil, charcoal, and ink.

Distinguish the aesthetic of the Western drawing tradition as compared to non-western art.

Analyze and evaluate their own and other's drawings for their aesthetic content, visual effectiveness, and the utilization of skills

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

<table>
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<th>Submitted by:</th>
<th>Chet Glaze</th>
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<td>Catalog:</td>
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<td>Proposed Course:</td>
<td>ART 112 - Life Drawing</td>
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<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</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.

- Removed formerly course title as it was in place the min required 3 catalog cycles. No newer textbook available. removed from Opt A Area C as this is primarily a skill-building course, not a GE. Expanded lab content to include greater detail. Changed unit/hours to Activity Units.

**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")

2018 Art Department Program Review shows this course has exceptionally high student success rates. Review of course is intended to maintain high success and fill rates.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

By emphasizing the practice of drawing using the human body as a model this course connects directly and effectively to all three of the four Studio Art DLOs.

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

1. Chet Glaze 02/04/2019 (Submitter)
2. John Knuth 04/22/2019 (SJC Department Chair)
3. Jason Bader 04/19/2019 (MVC Department Chair)
4. Carlos Tovares 04/23/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/23/2019 (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 FA20 (2020-21 Catalog))

**Course Proposal Impact**

ART 112 Life Drawing
**Course Revision Proposal**
Chet Glaze

Plan A
1. (C) Humanities

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. ART - A.A.-T in Art History for Transfer - Associate in Arts (Active)
2. ART - A.A.-T in Studio Arts for Transfer - Associate in Arts (Active)
3. ART - Art - Associate in Arts (Active) (Elective)
4. ART - Art - Associate in Arts (Historical) (Elective)
5. ART - Art - Associate in Arts (Launched) (Elective)
6. MUL - Visual Development - Employment Concentration (Historical) (Required)
7. MUL - Visual Development - Employment Concentration (Historical) (Required)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
A. Transfers to CSU; UC
Used in Art, Graphic Design, Computer Animation majors at CSU, Art course at UC.

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Chet Glaze

Date: 05/07/2019
<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Art</td>
<td>Art ART</td>
<td>112</td>
<td>Life Drawing</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

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<table>
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<tr>
<th>Activity Homework Hours</th>
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<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:**

**Maximum Enrollment:** 25

**Maximum Enrollment Justification:**
Course requires significant individualized instruction or assessment – check all that apply:
* Course requires graded class discussion and graded class participation.
* Course requires 3 or more oral presentations by each student per semester.
* 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: Each student is required to complete individual drawing projects that are both short and long term in duration. Each project is then individually evaluated in an oral discussion with the class.

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

**TOP code:** 1002.10

**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 develops skills needed to successfully draw the human form. Areas covered include basic anatomy, perception of form, contour drawing, and modeling. Nude models are used.

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 develops skills needed to successfully draw the nude human form. Areas covered include basic anatomy, perception of form, contour drawing, and modeling.

Need for the course:
This course is applicable to the following awards: A.A.-T in Art History for Transfer, A.A.-T in Studio Arts for Transfer, Art - Associate in Arts.

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

- ART 108 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. Develop and use basic terminology of an anatomical vocabulary.
2. Appraise the skeletal and muscular systems of the model through anatomical studies.
3. Create drawings that demonstrate an understanding of the relationship of the bone structure and muscular system with the exterior forms of the body.
4. Create drawings that demonstrate perceptual skills by accurately portraying the figure as a three-dimensional object in space.
5. Utilize basic drawing skills involving line, shape, volume, and value.
6. Distinguish the various styles used in Western art in drawing the human form.
7. Analyze and evaluate their own and other drawings for aesthetic effectiveness and the utilization of skills.

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

I. Art historical overview of the use of the figure in Western tradition
   A. Idealism
   B. Naturalism
   C. Expressionism

II. Anatomy
   A. Skeletal System
1. Types of bones and joints and their functions

2. Basic axes and proportions

3. Spine, pelvis, rib cage and shoulder girdle, and limbs

4. Skull and neck

5. Hands and feet

B. The Muscles

1. Types of muscles and how they perform

2. Trunk front side and back side

3. Muscles forms of the limbs, arm and lower limb

4. Muscles of the face and neck

C. The Figure as Form

1. What the human form can and cannot do
   a. Limitations of muscular and skeletal systems.
   b. Normal range of human scale (adult/adolescent/child)

2. Basic proportions
   a. Measuring proportions using sighting
   b. Comparing proportions from model to drawing
   c. Proportions of the human head and its relation to the human body

3. Motion and gesture
   a. 30 second gesture drawings
   b. 2 minute gesture drawings
   c. Expansion of gesture drawings in detailed studies

4. Contrapposto
   a. Line weight and its relationship to weight shift

5. Foreshortening
   a. Foreshortened arm drawings
b. Foreshortened leg drawings

c. Studies of the collapsed and foreshortened form

D. Drawing in Line

1. Contour drawing
   a. Cross and modified contour line studies of volume
   b. Blind contour studies

2. Schematic planes
   a. Faceting the head, hands, feet and torso
   b. Studying figure planes in relation to structural planes

3. Overlap and internal contour
   a. Leg and arm folding
   b. Body intersection of external form
   c. Multiple body interaction

E. Value and Light

1. Chiaroscuro
   a. High contrast studies in compressed charcoal
   b. High contrast studies in India ink
   c. Light design and figurative interaction

2. Markmaking techniques
   a. Scumble
   b. Rake
   c. Field shade
   d. Erasure
   e. Negative space
   f. Hatching

F. Principles of the critique
1. Visual analysis of technique, concept, and content
2. The figure as an expressive element

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

N/A

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

- **Method:** Lecture
  - **Integration:** Classroom lectures using slides/images and/or demonstrations of drawing techniques for the human form

- **Method:** Assigned reading
  - **Integration:** Assigned reading of texts and/or handouts to present vocabulary and reinforce concepts

- **Method:** Activity
  - **Integration:** Guided in-class student drawing activities that utilize course concepts and techniques

- **Method:** Sketchbook/study journal
  - **Integration:** Sketchbook/study journal of the figure in its' natural environment and skeletal and musculature studies

- **Method:** Activity
  - **Integration:** Recording of weekly drawing activities and decision making in a journal

- **Method:** In-class critiques
  - **Integration:** In-class critiques by the instructor, done individually and in groups, of student work

- **Method:** Observation and Demonstration
  - **Integration:** Demonstrations of sketching techniques and media utilization by the instructor

**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:** Graded evaluation of required drawings that demonstrate an understanding of the principles to be utilized

- **Method:** Oral Presentation
  - **Integration:** Class participation in critiques based on instructor's observation of the student's use of analytic technique

- **Method:** Class Work
  - **Integration:** Graded evaluation of student's weekly journal entries demonstrating proper use of anatomical terminology and written analysis of own work and development

**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. **THE MODEL AND THE SKELETON**

   **Materials:**
   - Drawing pad
   - Drawing crayon (nupastel or Conte) in two colors
   - Easel

   **Reference:** Model and mounted skeleton
   **Time:** 40-60 minutes
OBJECTIVE:
To acquire and demonstrate an understanding of the relationship of the bone structure with the exterior forms of the body.

ASSIGNMENT:
- Place the mounted skeleton on the model stand in such a way that the model and skeleton are in approximately the same pose.
- Allow 20-30 minutes to make a contour drawing of the figure from the model, using black or dark brown crayon.
- While drawing the model, glance at the skeleton and try to locate visible skeletal features on the model such as collarbones, ribs, backbone, hipbone, and cheek bones.
- When a clue to the skeleton such as the collarbone is discovered, look for its counterpoint on the other side of the body; then compare them for position using sighting techniques.
- When the life drawing is completed, draw the skeleton inside the figure, using the second color to distinguish the two drawings.

2. WEEKLY JOURNAL
Students will be required to write in a journal on a weekly basis. The journal should contain but is not limited to the following:
1. a record of each class activity, including decision making
2. descriptions of techniques and concepts introduced in class
3. anatomical notes
4. critique responses in which the student will analyze the successfulness of their own drawing projects

3. THE CRITIQUE
In a critique students usually put their drawings on the wall and discuss each in turn. 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 drawings provides other points of view on the process of learning to draw.

Student participation in critiques is important for three reasons:
1. Finding ways to verbalize what a student thinks of a drawing reinforces what each has learned in the process of doing it.
2. What students have to say to their classmates comes from a shared experience and is helpful to them for this reason.
3. Talking about work helps to understand the vocabulary of art 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.

Textbooks:

Other Resources:

Minimum Qualification
- Art (Masters Required)
Mt. San Jacinto College
Transfer Level Course Form
(for courses numbering 100 or greater) Form D

Course: ART 112
Author: Chet Glaze

Course Title: Life Drawing
Date: 05/07/2019

***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>CSU San Bernardino</td>
<td>Art 122</td>
<td>Introduction to Drawing and Life Drawing</td>
</tr>
<tr>
<td>CSU Fullerton</td>
<td>Art 117</td>
<td>Life Drawing</td>
</tr>
<tr>
<td>CSU East Bay</td>
<td>Art 274</td>
<td>Figure Drawing I</td>
</tr>
</tbody>
</table>

Rationale:

Art 122: Course has previously been deemed comparable through articulation.
Art 117: Course already deemed comparable through articulation.
Art 274: Course already deemed comparable through articulation.

CSU/UC Transfer Course:

A. Transfers to CSU; UC

1. Chet Glaze
2. Janet McCurdy--02/14/2019 (Submitter)
3. (Articulation Officer)

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION Form A2

Submitted by: Chet Glaze
Date: 02/04/2019
Catalog: 2020 - 2021
Proposed Course: ART 112 - Life Drawing
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.

Prerequisite
ART 108

It is recommended that this requisite be (reviewed).

Justification:
Students must have the skills learned in ART 108 Beginning Drawing to be successful in this more advanced class.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Chet Glaze 02/04/2019 (Submitter)
2. John Knuth 04/22/2019 (SJC Department Chair)
3. Jason Bader 04/19/2019 (MVC Department Chair)
4. Carlos Tovares 04/23/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/23/2019 (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 FA20 (2020-21 Catalog)

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Form E1

Submitted By: Chet Glaze Date: 02/04/2019

Dept: Art

1. Course Title: Life Drawing
2. Course Number: ART 112

It is recommended that the following Course: ART 108 be reviewed as a Prerequisite

Justification:
Students must have the skills learned in ART 108 Beginning Drawing to be successful in this more advanced class.

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)

Submitted By: Chet Glaze
Date: 02/04/2019
Dept: Art

1. Course Title: Life Drawing
2. Course Number: ART 112

It is recommended that the following Course: ART 108 be reviewed as a Prerequisite.

Justification:
Students must have the skills learned in ART 108 Beginning Drawing to be successful in this more advanced class.

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.

X Define and properly use drawing terminology.
X Demonstrate perceptual skills by accurately portraying three-dimensional objects in space using freehand perspective techniques: a visual analysis of relationships.
X Create, using complex three dimensional objects, drawings that demonstrate an understanding of contour and negative space.
X Create value scales using pencil, charcoal, and ink.
X Employ the fundamentals of light logic and the manipulation of values to create textures, and to analyze and describe three-dimensional forms.
X Employ linear perspective to describe objects and interior/ exterior spaces.
X Create drawings that demonstrate technical and creative skills using pencil, charcoal, and ink.
X Distinguish the aesthetic of the Western drawing tradition as compared to non-western art.
X Analyze and evaluate their own and other's drawings for their aesthetic content, visual effectiveness, and the utilization of skills.

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

FORM A1

Submitted by: Chet Glaze                    Date: 02/04/2019

Catalog: 2020 - 2021

Proposed Course: ART 121 - Color Theory

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):

No newer texts available. Updated General Ed justification to include specific GELOs. Changed TOP code from 1002.00 to 1030.00 as the latter is more inclusive of Color Theory. Updated Learning Objectives to reflect more specific goals. Added Historical content to course. Added research paper to Lab Content. Updated MOE to more accurately reflect how course work is evaluated. Updated assignments to fulfill reading/writing/out of class requirements. Removed the "formerly" course title as it was in place the minimum required 3 catalog cycles. Changed unit/hours to Activity Units.

Relation to Program Review:
ART 121 Color Theory
**Course Revision Proposal**
Chet Glaze

**Plan A**

1. C HUMANITIES

**Requisite Courses**

**Honors Courses**

**Cross Listed Courses**

**Awards Parent Course is Attached**

1. ART - A.A.-T in Art History for Transfer - Associate in Arts (Active)

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

Demonstrate problem solving skills in the process of producing art will be fulfilled through development of projects where the students make art. Demonstrate a general awareness of artistic cultures and styles will be fulfilled through lectures where examples of professional art is shown and the artist and the work is discussed. Demonstrate the use of appropriate terminology in evaluating art and design will be fulfilled through discussions in critique of the student's work and imbedded in the directions of the projects. Develop a progression of works that demonstrate their creative style, technical skill, and personal approach to subject and media will be fulfilled through multiple projects in the class, some of which will directly be added to each student's portfolio.

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

1. Chet Glaze 02/04/2019 (Submitter)
2. John Knuth 04/22/2019 (SJC Department Chair)
3. Jason Bader 04/19/2019 (MVC Department Chair)
4. Carlos Tovares 04/23/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/23/2019 (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 FA20 (2020-21 Catalog)

**Course Proposal Impact**

ART 121 Color Theory

**Course Revision Proposal**
Chet Glaze

**Plan A**

1. C HUMANITIES

**Requisite Courses**

**Honors Courses**

**Cross Listed Courses**

**Awards Parent Course is Attached**

1. ART - A.A.-T in Art History for Transfer - Associate in Arts (Active)
2. ART - A.A.-T in Studio Arts for Transfer - Associate in Arts (Active)

3. ART - Art - Associate in Arts (Active) (Elective)

4. ART - Art - Associate in Arts (Historical) (Elective)

5. ART - Art - Associate in Arts (Launched) (Elective)

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

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

1. IDS - AA Associate of Arts in Humanities (Elective)

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
   A. Transfers to CSU;UC
      Used in CSU and UC Art History, Graphic Design, Interior Design, etc.

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
   C1 - Arts, Dance, Music, Theater

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Chet Glaze Date: 05/07/2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>ART 121</td>
<td>Color Theory</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. Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<table>
<thead>
<tr>
<th>Activity Units</th>
<th>Total Units</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>3.00</td>
<td>96.00 - 108.00</td>
</tr>
</tbody>
</table>

Activity Homework Hours

71
Stand Alone:  
Program Applicable

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

General Education Justification:

GELO1: Course develops awareness of cultural and artistic expression related to color theory (historical and contemporary) in Western and Non-Western visual cultures through presentations, projects and research. GELO3: All course work required application of knowledge and skill based on individual research and exploration. The outcome of this process is expressed as works of art, oral presentation and written feedback. GELO4: All projects require a discovery phase, research phase and an evaluation phase. The projects are presented in oral critiques where the student discusses research methods and tools used in this process.

Maximum Enrollment: 30

Grading Method: Letter Grade or P/NP

Catalog Description:
This course focuses on the organization of visual elements in accordance with the principles of design and color choices. Emphasis is placed on the study of the principles, theories, and applications of additive and subtractive color in two dimensions. Topics will include major historical and contemporary color systems, production of projects in applied color, and the elements of design as they apply to color.

Schedule Description:
This course is a study of the principles, theories, and applications of additive and subtractive color in two dimensions.

Need for the course:
This is a revision and updating of an existing course which is an elective in the Art Program. It transfers as ART credits for an Art Major and as elective Humanities credits for non-majors. The name is changing because this title relates better to articulation needs to other institutions as "Color Theory." This course will be part of the AA in art and AA-T in studio Art, as well as possibly the revision of the AA in Vis Com.

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 and apply to artwork the principles of color theory including differentiated value scales using appropriate media.
2. Analyze and evaluate their own and others' artwork for visual effectiveness, and the utilization of design principles and art elements.
3. Define and properly use design terminology.
4. Create artwork that demonstrates an analysis and application of the principles of color theory including differentiated color schemes and the use of the color wheel.
5. Research historical color practices of both Western and Non-Western art cultures.
6. Apply color techniques used in various art historical periods and styles.
7. Demonstrate technical and creative skills through an assortment of tools and media.
8. Create artwork that demonstrates an understanding of the principles of composition.
9. Create artwork that demonstrates refined solutions to specific problems regarding the use of color, balance, movement, spatial relationships, and other design concerns.
10. Create artwork that demonstrates creative alternatives, explorations, and solutions.

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

I. Introduction:
   A. Safety, including the use of equipment and tools
   B. Clean up, and storage
   C. Supplies

II. Art Elements, with emphasis of the effect of color on:
   A. Point
   B. Line
   C. Shape
   D. Space and perspective
   E. Form and Modeling
   F. Value and light
   G. Texture
   H. Color

III. Design Principles, with emphasis of the effect of color on:
   A. Variety
B. Harmony

C. Movement

D. Balance

E. Emphasis

F. Pattern

G. Proportion

H. Scale

I. Dominance

J. Economy

K. Contrast

IV. Color and Technology

A. Historical overview of Western Color Theory (16th Century to present)

B. Historical overview of Non-Western Color Theory (Ancient to present)

C. Technology and Color (Additive/Subtractive/Process)

V. Composition

A. Planning and developing

B. How color is perceived - light, vision, and the brain.

VI. Color as Value
VII. Color Theory, in depth exploration of the following:
   A. Color wheel
   B. Properties, including hue, value, intensity and temperature.
   C. Color Schemes including, complementary, split complementary, analogous, monochromatic and triadic.
   D. Mixing, matching and analysis.
   E. Space as related to color.
   F. Visual phenomena including afterimage, simultaneous contrast and phantom color.
   G. Color Schemes/Systems

VIII. Methods, Techniques, Media, and Culture
IX. Presentation, portfolio, and critique
   A. Oral and written critiques evaluating and analyzing effectiveness of skill, techniques, and utilization of theory.

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

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

- **Method:** Lecture
  **Integration:** Classroom lectures using slides/images and/or demonstrations of color theory, art elements, design principles, figure/field relationships, and composition

- **Method:** Assigned reading
  **Integration:** Assigned reading of text and/or handouts dealing with the application terminologies of color, design elements/principles; as well as historical references to professional artists and their practice.

- **Method:** Projects
  **Integration:** Guided in-class work on projects dealing with topics taught in lectures and assigned reading that will lead to a critique. Projects will focus on the students' technique of art making through various media and experimentation.

- **Method:** Critique
  **Integration:** In-class critiques, done individually and in groups, of student work where the students discuss the strengths and weaknesses pertaining to their application of color choices in the composition, aesthetic, and modern/historical references in the 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:** Exams/Tests
  **Integration:** Graded evaluation of required projects that demonstrate an understanding of the principles to be utilized.

- **Method:** Oral Presentation
  **Integration:** Class participation in critiques based on instructor's observation of the student's use of analytic
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. SHAPE – POSITIVE AND NEGATIVE

OBJECTIVE: Create a composition which emphasizes and activates the negative shapes or spaces. Set up an interesting figure-ground relationship. Use color properties of intensity and temperature to make shapes appear active or inactive. The design is all-important; create a good sense of balance. Use the object as a starting point. It is unimportant if the object becomes unrecognizable.

MEANS: Object or image to draw, sketchbook, pencils, color media for thumbnails, tracing paper, paints and painting supplies, Bristol board or canvas paper.

STEP 1 - Choose an object to be the positive shapes in the composition. Obtain the image from a photo or observation of an actual 3-dimensional object. This object or thing should have negative spaces: your hand, a fork, fence, tree, chair, bicycle, etc.

STEP 2 - Draw or trace the object outlining the image simply (contours), being sure to include the object's negative shapes.

STEP 3 - Use the basic shape to sketch at least 5 thumbnail compositions. Use color in your thumbnails.
   • The positive shape may be used only once (large) or repeated (small) as a motif.
   • The positive shape or image should touch the format edge in at least 2 places (this automatically creates negative spaces).
   • There should be a minimum number of negative shapes: 1 large, 2 medium, and 4 small negative shapes.
   • The negative shapes are to be emphasized, activated, and integrated along with the positive shapes.

STEP 4 - Transfer the best composition to Bristol board or canvas paper. To judge which is best look for an interesting balance of the shapes, both positive and negative. Remember that verticals and horizontals are “stable” and diagonals are “dynamic”. Reserve a white border around the composition.

STEP 5 - Craftsmanship and neatness are extremely important: use opaque paint with no visible pencil outlines, ragged edges, smudges, or smears. You may need to use more than one layer of paint. Remember the negative shapes are to be emphasized. Don’t be surprised if you find that your color may need to be adjusted once the whole surface is covered.

2. THE CRITIQUE

During critique your artwork needs to be hung and we will discuss each in turn. Discussing work in a critiquing situation gives you the opportunity to put into words thoughts and realizations that your peers may not know they had. Talking about everyone’s artwork provides other points of view on the process of learning to create and implications of your decisions in many subjective viewpoints.

Student participation in critiques is important for three reasons:

1. Finding ways to verbalize what a student thinks of an artwork reinforces what each has learned in the process of doing it.
2. What students have to say to their classmates comes from a shared experience and is helpful to them for this reason.
3. Talking about work helps to understand the vocabulary of art 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.

3. INTERACTION OF COLOR- OUT OF CLASS PROJECT

Using the concepts outlined in Josef Albers’ Interaction of Color, develop a project that demonstrates these ideas. Choose three.
- Which materials will be used? (Paint, pigmented paper, digital media, etc)
- Which of the Albers concepts will be addressed? (Simultaneous contrast, 7 Contrasts, etc)
- What do you hope to understand with this project? (Better definition of color relationships, More dynamic range of color, etc)
- How will the work be presented? (Physical display, slide lecture presentation, etc)

Type up a 2 page prospectus outline and discuss with professor. After discussion, create your project and be sure to include your notes on your process.

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Art (Masters Required)

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

<table>
<thead>
<tr>
<th>Course:</th>
<th>ART 121</th>
<th>Course Title:</th>
<th>Color Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Chet Glaze</td>
<td>Date:</td>
<td>05/07/2019</td>
</tr>
</tbody>
</table>

***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.

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<tr>
<th>CSU or UC campus</th>
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<th>University Course Title</th>
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</thead>
<tbody>
<tr>
<td>CSU Long Beach</td>
<td>Art 132</td>
<td>Foundation Color Theory</td>
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<tr>
<td>CSU Northridge</td>
<td>ART 148</td>
<td>Color Theory</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>ID 240</td>
<td>Color and Design</td>
</tr>
</tbody>
</table>

**Rationale:**

Art 132: Course previously deemed comparable through articulation.

**CSU/UC Transfer Course:**

A. Transfers to CSU;UC

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

C1 - Arts, Dance, Music, Theater

1. Chet Glaze — 02/13/2019 (Submitter)
2. Janet McCurdy — 02/13/2019 (Articulation Officer)

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**Mt. San Jacinto College**

Request for Placement on Curriculum Committee Agenda

**COURSE Form A1**

Submitted by: Chet Glaze  
Date: 02/04/2019

Catalog: 2020 - 2021

Proposed Course: ART 141 - Illustration

Proposal Type: Course Re-Activation

This course is Stand Alone

**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 BIO, etc.

Removed art 108 as prerequisite and changed to recommended prep. This course is being reactivated to eventually become part of the Visual Communications ADT. Changed unit/hours to Activity Units.

**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")

As this course is currently being reactivated, there is no current data relating it to a recent program review.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

Demonstrate problem solving skills in the process of producing art. - This course contains a series of projects where the student must learn to communicate through use of image and organization of image. Demonstrate the use of appropriate terminology in evaluating art and design. - Illustration is one of few courses we offer that is a blend between fine and commercial art. Proper use of terminologies is necessary through critique of others' works. Develop a progression of works that demonstrate their creative style, technical skill, and personal approach to subject and media. - This course is the only course in our department that focuses on hand renderings of imagery in order to communicate or promote a visual story, idea, or design promotion. All works will develop those skills of visual communication.

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

1. Chet Glaze — 02/04/2019 (Submitter)
2. John Knuth — 04/22/2019 (SJC Department Chair)
ART 141 Illustration

**Course Re-Activation**

Chet Glaze

Plan A

1. (C) Humanities

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

1. ART - Art - Associate in Arts (Launched) (Elective)

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course

B. Transfers to CSU

This course is a elective option on the Studio Art ADT. Course to course with CSU Long Beach & Channel Islands
## Art ART 141 Illustration

### 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.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<table>
<thead>
<tr>
<th>Activity Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
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<th>Activity Contact Hours</th>
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<tbody>
<tr>
<td>96.00 - 108.00</td>
<td>96.00 - 108.00</td>
</tr>
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<table>
<thead>
<tr>
<th>Activity Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

### General Education Justification:

- **Maximum Enrollment:** 25
- **Maximum Enrollment Justification:** Course requires significant individualized instruction or assessment – check all that apply:
  - * Course requires graded class discussion and graded class participation.
  - * Course requires 3 or more oral presentations by each student per semester.
  - * 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:** Students are assigned 5-6 individual projects each semester. These projects require one-on-one feedback during and after completion. Students will then present and explain their work in a group oral critique.

### Grading Method:
- Letter Grade or P/NP

### TOP code:
- 1030.00*

### 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 will investigate illustration as a specific form of visual communication and its relationship to written information. Imagery generation and refinement in both black and white and color will be explored as well as the historical development of illustration in advertising. The course will focus on traditional studio methods involving drawing and painting as well as the materials and techniques most compatible with publishing.

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 studio-based course using drawing and painting to explore the conceptual and technical aspects of illustration.

Need for the course:
This course is being reactivated to eventually be included in our ADT offerings in Visual Communications. Illustration is a specialized form of drawing and painting, which differs in both purpose and technology from regular studio courses in those areas. This course will introduce to drawing and painting students a commercial application for their artistic skills.

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.

Suggested 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. Distinguish the various styles and purposes illustration has served in an historical context.
2. Develop illustration compositions that demonstrate a comprehension of the principles of design.
3. Apply methods of illustration to the graphic design discipline.
4. Create illustrations using a variety of styles, techniques and media.
5. Develop illustrations that examine imagery as metaphor.
6. Create work that demonstrates an acceptable mastery of hand skills using various materials.
7. Operate under the constraints of deadlines and within the parameters of predetermined visual formats.
8. Analyze and evaluate their own and others' finished work for visual effectiveness and successful application of materials.

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

I. Rendering skills
   A. Materials
      1. Pen and ink, colored markers, water colors, acrylics and mixed media.
2. Illustration board, canvas, paper and acetate.


B. Techniques
   1. Applying washes, cross-hatching, glazing, drawing and painting.

II. Principles of design in illustration
   A. Space, color, negative space and typography
   B. Proportion and scale
   C. Predetermined formats
   D. Composition

III. Professional practices
   A. Development of concepts
      1. Thumbnails
      2. Refinement of idea
   B. Time management

IV. Styles
   A. Photo/realistic illustration
      1. Photographic reference materials; a “morgue”
      2. Tracing and projected images
   B. Stylization
      1. Simplification
      2. Expressionism

V. Imagery as metaphor
   A. Symbols and images for emotions
   B. Symbols and images for states of being

VI. Historical overview of illustration
   A. Ancient illustration methods from Lascaux, Egypt, Greece and Rome
B. Manuscript illuminations
C. The effects of the printing press on illustration
D. The “Golden Age” of illustration
   1. Frederick Remington
   2. N.C. Wyeth
   3. Howard Pyle
E. The effects of war and propaganda on illustration
F. The influence of illustrators on modern society

VII. Principles of presentation, portfolio and critique
A. Mounting and matting consideration
B. Visual analysis of technique, content and concept

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

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

- **Method:** Lecture
  Integration: Classroom lectures and demonstrations using examples of current illustration techniques and media.

- **Method:** Assigned reading
  Integration: Assigned reading of text or handouts pertaining to assignments.

- **Method:** Directed Study
  Integration: Guided in-class student designing and painting activities that utilize course concepts and techniques.

- **Method:** Journal
  Integration: Maintaining a weekly journal of lecture notes, decision making, observations and examples of illustrations.

- **Method:** Slides/Images
  Integration: Classroom lectures using slides/images to present the historical and aesthetic background of illustration and its influence on society.

- **Method:** Critique
  Integration: In class critiques by the instructor, done individually and in groups, of student 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:** Class Performance
  Integration: Graded evaluation of assigned work that demonstrates an understanding of the principles and technical skills of illustration.
• **Method:** Oral Presentation
  **Integration:** Class participation during critiques of student work based on the instructor’s observation of student’s use of analytic technique

• **Method:** Graded evaluation
  **Integration:** Graded evaluation of journal entries that demonstrate an understanding of the terminology, techniques and requirements of an illustrator and written analysis of their own work and development.

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**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:

**Cartoon illustration in two colors (preceded by lecture)**

I. Read each of the three humorous articles in the hand-out.

II. Choose one of the three articles in the hand-out to illustrate.

III. Create at least ten thumbnails to explore various directions and solutions to best illustrate the story you have chosen.

IV. Select three of these and further refine them.

V. Create a final, two-color version on 11x14 illustration board.

VI. Attach a cover sheet for presentation.

**Supplemental**
Consider the value of humor in advertising. How has humor in advertising changed in the past fifty years? Include examples of humor, both subtle and blatant, in your journal with at least three examples of each.

**Cover Design with Portrait (preceded by lecture)**

I. Using the format of Time Magazine, design a cover, portraying yourself as Person of the Year.

II. Develop thumbnails to explore various versions of yourself have fun. Portray yourself as a politician, athlete, rock star or bike whatever.

III. Refine three of these concepts for further analysis.

IV. Choose one of these to take to the next level of development.

V. Create a “mock-up” cover using markers.

VI. Execute a final version of the portrait with acrylics and mixed media.

VII. Attach cover sheet for presentation

**Supplemental**
Investigate the many styles of cover portraits that are used in illustration including formal, casual, caricature, cartoon, black and white and color. These portraits are rendered with oils, acrylics, pen and ink, air-brush, pastels, pencils, or created by computer or produced photographically.

Select and identify one of each of these and include them in your journal. What changes have occurred in illustration in recent years that affect the illustrator? Find examples of at least three different styles of cover illustrations to include in your journal.
Visual Analysis - CRITIQUE

During a class critique use this opportunity to verbalize thoughts and realizations that otherwise may not be addressed. Discussing artwork as a group enhances comprehension of the process and aids in learning through analyzing the work of fellow students. Vocabulary is reinforced through discussion and your peers will benefit from incorporating the learning experiences of others into their own.

Class critiques are valuable for a variety of reasons:

I. They encourage the student to verbalize ideas. This process provides other points of view to be considered by the student illustrator.

II. Discussion reinforces learned vocabulary.

III. The critique is a collaborative exercise that gives students the benefit of analyzing and evaluating their own and others’ projects.

Sketchbook/journal

This course contains a requirement to maintain a weekly journal/sketchbook. Any handouts can be taped into the sketchbook. The journal should contain but is not limited to the following:

I. A record of daily activities.

II. Descriptions of techniques and concepts introduced in class.

III. Definitions of new vocabulary.

IV. Professional, published examples (tear-sheets) of class projects.

V. Course syllabus, hand-outs, reference material and project outlines.

VI. Sketches and notes.

VII. Decision making

Textbooks:


Other Resources:

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

<table>
<thead>
<tr>
<th>Course:</th>
<th>ART 141</th>
<th>Course Title:</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Chet Glaze</td>
<td>Date:</td>
<td>05/07/2019</td>
</tr>
</tbody>
</table>

***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>CSU Channel Island</td>
<td>Art 203</td>
<td>Illustration</td>
</tr>
<tr>
<td>CSU East Bay</td>
<td>Art 260</td>
<td>Introduction to Illustration</td>
</tr>
<tr>
<td>California Polytechnic University, Pomona</td>
<td>VCD 2311A</td>
<td>Illustration Activity</td>
</tr>
</tbody>
</table>

**Rationale:**

Art 203: Course already deemed comparable through articulation.
Art 260: Course already deemed comparable through articulation.
VCD 2311A: Course already deemed comparable through articulation.

**CSU/UC Transfer Course:**

B. Transfers to CSU

1. Chet Glaze *(Submitter)*
2. Janet McCurdy--02/14/2019 *(Articulation Officer)*

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION Form A2

86
Chet Glaze     02/04/2019 (Submitter)

John Knuth    04/22/2019 (SJC Department Chair)

Jason Bader    04/19/2019 (MVC Department Chair)

Carlos Tovares    04/23/2019 (SJC Instructional Dean)

Rickianne Rycraft 04/23/2019 (MVC Instructional Dean)

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**Catalog:**
2020 - 2021

**Proposed Course:**
ART 141 - Illustration

**Proposal Type:**
Course Re-Activation

---

**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 108

It is recommended that this requisite be (added).

**Justification:**
The skills recommended in preparation for Art 141 are taught in Art 108. To provide greater flexibility to students with pre-existing drawing skills, Art108 should be a recommended preparation only.

---

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

1. Chet Glaze     02/04/2019 (Submitter)
2. John Knuth    04/22/2019 (SJC Department Chair)
3. Jason Bader    04/19/2019 (MVC Department Chair)
4. Carlos Tovares    04/23/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/23/2019 (MVC Instructional Dean)

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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 FA20 (2020-21 Catalog)

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

**Form E1**

**Submitted By:**
Chet Glaze

**Dept:**
Art

1. **Course Title:**
Illustration

2. **Course Number:**
ART 141

It is recommended that the following Course : ART 108 be added as an Advisory

**Justification:**
The skills recommended in preparation for Art 141 are taught in Art 108. To provide greater flexibility to students with pre-existing drawing skills, Art108 should be a recommended preparation only.

**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)

submitted by: Chet Glaze

Date: 02/04/2019

Course Title: Illustration

Course Number: ART 141

It is recommended that the following course: ART 108 be added as an advisory

justification:
The skills recommended in preparation for Art 141 are taught in Art 108. To provide greater flexibility to students with pre-existing drawing skills, Art 108 should be a recommended preparation only.

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.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a composition that demonstrates aesthetic awareness in both Western and Non-Western art.</td>
<td></td>
</tr>
<tr>
<td>Define and properly use drawing terminology.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate perceptual skills by accurately portraying three-dimensional objects in space using freehand perspective techniques: a visual analysis of relationships.</td>
<td></td>
</tr>
<tr>
<td>Create, using complex three dimensional objects, drawings that demonstrate an understanding of contour and negative space.</td>
<td></td>
</tr>
<tr>
<td>Create value scales using pencil, charcoal, and ink.</td>
<td></td>
</tr>
<tr>
<td>Employ the fundamentals of light logic and the manipulation of values to create textures, and to analyze and describe three-dimensional forms.</td>
<td></td>
</tr>
<tr>
<td>Employ linear and atmospheric perspective to describe objects and interior/ exterior spaces.</td>
<td></td>
</tr>
<tr>
<td>Create drawings that demonstrate technical and creative skills using pencil, charcoal, and ink.</td>
<td></td>
</tr>
<tr>
<td>Distinguish the aesthetic of the Western drawing tradition as compared to non-western art.</td>
<td></td>
</tr>
<tr>
<td>Analyze and evaluate their own and other's drawings for their aesthetic content, visual effectiveness, and the utilization of skills</td>
<td></td>
</tr>
</tbody>
</table>

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

COURSE

Submitted by: Alan Marsala
Date: 02/21/2019
Catalog: 2020 - 2021
Proposed Course: AUD 180 - Video Production I or DIG 190 - Video Production I
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):

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.

UPDATED: Merging DIG190 with AUD180. Updated Textbook with a 2019 resource. Comparable courses from CSUs added. Changes to Existing DIG190 to merge with existing AUD180 include: DIG190 course title changing to Video Production I to align with the merge. Units for DIG190 were previously 3 lecture - changing to 2 lecture/1 lab, class max changes from 30 to 26, Top code changing from 0614.00 to 0604.20. Changes to AUD180 include adding recommended preparation of DIG110. Removing the formerly AUD-152. The need for the course has been updated to include all the awards both courses are part of. REVISED 4/30/19 A.S.-T in Film, Television, and Electronic Media for Transfer Associate in Science added to "Need for the Course" and "Broadcasting Technology" has been added to Minimum Qualifications along with Multimedia (or).

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")
The Annual Program Review has dictated in section I.B that DIG190 is to be aligned with the AUD AST (which requires proper curriculum changes and crosslisting with AUD180).

**Course Revision Proposal**

Alan Marsala

Plan A

Requisite Courses

1. AUD-183 Video Production II *Active*
2. AUD-185 Television Studio Production & Broadcast *Active*
3. DIG-191 Digital Video Design II *Active*
4. DIG-192 Digital Video Editing *Active*
5. DIG-193 Production Management *Active*
6. DIG-194 Virtual Reality *Active*

Honors Courses

Cross Listed Courses

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

This course is consistent with the department's DLO’s. Over the course of a semester, students will learn and apply theories of both audio and video origins, they will operate both audio and video components (cameras, lights microphones and editing software) and will apply critical thinking skills as they create, film and edit a video production. This course is designed to prepare students to enter the video production industry.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Alan Marsala 02/21/2019 (Submitter)
2. (SJC Department Chair)
3. Alan Marsala 04/19/2019 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 04/20/2019 (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 FA20 (2020-21 Catalog))

Course Proposal Impact

AUD 180 Video Production I

**Course Revision Proposal**

Alan Marsala

Plan A

Requisite Courses

1. AUD-183 Video Production II *Active*
2. AUD-185 Television Studio Production & Broadcast *Active*
3. DIG-191 Digital Video Design II *Active*
4. DIG-192 Digital Video Editing *Active*
5. DIG-193 Production Management *Active*
6. DIG-194 Virtual Reality *Active*
Awards Parent Course is Attached

1. AUD - A.S.-T in Film, Television, and Electronic Media for Transfer - Associate in Science (Active)

2. AUD - A.S.-T in Film, Television, and Electronic Media for Transfer - Associate in Science (Pending)

3. AUD - Advanced Audio Technology - Certificate (Historical) (Elective)

4. AUD - Advanced Audio Technology - Certificate (Historical) (Elective)

5. AUD - Audio Technology - Certificate (Active) (Elective)

6. AUD - Audio Technology - Certificate (Historical) (Elective)

7. DIG - Digital Media - Certificate (Active) (Elective)

8. DIG - Digital Media - Certificate (Historical) (Elective)

9. MUL - Multimedia - Certificate (Historical) (Elective)

10. MUL - Multimedia - Certificate (Historical) (Elective)

11. MUL - Video Production - Employment Concentration (Historical) (Required)

12. MUL - Video Production - Employment Concentration (Historical) (Required)

13. MUL - Video Production - Employment Concentration (Historical) (Required)

14. PHOT - Photography - Certificate (Active) (Elective)

15. PHOT - Photography - Certificate (Historical) (Elective)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

O_awards: 0,20,266,19,477,433,143,323,231,159

1. AUD - Advanced Audio Technology - Associate in Arts (Historical)

2. AUD - Audio Technology - Associate in Arts (Active)
3. AUD - Audio Technology - Associate in Arts (Historical)

4. DIG - Digital Media - Associate in Science (Active)

5. DIG - Digital Media - Associate in Science (Historical)

6. MUL - Multimedia - Associate in Science (Historical)

7. MUL - Multimedia - Associate in Science (Historical)

8. PHOT - Photography - Associate in Science (Active)

9. PHOT - Photography - Associate in Science (Historical)

General Education/Degree/Transfer Course

CSU/UC Transfer Course
A. Transfers to CSU;UC
Major course requirement for ADT degree. UC transferable and CSU major preparation. C-ID FTVE 130

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>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Technology</td>
<td>Audio Technology AUD</td>
<td>180</td>
<td>Video Production I</td>
</tr>
<tr>
<td>Digital Media</td>
<td>Digital Media DIG</td>
<td>190</td>
<td>Video Production 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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<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 Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Total Contact 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>

<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
<th>Lab Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.00 - 72.00</td>
<td>0</td>
</tr>
</tbody>
</table>

Stand Alone:
Program Applicable

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

- none -
General Education Justification:

Maximum Enrollment: 26

Maximum Enrollment Justification: 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.

Grading Method: Letter Grade or P/NP

TOP code: 0604.20*

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:
(If the number of words exceeds 75, please refer to the text for an example word count restriction.)

This course introduces students to the theoretical concepts and equipment operations of video production. Students will learn basic camera operations, lighting techniques, production techniques, audio-for-video techniques and video editing. Other topics covered in this course include acting, directing, storyboard, scripting, and production ethics.

Schedule Description:
(If the number of words exceeds 25, please refer to the text for an example word count restriction.)

This course introduces students to the concepts and equipment operations of video production. Students learn basic camera operations, lighting, production techniques, audio techniques and editing.

Need for the course:

The Digital Media program requires an introductory video production course to facilitate student transfer and career success. Individuals working in the digital media industry are expected to know basic video production and audio skills. This class fulfills 3 elective units that can be applied toward one or more of the following: Audio Certificate, Advanced Audio Certificate, Associates Degree in Audio Technology, Certificate in Digital Media Design, Certificate in Video Production, Certificate in Visual Effects, Associates Degree in Digital Media (Formerly "Multimedia). A.S.-T in Film,
Television, and Electronic Media for Transfer Associate in Science

**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.

- DIG 110

**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 historical advancements and techniques in film/video production.
2. Create appropriate planning documentation for video projects, e.g. storyboards, scripts and production schedules.
3. Analyze and choose the appropriate equipment for a video production project.
4. Appraise appropriate techniques of directing and acting for a video production.
5. Construct a comprehensive timeline within a video editing program.
6. Evaluate the audio within a video project and present a list of items for improvement.
7. Assess the various lighting needs for video productions.

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

I. History of Video
   A. Major innovations and mile-stones
      1. Philo Farnsworth
      2. Kinescope
      3. Ampex
         a. Charles Ginsburg
         b. Helical drum/heads
      4. Digital Video
         a. Sampling rates
         b. Compression Formats
            i. MPEG-2
            ii. MPEG-4
         c. Blu-ray
d. HDTV Broadcast

5. Documentary Film
   a. Robert Flaherty
   b. Types of Documentary
   c. Documentary Ethics

II. Progressive Scanning Vs. Interlaced
   A. Frame Rate Standards
      1. 24
      2. 29.97
      3. 30
      a. Drop frame
      b. Non-drop frame

III. Standard Definition

IV. High Definition

V. Concepts of Directing and Acting
   A. Directing
      1. Conceptualization
         a. Play/Theatrical Style
         b. Documentary Style
      2. Conveying the "Director's Vision"
      3. Working with actors and crews
   B. Acting
      1. "Parts" Vs. Characters
      2. Movement for actors/host
      3. Reading, memorizing scripts
      4. Delivering a believable performance
VI. Pre-production:
A. Planning and Scheduling
B. Scripts and storyboards
   1. Continuity
C. Talent
D. Equipment Needs
E. Locations/sets/studios
F. Production staff
G. Props/Set dressing

VII. Production
A. Equipment
   1. Cameras
      a. Lens
         i. Exposure: Shutter Speed, Aperture, ISO
         ii. Focus
         iii. Neutral density filters
         iv. Zooming
         v. Stabilizers
      b. White balance
      c. Contrast pedestals
         i. When to use them
         ii. When not to use them
      d. Aspect ratios
      e. Audio inputs
         i. Balanced (XLR)
         ii. Balanced (RCA & 1/4 inch)
Matting

Shoulder mounts

Steady cam

Tripod

O/Panning

Tilting

Dolly

Jib (Crane)

Lighting

Basic Concepts

Color

Diffusion

Reflections

Angles

1. Lighting Styles
   a. Studio, Video, Film
   b. Location Lighting

2. Lighting Instruments
   a. Field recorders
   b. Mixers
   c. Boom/blimp/mics

3. Appropriate Use

4. Booming Basics

B. Lighting

1. Basic Concepts
   a. Color
   b. Diffusion
   c. Reflections
   d. Angles

2. Lighting Styles
   a. Studio, Video, Film
   b. Location Lighting

3. Jib (Crane)
   a. O/Panning
   b. Tilting

4. Tripod
   a. Steadicam

5. Dolly

6. Shoulder mounts

1. Audio

   a. Equipment

   b. Mixers

   c. Boom/blimp/mics

   d. Appropriate Use

   e. Booming Basics
ii. Balancing direct and indirect sources

iii. Calculated Capture of Perspectives

a. Wireless Microphones

i. Appropriate Use

ii. Placement

D. Scene Composition

1. Framing

2. Composition

3. Perspectives to force the third dimension.

VIII. Post-Production

A. Editing Software

1. Timeline

2. Clips

   a. Import/Ingest

   b. Trimming

   c. Import to Timeline

3. Transitions

4. Video Effects

5. Text and Keyframed Motion
B. Audio
   1. Music
      a. Appropriate choices
      b. Use of copywritten Material
      c. Editing to Musical Emphasis
   2. Dialog/Narration
   3. Sweetening
   4. Mixing

C. Editing Techniques
   1. Telling a cohesive story
   2. Mixing the elements of audio, video, and graphical effects

D. Moral and Ethical Responsibilities
   1. The social and psychological power of Video/Film

E. Project Export
   1. Types and difference of files
      a. MP4, AVI, MP3, etc
      b. Bitrate
      c. Video and audio compression
      d. Aspect Ratios
      e. Preparing Video for the Internet

IX. Portfolio
   A. Demo Reel

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

Lab Content for Video Production 1
   I. Camera and related Equipment
      A. Proper set-up and use of tripod
1. Proper mounting of Camera to tri-pod
2. Panning
3. Tilting

B. Camera

1. Primary functions
   a. Power
      i. Camera functions
      ii. Playback functions
   b. Focus ring
   c. Aperture/Iris ring
   d. Zoom
      i. Ring
      ii. Rocker
   e. Neutral Density filters
   f. Video gain functions
   g. White Balance
   h. Automated functions
      i. Audio Input Functions
         i. Gain
         ii. Limiters
         iii. Microphones
            i. Dynamic
            ii. Condenser
               i. Phantom Power
            iii. Wireless
         iv. Level display
II. Lighting and related equipment

A. Light stands

B. 4 point set-up
   1. Key
   2. Fill
   3. Rim
   4. Background

C. Close-quarter lighting
   1. Bounce
   2. Filters
   3. Screens

D. Outdoor Lighting
   1. Placement
   2. Screens
   3. Filters

III. Audio

A. Booming
   1. The boom
      a. Length
      b. Proper placement
      c. Proper techniques
   2. The mic
      a. Shot-gun/boom
      b. Short shot-gun vs. long shot gun
   3. the Blimp
      a. Shock mount
b. Windscreen

c. Connection

i. Direct to camera

ii. Direct to field recorder

IV. Project Production

A. Preproduction

1. Creating a Treatment

   a. What belongs in a treatment

2. Story Boarding

3. Scripting

4. Timeline

5. Crew Positions

B. Production

1. On-location

2. In studio

3. Proper educate

4. Equipment care

V. Editing

A. Software-based

1. Key features

   a. Importing

   b. Media bins

   c. Monitors

      i. Preview

      ii. On-line

   d. Timeline
i. Cursor location
ii. Video hierarchy
iii. Audio hierarchy

e. Editing tools

i. Intelligent selection
ii. Trimming
iii. Crossfade
iv. Opacity
v. Video effects
vi. Audio effects

f. Clips

i. Organization
ii. Proper use
iii. Proper placement

g. Audio

i. The mixer
ii. Audio effects

i. Time-based
ii. Dynamic

iii. Stereo

i. Music
ii. Sound effectS

iv. Mono

i. Narration
ii. Boom mic

v. Equalization
B. **Telling the story**

1. Appropriate use of crossfade
   a. Cuts vs crossfades
      i. Jump cuts

2. Appropriate use of video effects

3. Music choices

4. Approval

5. Exporting

**Methods of Instruction:**

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

- **Method:** Lecture  
  **Integration:** Lecture presentations will include an overview of the history of video, its integration and impact on societies and cultures, and the future of video technology.

- **Method:** Small groups analysis  
  **Integration:** Under the guidance of the instructor, students will organize into small groups to analyze, collaborate, and produce a video project.

- **Method:** Observation and Demonstration  
  **Integration:** Students will observe and demonstrate proper techniques for color balance, focus, camera motion, microphone booming and audio sweetening.

- **Method:** Film/video Viewing and Discussion  
  **Integration:** Films and videos (either in their entirety or in clips) will be used to address such topics as proper lighting techniques; camera movement and motion; aspects of forcing the third dimension in a two-dimensional medium; the audio quality of camera mics vs. boom mics, and depth-of-field techniques.

**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:** Homework  
  **Integration:** Homework projects will include technical research papers, mini-essays, video treatments and scripts. Evaluation will be based on the ability to follow instruction, accuracy of content, accuracy of format, and the ability to convey an idea through writing.

- **Method:** Video Projects  
  **Integration:** Students will produce and edit a 3 to 5 minute video adhering to the guidelines set by the instructor. Evaluation will be based on the ability to create a cohesive timeline from the available video/audio clips; the proper use of transitions; the proper use and placement of narration; the proper use of color-correction techniques, and the ability to perform a well-balanced audio mixdown.

- **Method:** Exams/Tests  
  **Integration:** Both written and practical examinations covering equipment (video, audio and lighting), terms/definitions, and historical attributes of the video industry.

- **Method:** Class Work  
  **Integration:** Class work such as operating a video camera and mic-boom operation will be part of the student's daily expectation. Assessment of framing (How did the student apply the Rule-of-Thirds?), perspective (Were the “6 Points to Force a 3-D Perspective” followed?), and of the student's ability to capture clear, targeted audio will be part of the evaluation process.
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:

Sample Assignment I:
Production of a Public Service Commercial

Objectives:
1. To create a project that visually displays a purpose or theme.
2. To create a working project storyboard.

Select a theme and scenario, then create a 60 second video which demonstrates your knowledge of video concepts. You will be responsible for turning in the following for a grade: A completed 60 second video, the working storyboard used in its production, and a written treatment.

Pre Production:

Storyboard:
Develop a treatment (written overview) of the project and submit that to the instructor for approval and comment. After your project has been approved, develop a storyboard which you will continue to modify throughout the production process.

Acquisition of Content Material and Resources: As part of your storyboard, develop a list of needed content elements and how they will be acquired. (What resources will be needed to complete the project?)

Time: Exactly 60 seconds long.

Content:
1. Must include music and/or sound effects and voice over tracks (a narrative).
2. Must include title images and text.

Production:

Film/video the sequences of the storyboard you presented.

Post Production:

Complete a rough edit of your video. Screen your rough edit with two other members of your class for critique. After the screening, perform a final edit and submit the production along with the storyboard and written overview to the instructor.

Sample Assignment II:
Audio Sweetening

Objective:
Ability to analyze and use audio techniques to sweeten a video project.

Assignment:
You will be given a 60 second commercial. Your assignment is to analyze the audio content and present it to the instructor (in writing). Once approved, you will repair the audio by using equalization, noise filters, and “sweetening” techniques as described and practiced in class. You will re-render and burn this project to a DVD, and submit this to the instructor for grading.

Textbooks:


Other Resources:

Minimum Qualification

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

Course: AUD 180
Author: Alan Marsala

***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>CSU Fullerton</td>
<td>RTVF 225</td>
<td>Production for Non-Production Track</td>
</tr>
<tr>
<td>CSU Northridge</td>
<td>CTVA 260</td>
<td>Introduction to Digital Filmmaking</td>
</tr>
</tbody>
</table>

Rationale:

RTVF 225: This course is a single-camera production course that discusses theory, practice of producing projects and pre-production planning. These are the core functions of AUD180.

CTVA 260: Placing an emphasis on digital media, this course provides an introduction to the basic techniques of video production and editing.

CSU/UC Transfer Course:
A. Transfers to CSU;UC

1. Alan Marsala
2. Janet McCurdy--02/28/2019

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

Submitted by: Alan Marsala
Date: 02/21/2019

Catalog: 2020 - 2021

Proposed Course: AUD 180 - Video Production I or DIG 190 - Video Production I

Proposal Type: Course Revision Proposal
Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Alan Marsala</th>
<th>Date:</th>
<th>02/21/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Audio Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Video Production I or Video Production I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>AUD 180 or DIG 190</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that the following **Course**: DIG 110 be added as an **Advisory**

Justification:

Students who have had DIG 110 are more comfortable in the Adobe software environment and they are more prepared for communication across digital media platforms. However, making this a prerequisite adds units to the ADT so we are recommending it only.

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

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

Form E2

Submitted By: Alan Marsala
Date: 02/21/2019

Dept: Audio Technology

1. Course Title: Video Production I or Video Production I
2. Course Number: AUD 180 or DIG 190

It is recommended that the following Course: DIG 110 be added as an Advisory.

Justification:
Students who have had DIG 110 are more comfortable in the Adobe software environment and they are more prepared for communication across digital media platforms. However, making this a prerequisite adds units to the ADT so we are recommending it only.

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.

- Develop digital media communication techniques that support multiple media devices, address audience demographics, and adhere to copyright law.
- Apply design and typography principles to digital media.
- Evaluate the communication of typographical elements in digital media production.
- Produce digital storyboards evidencing storytelling, typographical elements and image production techniques.
- Create a responsive web page that communicates through typography, text, images, audio, and video.
- Combine vector typography with raster images to communicate products or services.
- Assemble voice recording, audio effects and music and output to a digital media device.
- Develop a video from a timeline animation and export the resultant video to a digital media device.

☐ 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>COURSE</th>
<th>Form A1</th>
</tr>
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<tbody>
<tr>
<td>Submitted by:</td>
<td>Suzanne Uhl</td>
</tr>
<tr>
<td>Date:</td>
<td>03/14/2019</td>
</tr>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>COMM 113 - Oral Interpretation of Literature or THA 113 - Oral Interpretation of Literature</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</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.

**This course was updated to clarify alignment with C-ID descriptors and to be more current.**

**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 forensics and the performance concentration within our department. It serves as an option for our ADT, List B. It transfers to both CSU & UC and meets the CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages requirement.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

Comm 113, Oral Interpretation, meets the first PLO by addressing the impact of delivery upon the audience, regardless of context. The third PLO is met via the individual and group performances involved in this course.

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

1. Suzanne Uhl 03/14/2019 (Submitter)
2. Mike Fleming 04/19/2019 (SJC Department Chair)
3. Suzanne Uhl 04/18/2019 (MVC Department Chair)
4. Carlos Tovares 04/20/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/19/2019 (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 FA20 (2020-21 Catalog)

**Course Proposal Impact**

COMM 113 Oral Interpretation of Literature

**Course Revision Proposal**

Suzanne Uhl

**Plan A**

1. C HUMANITIES

**Requisite Courses**

1. COMM-160 Debate and Forensics Activities *Active*

2. COMM-160 Debate and Forensics Activities *Pending*

**Honors Courses**

**Cross Listed Courses**

1. THA 113

**Awards Parent Course is Attached**
1. COMM - A.A.-T in Communication Studies for Transfer - Associate in Arts (Active)

2. COMM - A.A.-T in Communication Studies for Transfer - Associate in Arts (Historical)

3. COMM - Communication - Associate in Arts (Historical) (Elective)

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

**Awards Current Course is Attached**

*(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).*

1. IDS - AA Associate of Arts in Humanities (Elective)

**Other Awards**

**General Education/Degree/Transfer Course**

CSU/UC Transfer Course

B. Transfers to CSU

Approved as a List B course option on the Comm Studies ADT and approved C-ID COMM 170

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

C1 - Arts, Dance, Music, Theater

---

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

<table>
<thead>
<tr>
<th>Form B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by: Suzanne Uhl</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>Communication</td>
<td>Communication</td>
<td>COMM</td>
<td>113</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>Theater Arts</td>
<td>THA</td>
<td>113</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.

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

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>3.00</th>
<th>Total Units</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Contact Hours</td>
<td>48.00 - 54.00</td>
<td>Total Contact Hours</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>
Lecture Homework Hours
96.00 - 108.00

Stand Alone:
Program Applicable

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

General Education Justification:

Comm 113/THA 113 deals directly with the cultural and artistic expression of human beings (GELO 1). Literature has long been a central way in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation. This course helps students develop aesthetic understanding and an ability to make judgments of literature in both analysis and performance (GELO 5).

Maximum Enrollment: 30

Maximum Enrollment Justification:
Course requires significant individualized instruction or assessment – check all that apply:
* Course requires graded class discussion and graded class participation.
* Course requires 3 or more oral presentations by each student per semester.
* 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: Comm 113 is an oral performance course. Students will give multiple presentations individually and in small groups. In order to adequately allow for all these in class performances and evaluations, the class size must be kept small so that there remains enough time to cover all course content through lecture and the like.

Grading Method:
Letter Grade or P/NP

TOP code: 1506.00

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 analyzes the art of communicating works of literary merit to an audience; it is an introduction to performance studies. Appropriate literary selection and the use of vocal skills, along with facial and body expression will be developed in order to present works of literature to a theatrical audience. Individual and group performances of poetry, prose, and drama are included.

Schedule Description:
This course is an introduction to performance studies. It includes analysis, appreciation and application of interpretive performance (forms of literature include poetry, prose, and drama).

**Need for the course:**
This course transfers to CSU and UC. It is an option for Area C of the AA/AS general education requirements. It is a component of the Liberal Arts ADT.

**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. Differentiate between oral interpretation of literature from other types of communication/performance.
2. Demonstrate skill and awareness of the means to create a character from literature.
3. Demonstrate understanding of how literature can be communicated, transmitted, and experienced, through language, nonverbal communication, signs and symbols.
4. Identify the intrinsic factors of the text, such as: unity and harmony; variety and contrast; balance and proportion; and rhythm and dynamics.
5. Effectively analyze, evaluate, synthesize, and combine varied pieces of literature using techniques that focus on unity of time, place, action, mood and character.
6. Constructively identify and assess strengths and weakness in performance (in self and in others), then formulate strategies to improve.
7. Demonstrate knowledge of what constitutes good literature.
8. Analyze and critique literature for the purpose of interpretation.
9. Research and construct individual and/or group oral performances for various live audiences.
10. Perform a variety of verbal and nonverbal skills to bring the literature to life and heighten the effectiveness of the performer's message.

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

<table>
<thead>
<tr>
<th>I. Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Nature, importance and ethics of oral interpretation</td>
</tr>
<tr>
<td>B. Distinctions between reading, speaking, acting, and interpretation</td>
</tr>
<tr>
<td>C. Analysis of audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Audience Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tailoring selection and performance to a specific audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Selection of Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Sources of material</td>
</tr>
</tbody>
</table>
B. Criteria for selecting

C. Analysis of literary selection

D. Cutting techniques

IV. Forms of literature interpreted

A. Children's literature
   1. Nature of Children's Literature
   2. Storytelling

B. Prose
   1. Nature of Prose
   2. Styles and Types in Fiction and non fiction
   3. Narration

C. Drama
   1. Nature of Drama
   2. Acting vs. Interpretation
   3. Structural Elements of dramatic action
   4. Analysis
   5. Technique(s)

D. Poetry
   1. Nature of Poetry
   2. Language
   3. Classification
   4. Syntax
   5. Structure
   6. Cadence

E. Creating an original script and/or adaptation

V. Analysis of selection
A. Structurally (meaning, locus, persona, climax)

B. Aesthetically (Unity and Harmony, Variety and Contrast, Balance and Proportion, and Rhythm and Dynamics)

C. Analyzing rehearsal and performance

VI. The use of the body in oral interpretation

A. Posture

B. Gesture

C. Sense imagery

D. Empathy

E. Kinetics

F. Facial

VII. Voice Development for Oral interpretation

A. Breath Control

B. Volume and Projection

C. Pitch and Quality

D. Rate and Pause

E. Intelligibility of Speech

VIII. Staging

A. Physical Arrangement

B. Staging Conventions

C. Venue Analysis

IX. Performance/interpretation of Literature

A. Solo Performance

   1. Dramatic interpretation

   2. Prose Interpretation

   3. Poetry Interpretation

B. Group Performance
1. Duo Interpretation

2. Reader’s Theatre

3. Chamber Theatre

C. Critical listening and analysis of performance

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

- **Method:** Lecture  
  **Integration:** Lecture with supporting visual materials (overhead slides or multi-media), introducing concepts and communication skills throughout the course (e.g.: gesture and muscle tone as part of kinesics, figurative language such as allusions, figures of speech, and sensory appeals). This will assist the student in understanding what oral interpretation of literature is conceptually and how to best engage in effective interpretation.

- **Method:** Small group application of content  
  **Integration:** Small group application of content (e.g.: discussion and analysis of piece of literature; converting a text into a piece to be performed). This will assist the student in understanding what oral interpretation of literature is conceptually and how to best engage in effective interpretation.

- **Method:** The use of experiential materials  
  **Integration:** The use of experiential materials (film, video, samples and/or guest speakers) to illustrate oral interpretation principles. This will assist the student in understanding what oral interpretation of literature is conceptually and how to best engage in effective interpretation.

- **Method:** Lab Activities  
  **Integration:** The Communication Studies Center, Lab Theatre or other location might be utilized to allow for individual and group practice and/or discussion of oral interpretation. Through the use of break out rooms, recording equipment, staging, etc, students will grow in their understanding what oral interpretation of literature is conceptually and how to best engage in effective interpretation.

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:** Periodic short objective tests of course related concepts, such as the terminology “Third person narrators are ____?” Quizzes will be evaluated as correct/incorrect by course content.

- **Method:** Exams/Tests  
  **Integration:** Midterm and final exams: A combination of objective and essay questions which show analysis and application of oral interpretation skills: "Take the prose piece, 'I Know Why the Caged Bird Sings', by Maya Angelou and convert it into a 5 minute performance. Include reasons for editing choices." Exams/Tests will be judged as correct/incorrect by course content.

- **Method:** Written assignments  
  **Integration:** These written assignments will apply important concepts and skills to the students experience outside the classroom. The focus might be on analyzing the oral interpretation performances of the blocking of a Reader’s Theatre performance. Evaluation will be rendered according to effectiveness of analysis and meeting assignment parameters.

- **Method:** Oral performances  
  **Integration:** Both solo and group performances or a variety of genres of literature, followed by instructor and class feedback, written and/or oral. Performances will be evaluated according to performance and content criteria discussed in the course (blocking, vocalizations, cutting, integration, transitions etc). Evaluation may be oral or written.

- **Method:** Group and/or individual research project and presentation  
  **Integration:** Research and presentation are related too and evaluated according to concepts and skills.
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:

I. Sample solo performance: Present an oral interpretation exercise that will consist of three selections and will have in addition an introduction and a transition between each selection. Selections may include: poetry, prose, or spiritual literature. Time limits: minimum 5 minutes to maximum 10 minutes

II. Sample group performance: Choose a theme for a Reader’s Theatre or a Duo Interpretation (e.g.: Greed, Urban Legends, Heroes etc). Incorporate pieces of literature from a least three different genres (prose, poetry, drama, narration etc). Write a script including the above material incorporation a introduction, conclusion and transitions. Time limits: minimum of 20 minutes to a maximum of 25 minutes

Textbooks:


Other Resources:

Minimum Qualification

- Communication Studies (Speech Communication) (Masters Required) or
- Theater Arts (Masters Required)

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

Course: COMM 113
Author: Suzanne Uhl
Course Title: Oral Interpretation of Literature
Date: 05/07/2019

***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.

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<th>University Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Northridge</td>
<td>COMS 104 &amp; 104L</td>
<td>Literature in Performance</td>
</tr>
<tr>
<td>CSU San Bernardino</td>
<td>TA 212</td>
<td>Oral Interpretation of Literature</td>
</tr>
<tr>
<td>CSU Fullerton</td>
<td>THTR 110</td>
<td>Oral Comm of Lit</td>
</tr>
<tr>
<td>CSU Los Angeles</td>
<td>2700</td>
<td>Introduction to Oral Interpretation</td>
</tr>
</tbody>
</table>

Rationale:

2700: This is the same course. The description reads: "Study of communicative dimensions of literature through analysis and performance."

CSU/UC Transfer Course:
B. Transfers to CSU

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages:
C1 - Arts, Dance, Music, Theater

1. Suzanne Uhl                      (Submitter)
2. Janet McCurdy--04/02/2019        (Articulation Officer)

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

Form A1

Submitted by: Ronald Newman
Date: 01/24/2019

Catalog: 2020 - 2021

Proposed Course: COMM 119 - Public Relations

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):

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.

-Changed TOP code from 0601 to 0606.00 to better reflect course content. -Updated catalog description to be more inclusive of course breadth. -Updated need for the course for AAT degree inclusion and to reflect CSU transferability and degree inclusion for Journalism, Advertising, Public Relations and Mass Communication degrees at CSU. -Updated learning objectives to better align with & reflect the C-ID course descriptor and include more higher order concepts. -Updated course content to reflect current state of the field. -Updated methods of instruction for clarity. -Updated methods of evaluation for clarity and currency. -Updated examples of assignments to include recent scenarios. -Updates textbooks for recency. -Added Public Relation to minimum qualifications. Per the "2017 Minimum Qualifications Handbook", this course can be taught with "any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience".

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")
-The 2018-19 program review III. A. 1 (vision two) identifies several areas related to Comm 119. Along with being an elective course in list C for the A.A.-T. degree, this public relations course ties to several internships listed under student opportunities. -Vision two also discusses the move to add a degree in journalism and comm 119 will be an essential part of that program. -The program review also highlights discussions with Azusa Pacific University in Murietta. In these discussions, comm 119 has been identified as a course needed for their degree in journalism.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

This course requires students to interact with current media. This course further requires students to critically assess, and make judgements of, current, real-world campaigns, both political and non-political. They will also be required to write papers and make presentations wherein they obviate their comprehension of the topics/theories under discussion/examination.

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

1. Ronald Newman 01/24/2019 (Submitter)
2. Mike Fleming 04/12/2019 (SJC Department Chair)
3. Suzanne Uhl 04/18/2019 (MVC Department Chair)
4. Carlos Tovares 04/20/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/19/2019 (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 FA20 (2020-21 Catalog)

**Course Proposal Impact**

COMM 119 Public Relations
**Course Revision Proposal**
Ronald Newman

**Plan A**

**Requisite Courses**

**Honors Courses**

**Cross Listed Courses**

**Awards Parent Course is Attached**

1. COMM - A.A.-T in Communication Studies for Transfer - Associate in Arts (Active)
2. COMM - A.A.-T in Communication Studies for Transfer - Associate in Arts (Historical)
3. COMM - Communication - Associate in Arts (Historical) (Elective)
Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
B. Transfers to CSU
C-ID alignment for the Journalism ADT for Journalism, Advertising, Public Relations and Mass Communication degrees at CSU.

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Ronald Newman  Date: 05/07/2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication COMM</td>
<td>119</td>
<td>Public Relations</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. Each activity unit requires 2 hours per week of class time and 1 hour 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 Contact Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
<td></td>
</tr>
</tbody>
</table>

Stand Alone:
Program Applicable

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

General Education Justification:

Maximum Enrollment: 35

Maximum Enrollment Justification: Course requires significant individualized instruction or assessment – check all that apply:
* Course requires that each student be evaluated individually on a set of skills more than twice per
semester.

Justification: Public relations requires more written evaluations than any other Comm course. Items such as brochures, executive summaries, business plans, critical incident responses, and campaign creation are all probable in addition to in-class situation analyses, simulations, quizzes, etc.

Grading Method: Letter Grade or P/NP

TOP code: 0606.00*

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 principles, history and development, and practice of Public Relations. It examines the origins and evolution of the role of the PR practitioner. Students will learn to identify trends and use research and respond ethically to the many challenges facing organizations today. Planning, strategic management, choice of media tactics, and types of campaigns are scrutinized and analyzed as are crisis communication and credibility.

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 examines the role of Public Relations in organizations and society. Students learn to analyze and create appropriate and effective responses to public situations.

Need for the course:
The ability to communicate effectively to various societal entities, including individuals, is one of the most sought after skills by organizations today. College graduates need a dynamic awareness of the multiple fluid contexts present in their day-to-day lives. This course provides such awareness, enabling successful students to participate more fully in the various societies of which they are, and will become, an integral part. This course is part of the COMM - A.A.-T in Communication Studies for Transfer - Associate in Arts (Active). This course also transfers to CSU C-ID alignment for the Journalism ADT, for Journalism, Advertising, Public Relations and Mass Communication degrees at CSU.

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. Analyze the role and basic functions of public relations in today's society and in the global economy.
2. Define publics and target audiences.
3. Demonstrate knowledge of the history and growth of public relations.
4. Create effective public relations campaigns utilizing relevant research and message mediums including social media and news releases.
5. Demonstrate the basic process of public relations research planning, communication, and evaluation; apply this to various situations.
6. Contrast the theoretical underpinnings of public relations to various campaigns and analyze the relationship between theory and the efficacy.
8. Evaluate the range of public relations careers available in today's contemporary practice.

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

I. History and roles of Public Relations (PR)
   A. History of PR in the world
   B. History of PR in the U. S.
   C. Influence of PR on social evolution
      1. Business
      2. Government
      3. Social service organizations
      4. Other types of organizations
   D. Contemporary PR theory and practice
   E. Growth of the PR profession
   F. PR as a problem solving role
   G. Relationship between PR and organizational & individual credibility

II. Trends in PR
   A. Cultural influence
   B. Technological utilization and influence
   C. Social media utilization and influence

III. PR research
   A. Record keeping and retrieval
   B. Use of research to develop strategic plans
   C. Difference between formal and informal research
   D. Role of research in problem solving
IV. Identification and description of various publics and target audiences
   A. Managing issues
   B. Recognizing and identifying publics, and target audiences
   C. Development of sensitivity toward minority publics
   D. Strength and frailty of public opinion

V. PR ethics
   A. Ethical decision making in a global context
   B. Stakeholders and ethical responsibilities
   C. Unethical conduct and PR crises

VI. Theoretical underpinnings and the law
   A. Social psychological background
   B. Role of image
   C. How PR functions in organizational structures
   D. Working with legal counsel
   E. Litigation and public opinion

VII. Strategic management in PR
   A. PR practitioners as organizational managers
   B. Planning PR campaigns
   C. Working with mainstream media
   D. Integrating with social media

VIII. Message and medium; advertising and publicity
   A. Choosing medium and message
   B. Publicity in various media
   C. Practitioner behavior in the public eye
   D. Evaluating the communication process
   E. Measuring the communication process
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method: Lecture**  
  **Integration:** Lecture with discussion (may involve use of the Socratic Method) will allow concepts to be introduced, discussed, and queried throughout the course. This instructional method integrates with any of the course objectives, assisting students to grasp the concepts being examined.

- **Method: Activity**  
  **Integration:** Activities may include both individual and group presentations (e.g. symposia, speeches) that will examine course content (e.g. PR campaigns; success or failure of various PR activities). These activities provide students with opportunities to deepen their understanding of the material in meaningful ways.

- **Method: Discussion**  
  **Integration:** With supporting visual materials (overhead slides or multimedia), discussion will introduce concepts and techniques unique to the study and practice of public relations. Such discussions will provide rich opportunities for students to come to a clear understanding of the concepts.

- **Method: Role Playing/Simulation**  
  **Integration:** Small group presentations of various hypothetical PR activities with instructor evaluation and student feedback will clarify content, organization, and delivery skills. The audience in these situations role play the various publics being addressed. These simulations offer rich opportunities for students to deepen their comprehension of the material.

- **Method: Film/video Viewing and Discussion**  
  **Integration:** Films, videos, and/or clips will be viewed and discussed. Use of such clips will demonstrate, and thus provide meaningful opportunities to engage with, and thereby come to a better understanding of the concepts.

- **Method: Critique**  
  **Integration:** Informal student surveys of media will examine actual PR campaigns for evaluation, critique, and discussion. Critiquing affords students an opportunity to utilize and build their critical thinking skills, thus assisting them in an improved understanding of the material.

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:** Short objective tests of course-related concepts, such as the role of WWII in PR development, cultural influences on PR, PR practices and strategies, the role of presidents as opinion makers. "Which early president put a newspaper reporter on the federal payroll to represent his point of view: a. Washington; b. Adams; c. Jefferson; d. Madison; e. Monroe." Quizzes will assist students in identifying gaps in their understanding, thus strengthening their knowledge of course material.

- **Method: Exams/Tests**  
  **Integration:** Mid-term and/or final exams: A combination of objective questions of important concepts and essay questions which will show analysis and application of invention, organization, reasoning, and presentation skills: "Describe in detail the succession of events that led Intel to voluntarily replace the Pentium chip. Then describe in detail how you would have handled that same situation to alleviate stakeholder stress." Exams and tests assist students in identifying their comprehension of course concepts and materials, thus helping them to identify areas in which they can improve.

- **Method: Oral Presentation**  
  **Integration:** Students will prepare oral presentations assessing current and/or historical PR campaigns. Example: "Appraise the PR successes and failures surrounding the "Access Hollywood" video release during the 2016 presidential election." Oral presentations will be evaluated based on the ability to critically evaluate
the PR campaign, the ability to apply course related concepts to the chosen PR campaign, and to deliver an
effective oral presentation.

- **Method:** Papers
  **Integration:** A 3-6 page research paper examining the history, role, and basic functions of specific PR
campaigns. Evaluation will be based on the explanation and application of course concepts as well as the
analysis of the effectiveness of the PR activities. Papers will also be evaluated for clarity and mechanics of
writing.

- **Method:** Research Projects
  **Integration:** The student will complete a PR campaign for a current institution, organization, business, event,
or crisis. This project will provide background research on the subject, define the target audience, utilize
relevant message mediums including social media and news releases, and provide an analysis of the legal and
ethical issues related to the campaign. Evaluation will focus on the application of course concepts, the planning
and organization of the materials, and the inclusion of a wide variety of proposed PR activities.

**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:

I. **Sample small group presentation:** Brand Management: Prepare a 12-15 minute presentation in
which you outline for your audience the strategy you would use to manage a current celebrity
issue or crisis (e.g. Kanye West). The goal here is two-fold: first you must provide examples of
how you would prevent the problem from worsening, and second you must identify how you
would repackage the brand to restore public trust. Submit a typed, detailed outline of your
presentation exhibiting the work of all contributors and include a bibliography. This should be 3-5
pages. Evaluation will be based on a balance of audience feedback and instructor critique.

II. **Sample evaluation paper:** Write a 5 – 7 page evaluation of a current PR campaign (e.g. Amazon,
NBA All-Star weekend, sundry pertinent issues) in which you will clearly identify the challenge(s),
stakeholders, involved publics, legal issues, choice of media, ethical implications and
consequences of success/failure. This will culminate with a clear evaluation of why the campaign
is/is not working.

III. **Sample final exam:** Brand Builder: You will develop a PR campaign for a product or issue of their
choice (e.g. how they would package and market the next American Idol winner). This will be
presented as a sales presentation to a board of directors and might include use of a Power Point
presentation (or similar presentation), video clip, and use of multiple genres (business cards,
pens, folders, etc.). Presentation will be evaluated by instructor with established criteria.

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Communication Studies (Speech Communication) (Masters Required) or
- Public Relations
Mt. San Jacinto College
Transfer Level Course Form
(for courses numbering 100 or greater)

Form D

Course: COMM 119  Course Title: Public Relations
Author: Ronald Newman  Date: 05/07/2019

***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>CSU Chico</td>
<td>Jour 244</td>
<td>Introduction to Public relations</td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>Coms 240</td>
<td>Introduction to Public relations</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>Jour 270</td>
<td>Principles of Public Relations</td>
</tr>
<tr>
<td>San Jose State University</td>
<td>PR 99</td>
<td>Contemporary Public Relations</td>
</tr>
</tbody>
</table>

Rationale:

CSU/UC Transfer Course:
B. Transfers to CSU

1. Ronald Newman
2. Janet McCurdy--02/20/2019

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

Form A4

-DE MOI updated to address new methods of instruction and integration presented in face to face course and to recognize the new CMS system. -DE MOE updated to align with new methods of evaluation and technology. -DE Assignments updated to reflect current instruction, evaluation, and technologies. -Regular contact hours were reviews to assure compliance with college and state policies and procedures.

Submitted by: Ronald Newman  Date: 01/24/2019

Catalog: 2020 - 2021

Proposed Course: COMM 119 - Public Relations
Proposal Type: Course Revision Proposal (Distance Education Revision)

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.

- DE MOI updated to address new methods of instruction and integration presented in face to face course and to recognize the new CMS system. - DE MOE updated to align with new methods of evaluation and technology. - DE Assignments updated to reflect current instruction, evaluation, and technologies. - Regular contact hours were reviews to assure compliance with college and state policies and procedures.

Approval Signatures Required on all lines before submittal to Curriculum Office

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Date</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ronald Newman</td>
<td>01/24/2019</td>
<td>(Submitter)</td>
</tr>
<tr>
<td>2</td>
<td>Mike Fleming</td>
<td>04/12/2019</td>
<td>(SJC Department Chair)</td>
</tr>
<tr>
<td>3</td>
<td>Suzanne Uhl</td>
<td>04/18/2019</td>
<td>(MVC Department Chair)</td>
</tr>
<tr>
<td>4</td>
<td>Carlos Tovares</td>
<td>04/20/2019</td>
<td>(SJC Instructional Dean)</td>
</tr>
<tr>
<td>5</td>
<td>Rickianne Rycraft</td>
<td>04/19/2019</td>
<td>(MVC Instructional Dean)</td>
</tr>
</tbody>
</table>

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 FA20 (2020-21 Catalog))
Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Ronald Newman</th>
<th>Effective Term:</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Communication Studies</td>
<td>Course Number:</td>
<td>COMM 119</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Public Relations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Both Fully Online and Hybrid Online

The course has no required face to face meetings.

Full 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><strong>Activity</strong></td>
<td>Activities can be incorporated online in small application exercises designed to put into practice the concepts taught in the lecture/chapter. Activities can be coordinated individually or in groups, using CMS. They can include the use of discussion boards, wiki pages, and/or collaborative artifacts such as presentations and papers. These activities could easily integrate with any of the course objectives, serving to enhance understanding and application of PR concepts.</td>
</tr>
<tr>
<td><strong>Lecture</strong></td>
<td>Lectures may be communicated online in a variety of ways and accessed through the relevant CMS. The following list explains a few possible online adaptations: One, a text-based lecture might be attached; Two, a captioned video of the instructor teaching might be included; Three, a captioned, narrated PowerPoint presentation might be utilized; Four, a video-embedded PowerPoint might combine both the &quot;talking head&quot; video capture &amp; the</td>
</tr>
</tbody>
</table>
chapter PowerPoint content; Fifth, an instructor might utilize Camtasia, Screencast-o-matic, Prezi, Jing and/or other equivalent technologies to screen capture content. Additionally, the instructor will likely supplement the lecture with illustrative videos, online quizzes, exercises etc. This online lecture will integrate with all course objectives in helping student to define, understand, and evaluate all aspects of Public Relations.

<table>
<thead>
<tr>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board topics may be posted to the CMS, designed to provoke dialogue amongst students. Students will be required to respond to each other as well. This online instruction will integrate with all course objectives in helping student to define, understand, and evaluate all aspects of Public Relations. Furthermore student will gain much understanding by seeing the work of their classmates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of public relations projects will be offered for student analysis &amp; critique through the use of blogs, discussion boards, etc. accessed through the CMS. This will allow the student to see the principles of PR put into practice, enhancing their own understanding and skills. In particular, this will strengthen the student's grasp of efficacy in relation to PR campaigns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Film/video Viewing and Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Films may be offered in a captioned format to stimulate dialogue on PR issues. The films may be embedded videos or links offered through the CMS, library streaming collection, department media server, or other similar accessible platform. The opportunity to see PR professionals and view existing media campaigns will further enhance their grasp of the field and will tie into all course objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role Playing/Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group presentations of various hypothetical PR activities with instructor evaluation and student feedback will clarify content, organization, and delivery skills. The audience in these situations role play the various publics being addressed. These simulations offer rich opportunities for students to deepen their comprehension of the material. Presentation artifacts may include a combination of video, PowerPoint, Wikis, blogs, and other media to create the presentations which can then be presented as a video or other multimedia presentation to the class and instructor through the CMS system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of Evaluation</td>
</tr>
<tr>
<td>Quizzes</td>
</tr>
</tbody>
</table>
The president put a newspaper reporter on the federal payroll to represent his point of view: a. Washington; b. Adams; c. Jefferson; d. Madison; e. Monroe." Quizzes will assist students in comprehending identifying gaps in their understanding, thus strengthening their knowledge of course material.

Exams/Tests

Exams/Tests operate in a similar manner to quizzes in that they may be conducted online using the CMS testing function. This technique can effectively evaluate the knowledge of PR that a student may have. The ability to define, differentiate, discuss, analyze, identify, comprehend, apply, and evaluate PR concepts all can be assessed through Exams/Tests.

Integration: Mid-term and/or final exams: A combination of objective questions of important concepts and essay questions which will show analysis and application of invention, organization, reasoning, and presentation skills: “Describe in detail the succession of events that led Intel to voluntarily replace the Pentium chip. Then describe in detail how you would have handled that same situation to alleviate stakeholder stress.” Exams and tests assist students in identifying their comprehension of course concepts and materials, thus helping them to identify areas in which they can improve.

Oral Presentation

Oral Presentations-The written portion may be turned in through the anti-plagiarism tool on the CMS while the presentation portion of the assignment may be presented as recording uploaded to the CMS. The instructor will use an appropriate rubric to evaluate the recorded/uploaded presentation.

Integration: Students will prepare oral presentations assessing current and/or historical PR campaigns. Example: “Appraise the PR successes and failures surrounding the "Access Hollywood" video release during the 2016 presidential election.” Oral presentations will be evaluated based on the ability to critically evaluate the PR campaign, the ability to apply course related concepts to the chosen PR campaign, and to deliver an effective oral presentation.

Papers

The written paper may be turned in through the anti-plagiarism tool on the CMS.

Integration: A 3-6 page research paper examining the history, role, and basic functions of specific PR campaigns. Evaluation will be based on the explanation and application of course concepts as well as the analysis of the effectiveness of the PR activities. Papers will also be evaluated for clarity and mechanics of writing.

Research Projects

Written portions of the research project may be turned in through the anti-plagiarism tool on the CMS while the presentation portion of the assignment may be presented as recording uploaded to the CMS.

Integration: The student will complete a PR campaign for a current institution, organization, business, event, or crisis. This project will provide background research on the subject, define the target audience, utilize relevant message mediums including social
Sample Assignments:

- Sample small group presentation: Brand Management: Prepare a 12-15 minute presentation uploaded to Canvas in which you outline for your audience the strategy you would use to manage a current celebrity issue or crisis (e.g. Kanye West). The goal here is two-fold: first you must provide examples of how you would prevent the problem from worsening, and second you must identify how you would repackage the brand to restore public trust. Submit a typed, detailed outline of your presentation exhibiting the work of all contributors and include a bibliography through the CMS anti-plagiarism tool. This should be 3-5 pages. Evaluation will be based on a balance of audience feedback and instructor critique.

- Sample evaluation paper: Write a 5 – 7 page evaluation of a current PR campaign (e.g. Amazon, NBA All-Star weekend, sundry pertinent issues) in which you will clearly identify the challenge(s), stakeholders, involved publics, legal issues, choice of media, ethical implications and consequences of success/failure. This will culminate with a clear evaluation of why the campaign is/is not working. This will be uploaded through the anti-plagiarism tool in Canvas.

- Sample final exam: Brand Builder: You will develop a PR campaign for a product or issue of their choice (e.g. how they would package and market the next American Idol winner). This will be presented as a sales presentation to a board of directors and might include use of a Power Point presentation (or similar presentation), video clip, and use of multiple genres (business cards, pens, folders, etc.). All elements of the assignment will be uploaded in Canvas through the anti-plagiarism tool or as an attached file. Presentation will be evaluated by instructor with established criteria.

Regular Effective Contact:

- **Announcements/Bulletin Boards** - Announcements will be posted regularly apprising students of upcoming tasks and summarizing the previous work. Additionally, announcements may be utilized to communicate any changes in the course, including instructor absences.

- **Discussion Boards** - The instructor will participate in the course discussion boards a few times during the week, guiding the discussion. Timely feedback/evaluation of student posts will be provided. Additionally, a "General Questions" forum may also be provided.

- **Email Communication** - The instructor will email students in reply to queries & concerns. Additionally, announcements will likely be emailed in a further effort to connect with students. Emails will be returned in a timely manner.

- **Office hours** - The instructor will provide the hours scheduled as open to student contact, via phone, Skype, email, discussion board, and/or in person visits. This information will be provided in the course syllabus.
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 a DE Addendum only, which is need for the benefit of our students so students from our different campuses can take the 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")

The course is required in our transferable computer science degree and two of our certifications: networking and CISCO.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

This course uses system software to design a technology project. It also requires students to work together as groups to evaluate a large technological problem.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Amrik Randhawa 04/18/2019 (Submitter)
2. Glenn Stevenson 04/20/2019 (MVC Department Chair)
3. Joyce Johnson 04/20/2019 (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 FA20 (2020-21 Catalog)

Course Proposal Impact

CSIS 201 System Analysis and Design
**Course Revision Proposal**
Amrik Randhawa

Plan A

1. D2 LANGUAGE AND RATIONALITY - COMMUNICATION AND ANALYTICAL THINKING

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached
| 1.  | CIS - Computer Information Systems - Associate in Science (Historical) (Required) |
| 2.  | CIS - Computer Information Systems - Associate in Science (Historical) (Required) |
| 3.  | CIS - Computer Information Systems - Associate in Science (Historical) (Required) |
| 4.  | CIS - Computer Information Systems - General Track - Certificate (Historical) (Required) |
| 5.  | CIS - Computer Information Systems - General Track - Certificate (Historical) (Required) |
| 6.  | CIS - Computer Information Systems - General Track - Certificate (Historical) (Required) |
| 7.  | CIS - Computer Information Systems - General Track - Certificate (Historical) |
| 8.  | CIS - Internet Authoring - Certificate (Historical) |
| 9.  | CIS - Internet Authoring - Certificate (Historical) |
| 10. | CIS - Networking - Certificate (Active) |
| 11. | CIS - Networking - Certificate (Historical) |
| 12. | CIS - Networking - Certificate (Historical) |
| 13. | CIS - Networking - Certificate (Historical) (Required) |
| 14. | CIS - Networking - Certificate (Historical) |
| 15. | CIS - Programming - Certificate (Active) (Required) |
| 16. | CIS - Programming - Certificate (Historical) (Required) |
| 17. | CIS - Programming - Certificate (Historical) |
| 18. | CIS - Programming - Certificate (Pending) (Required) |
| 19. | IDS - Liberal Arts: Business & Technology Emphasis - Associate in Arts (Active) |

**Awards Current Course is Attached**

*(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).*
Other Awards

O_awards: 0,542,77,257,335,491

1. CIS - Computer Information Systems - Associate in Science (Active)

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

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

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

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

General Education/Degree/Transfer Course

CSU/UC Transfer Course

A. Transfers to CSU;UC

Information Systems, Business Admin degrees.

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Amrik Randhawa

Date: 05/07/2019

<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.

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

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

Lecture Homework Hours

96.00 - 108.00

Stand Alone:
Program Applicable

AA/ AS Degree General Ed Breadth Area(s):
D2 LANGUAGE AND RATIONALITY - COMMUNICATION AND ANALYTICAL THINKING

General Education Justification:
This course is designed to meet the objectives for local area D2 (Language and Rationality/Communication and Analytical Thinking) because it focuses on promoting critical thinking using computing modeling techniques and methodologies (GELO 1). It further emphasizes the use of written documentation to identify the requirements and design of a major computer project (GELO 3).

<table>
<thead>
<tr>
<th>Maximum Enrollment:</th>
<th>35</th>
</tr>
</thead>
</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 has safety or compliance factors which influence the enrollment cap – check all that apply:

  Justification: This course is a project based course that has several written components. The documentation that students need to produce are significant in volume.

<table>
<thead>
<tr>
<th>Grading Method:</th>
<th>Letter Grade or P/NP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TOP code:</th>
<th>0707.30*</th>
</tr>
</thead>
</table>

**Can be Taken**

| time(s) for credit (max 4) | 1 |

- 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 introduces the basic concepts and principles of information systems analysis and design within the content of an enterprise information architecture. Various systems development lifecycles will be studied and students will apply a systems methodology in modeling an information system. Project management techniques specific to information technology projects will also be covered.

**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 introduces the fundamentals of information systems analysis and design.

**Need for the course:**
This course is a required course in the General, Networking, and Programming certificates.

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

- CSIS 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. Recognize that a system consists of: hardware, software, data, procedures, and people within a global environment.
2. Apply systems concepts in the investigation, evaluation, and resolution of information technology problems.
3. Explain and identify the different user perspectives and elements in an enterprise information architecture.
4. Identify the stages of the systems development life cycle and the activities that occur in each stage.
5. Analyze existing processes based on interviewing, observation, documentation, analysis and other similar methods.
6. Prepare detailed computer-based specifications that satisfy the requirements specified during systems analysis.
7. Research and apply industry reference models and best practices in order to improve process designs.
8. Assess, manage, and control IT risks.
9. Demonstrate working effectively as a member of a team to accomplish common goals.
10. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
11. Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
12. List career paths related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

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

1. Context of Systems Development Projects
   a. Information systems building blocks
   b. Information systems development
   c. Project management overview

2. Systems Analysis
   a. Methodologies
   b. Overview of major phases

3. Requirements Analysis
   a. Methodologies
   b. Overview of major phases

4. Use-Cases
   a. Methodologies
   b. Overview of major phases

5. Data Modeling and Analysis
   a. Methodologies
   b. Overview of major phases

6. Process Modeling
   a. Methodologies
   b. Overview of major phases

7. Feasibility Analysis
   a. Concepts
   b. Operational
   c. Technical
   d. Schedule
   e. Economic

8. Systems Design
   a. Methodologies
   b. Overview of major phases

9. Application Architecture
   a. Methodologies
   b. Modeling the architecture
10. Database Design  
   a. Overview and concepts  
   b. Process and techniques  

11. Output Design  
   a. Overview and concepts  
   b. Process and techniques  

12. Input Design  
   a. Overview and concepts  
   b. Process and techniques  

13. User Interface Design  
   a. Overview and concepts  
   b. Process and techniques  

14. System Operations and Support  
   a. Overview and concepts  
   b. System and application logs  
   c. Maintenance  
   d. Support techniques  

15. Life-Long Learning  
   a. Web resources  
   b. Relevant publications  
   c. Other educational opportunities  

16. Career Options  
   a. How this course relates to standard job classifications  
   b. Relation to industry and vendor certification paths  
   c. Overview of technical skills  
   d. Overview of soft skills  

Methods of Instruction:

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

- **Method:** Lecture  
  **Integration:** Lecture, with supporting visual materials (PowerPoint presentation or multimedia) will introduce conceptual and practical skills such as systems development life cycle and systems methodologies along with activities that occur at each stage.

- **Method:** Guided discussion  
  **Integration:** Weekly discussion will be conducted as a means for students to better understand the requirements discovery activities along with the benefits and costs associated with the various discovery techniques. In addition, model relationships using ER diagram will be discussed as a means to solve system problems.

- **Method:** Guided practice and hands-on activities  
  **Integration:** Guided practice will be employed which will use structured and object-oriented analysis modeling techniques to form ER and context diagrams.

- **Method:** Pair and small-group problem solving and discussion  
  **Integration:** Pair and small-group discussion will be use as a means to discover system installation strategies and the identification of the system development life cycle stages and the activities that occur.

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:** Two to four exams will be given that demonstrate mastery of course objectives. For example: multiple choice questions to demonstrate the mastery of information architecture concepts; case/narrative problems on data modeling and dataset design, and the identification of entities modeled on an ER diagram.
Method: Participation in guided discussion topics  
Integration: Participation and guided discussion will be shared via the CMS Discussions area as a means to measure student's understanding of project management and TQM principles. Students will be evaluated on their contributions, suitability (applicability to the topic at hand), and content. In regard to written participation activities, evaluation might also consider completeness (were all ‘talking points’ [Quality awards, Demming, Bidrige, PDCA, project management body of knowledge, PMBOK, …] addressed in the response) and presentation (spelling, grammar, and format). In addition, the use of ER diagrams that demonstrates knowledge of entities, attributes, and relationships in the context of an ER diagram will be demonstrated via sharing within the CMS Discussions area.

Method: Homework assignments  
Integration: Weekly homework assignments that demonstrate mastery of the principles of structured and O-O analysis and modeling will be given and collected via the Assignments tool within the CMS. Homework assignments will be evaluated on completeness (are each of the core elements in the case study identified and included in the model), correctness (are the appropriate symbols being used and is the model/diagram syntactically correct), and documentation/presentation (spelling, grammar, formatting, and is the technical narrative written at a level appropriate for the user/reader).

Method: Students will prepare a technical report or deliver a technical presentation  
Integration: A technical report and presentation on an elective topic of the student's choosing (and with instructor approval) will be required. Presentations and reports will be shared within the Discussions area of the CMS and be evaluated based on content (depth of coverage, relevance of ER diagrams and illustrations, and appropriate use of examples), suitability (relevance of topic, written to an appropriate level for the class, sufficient new material), and presentation (spelling, grammar, formatting).

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:

Example Assignment 1:
The preliminary investigation and problem analysis phases of the methodology have been completed and you understand the current system's strengths, weaknesses, limitations, problems, opportunities, and constraints. You have already built the data model to document business data requirements for the new system. You now need to build the corresponding process models.

Activities
1. If you have not already drawn a Context Diagram in Milestone 2, draw one now based on the meeting transcript in Exhibit 2.1 of Milestone 2 plus the accompanying use-case (event/response) matrix in Exhibit 6.1. Note that not everything in the transcript is related to the Context Diagram.
2. Given the accompanying use-case (event/response) matrix in Exhibit 6.1, draw the Event Decomposition Diagram. For background information on each use case, see the meeting transcript in Exhibit 3.1 of Milestone 3 and Exhibit 4.1 of Milestone 4.
3. Given your decomposition diagram from above and the use-case matrix, draw Event Diagrams. Your instructor will tell you which ones to draw. Use your data model from Milestones 3 and 4 as an attribute reference. Also, state any assumptions you make.
4. Merge your event diagrams from #3 above into a System Diagram.
5. For all transaction processes described in the accompanying narrative, draw the Primitive Data Flow Diagram.

Deliverable format and software to be used are according to your instructor's specifications packaged in a binder, separated with a tab divider labeled “Milestone 6”.

Example Assignment 2:
The textbook uses a framework for describing information systems architecture that is based on John Zachman's “Framework for information Systems Architecture” model. Using the web or your school library, research other frameworks for describing IS architectures, and select one, such as Open Systems Interconnect (OSI). Document your answers to the following questions and turn in as your project deliverable.

a. Which frameworks did you find, and which did you select?
b. Describe its approach to communicating systems architecture. Include a diagram if applicable.
c. What are its similarities to the framework used in the textbook?
d. What are its differences?
e. If you were a systems owner, which one would you find easier to understand?
Textbooks:


Other Resources:

Minimum Qualification

- Computer Information Systems

---

**Mt. San Jacinto College**

Transfer Level Course Form

(for courses numbering 100 or greater)  

**Form D**

<table>
<thead>
<tr>
<th>Course:</th>
<th>CSIS 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Amrik Randhawa</td>
</tr>
<tr>
<td>Course Title:</td>
<td>System Analysis and Design</td>
</tr>
<tr>
<td>Date:</td>
<td>05/07/2019</td>
</tr>
</tbody>
</table>

***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>
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</tbody>
</table>

**Rationale:**

CSU/UC Transfer Course:

A. Transfers to CSU;UC

1. Amrik Randhawa (Submitter)
2. Tech Review LEVEL 5--04/19/2019 (Articulation Officer)
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>Amrik Randhawa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>04/18/2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog:</th>
<th>2020 - 2021</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Course:</th>
<th>CSIS 201 - System Analysis and Design</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Course Revision Proposal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale behind submittal of prerequisite/corequisite/recommended preparation. This is the place to summarize the &quot;what&quot; and the &quot;why&quot;. 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite</th>
</tr>
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<tbody>
<tr>
<td>CSIS 101</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is recommended that this requisite be (reviewed).</td>
</tr>
</tbody>
</table>

| Students require a basic understanding of the life cycle of computer information systems to be successful in this course. |

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Amrik Randhawa 04/18/2019 (Submitter)
2. (SJC Department Chair) 04/20/2019
3. Glenn Stevenson 04/20/2019 (MVC Department Chair)
4. (SJC Instructional Dean) 04/20/2019
5. Joyce Johnson 04/20/2019 (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 FA20 (2020-21 Catalog))

---

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Form E1

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Amrik Randhawa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>04/18/2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept:</th>
<th>Computer Sci/ Info Systems</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1. Course Title:</th>
<th>System Analysis and Design</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Course Number:</th>
<th>CSIS 201</th>
</tr>
</thead>
</table>
It is recommended that the following Course: CSIS 101 be reviewed as a Prerequisite.

Justification:
Students require a basic understanding of the life cycle of computer information systems to be successful in this course.

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: Amrik Randhawa Date: 04/18/2019
Dept: Computer Sci/ Info Systems
1. Course Title: System Analysis and Design
2. Course Number: CSIS 201

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

Justification:
Students require a basic understanding of the life cycle of computer information systems to be successful in this course.

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.

- Compare and contrast the constituent parts of an information system with an emphasis on input, processing, output, and storage.
- Select an appropriate productivity application for a given task and compose and produce a graphically rich word processing document, a formula based spreadsheet, a relational database, and a media rich presentation. [note: not more than 25% of the contact hours and final grade should be dedicated to application software]
- Classify current technology news and events in terms of Privacy, Intellectual Property, Government Regulation, Ethics, and other contemporary issues in information technology.
- Relate the systems development life cycle (SDLC) to real-world projects.
- Prepare a flowchart for simple process descriptions; compare and contrast programming control structures.
- Solve for the Base2 (binary) equivalent of a Base10 value (decimal).
- Diagram the communication channel, and propose appropriate communication media types to complete the channel (i.e. twisted pair, fiber, etc.) given a general communication system description.
- Propose an appropriate internet tool or resource to derive the answer given a specific Information task.
Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.

List career paths related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

Course being removed as a requisite to the target course

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

There is great need for this course to be taught online because it is a required course for degree/certifications. We have many who
work full time and cannot make it to class. Also we have students on San Jacinto campus that need this course but it is almost never offered at that campus. An online course will greatly benefit those students.

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Amrik Randhawa</th>
<th>Date:</th>
<th>04/18/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
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<tr>
<td>Proposed Course:</td>
<td>CSIS 201 - System Analysis and Design</td>
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<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal (Distance Education New)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

There is great need for this course to be taught online because it is a required course for degree/certifications. We have many who work full time and cannot make it to class. Also we have students on San Jacinto campus that need this course but it is almost never offered at that campus. An online course will greatly benefit those students.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Amrik Randhawa 04/18/2019 (Submitter)
2. (SJC Department Chair)
3. Glenn Stevenson 04/20/2019 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 04/20/2019 (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 FA20 (2020-21 Catalog))
Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amrik Randhawa</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept:</th>
<th>Course Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems</td>
<td>CSIS 201</td>
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</table>

<table>
<thead>
<tr>
<th>Course Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>System Analysis and Design</td>
<td></td>
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</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>Lecture</td>
<td>Text based lectures with supporting visual materials including appropriate media will introduce conceptual and practical skills such as systems development life cycle and systems methodologies along with activities that occur at each stage. All materials will be shared within the CMS or via links to web sites that demonstrate the conceptual and practical skills.</td>
</tr>
<tr>
<td>Guided discussion</td>
<td>Visual depictions of UML diagrams will be shared within the discussions area of the CMS. The visual depictions will serve as the prompt</td>
</tr>
</tbody>
</table>
for the discussions. Instructors will pose questions alongside the visual UML descriptions with the intent of soliciting student responses. Students will demonstrate their comprehension of the UML diagrams to solve specific problems via their responses to the discussion prompt. Additionally, student posed questions within the discussion will allow the instructor an opportunity to either reinforce student responses as correct or provide guidance for alternatives to see for a solution.

<table>
<thead>
<tr>
<th>Guided practice and hands-on activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual materials, including appropriate media or diagrams, will be shared within the CMS or via links to web sites to demonstrate system development life cycles and UML language to design out a system. Students will review the content shared by the instructor either via the CMS or links to web sites. Interactive content shared via the CMS or web sites will allow students to manipulate the UML language to determine effects of changes made to it.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Pair and small-group problem solving and discussion</th>
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</thead>
<tbody>
<tr>
<td>The instructor will provide a scenario within a small group discussion area in the CMS for students to exchange ideas regarding system installation strategies and the identification of the system development life cycle stages and UML language. Ideas will be exchanged between students and between students and the instructor regarding life cycle stages and UML language.</td>
</tr>
</tbody>
</table>

### Methods of Evaluation:

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>Exams will be given within the CMS that demonstrate mastery of course objectives. For example: multiple choice questions to demonstrate the mastery of information architecture concepts; case/narrative problems on data modeling and dataset design, and the identification of entities modeled on an ER diagram.</td>
</tr>
<tr>
<td>Participation in guided discussion topics</td>
<td>Participation and guided discussion will take place asynchronously/ synchronously within the CMS or virtual conferencing software as a means to measure student's understanding of project management and TQM principles. Students will be evaluated on their contributions to the discussions including the suitability (applicability to the topic at hand), and the quality of the content in which they share. In regard to written participation activities, evaluation will consider completeness, e.g where all ‘talking points’ [Quality awards, Demming, Baldrige, PDCA, project management body of knowledge, PMBOK, …] addressed in the response and presentation. Additionally, criteria will include spelling, grammar, and formatting. Finally, the use of appropriate diagrams that demonstrates knowledge of entities, attributes, and relationships in the context of the diagram will be evaluated based upon completeness. Instructor feedback will be shared via rubrics posted within the CMS.</td>
</tr>
</tbody>
</table>
Homework assignments that demonstrate mastery of the principles of structured and O-O analysis and modeling will be assigned and collected via the CMS assignments collection tool. Homework assignments will be evaluated on completeness (are each of the core elements in the case study identified and included in the model), correctness (are the appropriate symbols being used and is the model/diagram syntactically correct), and documentation/presentation (spelling, grammar, formatting, and is the technical narrative written at a level appropriate for the user/reader).

A technical report and presentation on an elective topic of the student's choosing (and with instructor approval) will be required. Presentations and reports will be uploaded within the assignments area of the CMS. Assignments will be evaluated for content (depth of coverage, relevance of ER diagrams and illustrations, and appropriate use of examples), suitability (relevance of topic, written to an appropriate level for the class, sufficient new material), and presentation (spelling, grammar, formatting).

Sample Assignments:

- **Example Assignment 1:**
  
  The preliminary investigation and problem analysis phases of the methodology have been completed and you understand the current system’s strengths, weaknesses, limitations, problems, opportunities, and constraints. You have already built the data model to document business data requirements for the new system. You now need to build the corresponding process models.

  Activities

  1. If you have not already drawn a Context Diagram in Milestone 2, draw one now based on the meeting transcript in Exhibit 2.1 of Milestone 2 plus the accompanying use-case (event/response) matrix in Exhibit 6.1. Note that not everything in the transcript is related to the Context Diagram.

  2. Given the accompanying use-case (event/response) matrix in Exhibit 6.1, using diagramming software draw the Event Decomposition Diagram. For background information on each use case, see the meeting transcript in Exhibit 3.1 of Milestone 3 and Exhibit 4.1 of Milestone 4.

  3. Given your decomposition diagram from above and the use-case matrix, use the software to draw Event Diagrams. Your instructor will tell you which ones to draw. Use your data model from Milestones 3 and 4 as an attribute reference. Also, state any assumptions you make.

  4. Merge your event diagrams from #3 above into a System Diagram using the designated software.

  5. For all transaction processes described in the accompanying narrative, draw the Primitive Data Flow Diagram using the designated software.

  Deliverable format and software to be used are according to your instructor’s specifications submitted as an attachment labeled “Milestone 6” via the assignment tool in the CMS.

- **Example Assignment 2:**

  Using the web or the online school library, research other frameworks for describing IS architectures, and select one, such as Open Systems Interconnect (OSI). Document your answers to the following questions and submit via the assignment tool within the CMS.
a. Which frameworks did you find, and which did you select?

b. Describe its approach to communicating systems architecture. Include a diagram if applicable.

c. What are its similarities to the framework used in the textbook?

d. What are its differences?

e. If you were a systems owner, which one would you find easier to understand?

f. If you were a systems analyst, which one would you find easier to understand?

**Regular Effective Contact:**

- **Announcements/Bulletin Boards** - Posted announcements in the Course Management System will alert students to upcoming assignments and due dates as well as provide course updates.

- **Discussion Boards** - Discussion forums for students to pose questions regarding course content, teacher expectations and assignments will be available. Instructors will monitor the discussion areas and provide timely feedback, responding within 24 hours on weekdays and 48-72 over weekends and holidays.

- **Email Communication** - Email, voice mail, telephone contact or face to face meetings (if needed), and/or virtual office hours will be made available to respond to student questions.

- **Office hours** - When applicable, instructors may be available to students during their posted office hours or via asynchronous or synchronous meetings.

- **Other (describe)** - Instructors will provide asynchronous and/or synchronous options which will allow students to be able to pose questions regarding technical support and course content.

---

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

**Form A1**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Rhonda Nishimoto</th>
<th>Date:</th>
<th>03/11/2019</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Catalog:</th>
<th>2020 - 2021</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposed Course:</th>
<th>DIG 185 - Advanced Digital Media Design</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Course Deactivation</th>
</tr>
</thead>
</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.

**This course was the third level in a programmatic web design sequence. Industry no longer supports this 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”)

**Program review requires adherence to current industry practice. This course reflects old practice.**

**Relation to Program Student Learning Outcomes (PLOs):** REQUIRED
This course supports the Department Learning Outcomes by supporting digital image production skills within the creation of interactive media. Interactive media utilizes digital images for communication. This communication is supported by applying graphic design concepts to all production. Last this course focuses on producing quality interactive media that communicates visually with creativity and innovation meeting the needs of the intended audience.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Rhonda Nishimoto  
   03/11/2019  
   (Submitter)

2. Alan Marsala  
   04/11/2019  
   (MVC Department Chair)

3. Joyce Johnson  
   04/12/2019  
   (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 FA20 (2020-21 Catalog)

Course Proposal Impact

DIG 185 Advanced Digital Media Design
**Course Deactivation**
Rhonda Nishimoto

Plan A

Requisite Courses

1. DIG-198 Digital Media Project Management *Active*

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. DIG - Digital Media - Certificate (Active) (Elective)

2. DIG - Digital Media - Certificate (Historical) (Elective)

3. DIG - Web Design - Employment Concentration (Historical) (Required)

4. DIG - Web Design - Employment Concentration (Historical) (Required)
5. MUL - Multimedia - Certificate (Historical) (Elective)

6. MUL - Multimedia - Certificate (Historical) (Elective)

7. MUL - Web Design - Employment Concentration (Historical) (Required)

8. MUL - Web Design - Employment Concentration (Historical) (Required)

9. MUL - Web Design - Employment Concentration (Historical) (Required)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

O_awards: 0,477,433,143,323

1. DIG - Digital Media - Associate in Science (Active)

2. DIG - Digital Media - Associate in Science (Historical)

3. MUL - Multimedia - Associate in Science (Historical)

4. MUL - Multimedia - Associate in Science (Historical)

General Education/Degree/Transfer Course

CSU/UC Transfer Course

B. Transfers to CSU
CSU elective transfer units only. Not required in any CSU degree at the lower division.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Media</td>
<td>Digital Media</td>
<td>185</td>
<td>Advanced Digital Media Design (formerly MUL-218 )</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.

Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.
**Lecture Units** | **Total Units**
---|---
3.00 | 3.00

**Lecture Contact Hours** | **Total Contact Hours**
---|---
48.00 - 54.00 | 48.00 - 54.00

**Lecture Homework Hours** | 
96.00 - 108.00

---

**Stand Alone:**
Program Applicable

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

---

**General Education Justification:**

**Maximum Enrollment:**
30

**Maximum Enrollment Justification:**
Course requires significant individualized instruction or assessment – check all that apply:
- Course requires graded class discussion and graded class participation.
- Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: This course creates multiple class discussion and participation opportunities including evaluation, critique, and peer assessment for every assignment. In addition, students create and recreate digital products to meet industry standards requiring multiple submissions and assessments.

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

**TOP code:**
0614.30*

**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 advanced web authoring skills for designing, building and managing dynamic web sites. These skills include Bootstrap, Web 2.0, ecommerce, social media design, and search engine optimization. In addition, students will modify templates, apply CSS, install interactive modules and components within a website, and explore and apply electronic marketing principles and theories.

---

**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 students with advanced web authoring skills for designing, building and managing dynamic web sites. These skills include Bootstrap, Web 2.0, ecommerce, social media design, and search engine optimization. In addition, students will modify templates, apply CSS, install interactive modules and components within a website, and explore and apply electronic marketing principles and theories.
**Need for the course:**
The course fulfills an elective in the Digital Media A.S. Degree and/or the Digital Media Certificate and/or Employment Concentrations. The technology skills provided in this course meet the growing demand for Web 2.0 Content Management Systems that provide the interface for most interactive sites today and security mechanism for online purchasing through ecommerce systems.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)
- DIG 180 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. Evaluate the form and function of databases in ecommerce.
2. Compare and contrast static and dynamically designed websites.
3. Design, modify, and apply templates, extensions and plugins to dynamic websites.
4. Install and populate an ecommerce shopping cart with products and product attributes and options.
5. Evaluate and apply techniques that create improved search engine ranking.
6. Assess dynamic website security issues.
7. Evaluate and apply usability concepts as it applies to current design standards.
8. Create a Bootstrap responsive website.

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

I. Responsive Design
   A. Bootstrap
      1. Grid system
      2. Media queries
      3. JQuery
      4. Responsive images
   II. Pre-Production
      A. Storyboards
      B. Mindmaps
   III. Post-Production
A. Portfolio

1. Submission
2. Critique

IV. Database

A. Form and function in ecommerce websites

B. Query function in a shopping cart

V. Dynamic Design

A. Advantages

1. Flexibility
2. Scalability
3. Performance

B. Disadvantages

1. Technical skill level
2. Security

C. Appropriate Use in Web Development

D. Content Management Systems

E. CSS templates

VI. Dynamic Design Framework

A. Content Management Tools

B. Compare and contrast content management systems

C. Dynamic design steps

VII. Dynamic Web Site Development

A. Templates

1. CSS Design
2. Cross-browser compatibility

B. Extending a dynamic web site

C. Modules/Components/Plugins
1. Text Editors
2. Form Design
3. Polls/Surveys
4. Forums
5. Blogs
6. Podcasts
7. Wikis

VIII. Ecommerce Design

A. Global Considerations

B. Electronic Commerce Models

C. Requirements
   1. Internet Service Provider (ISP)
   2. Shopping Cart Software
   3. Secure Connections
      a. Encryption Methods
   4. Payment Gateways
   5. Merchant Accounts

D. Usability

E. Shopping Carts

F. Security
   1. SSL
   2. Certificates

IX. Search Engine

A. Search Engine Optimization (SEO)
   1. Compare search engines and directories
   2. Search strategies
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture  
  **Integration:** Lecture presentation illustrating the conceptual and practical aspects of using industry-standard software and CMS for Web development and management.

- **Method:** Guided Practice  
  **Integration:** Instructor-supported practice in creating a Bootstrap responsive website including responsive image coding, template design, and JQuery application.

- **Method:** Projects  
  **Integration:** A cumulative project demonstrating conceptual, technical and design skills taught throughout the course. The skills include responsive template design, component, modules and plugin installation and configuration, accessible design and search engine optimization.

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:** Exam essay demonstrating the correct application of CSS styles and syntax for a given scenario.

- **Method:** Projects  
  **Integration:** A web development project evidencing a live shopping cart containing products, attributes and options, a fully configured CMS communicating the product or service, and secured content as indicated by https or lock icon.

- **Method:** Portfolios  
  **Integration:** Portfolio generation exhibiting artifacts communicating responsive web design, ecommerce, CMS
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:

Design Critique Assignment

There are many successful ecommerce sites operating today. Amazon.com is a major player in this arena. What does it take to build a successful ecommerce empire? Find out by reading this article: "11 Must-Haves for Successful E-commerce", Part 1 and Part 2.

Directions:

- Find two examples of ecommerce sites. One successful and one "not so successful." Note: do not use ebay or amazon.com
- Examine each site according to the 11 "Must-Haves."
- Submit your evaluation of the sites. (note you may submit mini-synopses that correspond to each Must-Have)
- Provide a personal ecommerce experience. This may be positive or negative.
- Submit your evaluation to the discussion board and comment on at least two other student's experiences.

Project:

Submit the address to your dynamic website that contains the following:

- Modified template.
- Minimum of two new menu items.
- Minimum of 2 additional extensions (your choice).
- Working Contact Form (component)
- Working Poll (component)
- Minimum of 2 content pages.
- Minimum of 1 static content page.
- Meta tags on the content and home page.
- Google Sitemap

Textbooks:


Other Resources:

Minimum Qualification

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

Course: DIG 185  
Course Title: Advanced Digital Media Design

Author: Rhonda Nishimoto
Date: 05/07/2019

***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>
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</tbody>
</table>

Rationale:

CSU/UC Transfer Course:
B. Transfers to CSU

1. Rhonda Nishimoto
2. Janet McCurdy--03/26/2019

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

Form A2

Submitted by: Rhonda Nishimoto
Date: 03/11/2019

Catalog: 2020 - 2021

Proposed Course: DIG 185 - Advanced Digital Media Design

Proposal Type: Course Deactivation

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.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Rhonda Nishimoto

(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 FA20 (2020-21 Catalog)

<table>
<thead>
<tr>
<th>03/11/2019</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>(SJC Department Chair)</td>
</tr>
<tr>
<td>3. Alan Marsala 04/11/2019</td>
<td>(MVC Department Chair)</td>
</tr>
<tr>
<td>4.</td>
<td>(SJC Instructional Dean)</td>
</tr>
<tr>
<td>5. Joyce Johnson 04/12/2019</td>
<td>(MVC Instructional Dean)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mt. San Jacinto College</th>
<th>Prerequisite/Corequisite/Advisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form E1</td>
<td></td>
</tr>
<tr>
<td>Submitted By:</td>
<td>Rhonda Nishimoto</td>
</tr>
<tr>
<td>Date:</td>
<td>03/11/2019</td>
</tr>
<tr>
<td>Dept:</td>
<td>Digital Media</td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Advanced Digital Media Design</td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>DIG 185</td>
</tr>
</tbody>
</table>

It is recommended that the following Course: DIG 180 be deactivation as a Prerequisite

Justification:
Skills remain relevant in this review and are required to be successful in this course.

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

Justifications Required:
- Content Review Form (E2)
1. Course Title: Advanced Digital Media Design
2. Course Number: DIG 185

It is recommended that the following Course: DIG 180 be deactivation as a Prerequisite.

Justification:
Skills remain relevant in this review and are required to be successful in this course.

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.

- Define and describe a responsive experience.
- Evaluate web standards and assess browser page rendering in a non-standardized web environment.
- Compare user experiences in a responsive environment vs. a non-responsive environment.
- Create pre-production documents reflecting creativity and interaction design.
- Identify IA processes supporting client requirements.
- Design and create responsive slideshows engaging the viewer and creating visual dialog.
- Plan and create a responsive design that reflects user interface design concepts and provides a quality experience for the user.
- Develop responsive, accessible media that is readable for both the web and portable devices.

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

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Rhonda Nishimoto</th>
<th>Date:</th>
<th>03/11/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>DIG 185 - Advanced Digital Media Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Deactivation (Distance Education Deactivation)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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  
   03/11/2019  
   (Submitter)

2. Alan Marsala  
   04/11/2019  
   (MVC Department Chair)

3. Joyce Johnson  
   04/12/2019  
   (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 FA20 (2020-21 Catalog))
Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Effective Term:</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Course Number:</td>
<td>DIG 185</td>
</tr>
<tr>
<td>Course Title:</td>
<td></td>
<td>Advanced Digital Media Design</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>Guided Practice</td>
<td>Practice media converted to a Storyline presentation allows students to practice Bootstrap page design in sequential steps.</td>
</tr>
<tr>
<td>Projects</td>
<td>A sequenced learning module supports student learning and guides the process. A learning module containing instruction, components, PDF files, video delivers the concepts required to create a Bootstrap responsive website.</td>
</tr>
<tr>
<td>Lecture</td>
<td>Presentation converted to an online Articulate interactive presentation allowing students to participate in learning. Linked within the presentation are instructor-created materials and outside materials providing additional support in developing a content management system.</td>
</tr>
</tbody>
</table>

### Methods of Evaluation:

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
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</thead>
<tbody>
<tr>
<td>Exams/Tests</td>
<td>An essay exam will be delivered through the CMS addressing the responsive design concepts covered in the class, the textbook and other outside materials. The exam will assess responsive media design concepts.</td>
</tr>
<tr>
<td>Projects</td>
<td>Web development students’ focus on responsive design will provide complex coding evidence and visual communication skills in creating a content management system adjusting to all devices. The resultant website link is submitted to the CMS discussion board for student and instructor feedback. Subsequent revisions result in expanded student learning.</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Portfolios provide evidence of the knowledge and skills gained in a course or sequence of courses. The online portfolio contains artifacts communicating responsive, CMS and ecommerce design skills and knowledge as evidenced by the number of artifacts, organization and aesthetic appeal, and visual connections and communication and product function.</td>
</tr>
</tbody>
</table>

### Sample Assignments:

- Production Assignment: Now it is time to work with your Advocacy topic. You will need to prepare the data before diving into the database creation part. Steps: Define the data. Decide on the data fields and the type of data each field will hold. Remember to break the data up into relevant chunks. Suggestions: Create the tables in a spreadsheet first. Setup each table so that it contains a primary key that is the identical to the other tables. Decide on the relationships you want to explore. Write out your queries in plain language. Create the database. Create the tables. Run the queries. Export the result sets. Submit to the discussion board: A report that addresses the process and results of the queries. (note, there isn’t a page limit, just make sure you address the requirements). Include: i. The thought process for “chunking” the data. ii. The relationships you identified and the queries that helped that process. iii. Discuss the conclusions drawn by the data. iv. The query results in a spreadsheet. v. The conclusions you drew from the relationships. Post feedback on the process to at least one other student. Instructor feedback is provided in the grading software.

- Bootstrap Install 1. Create a new folder called firstpage in DW. 2. Copy the folders and index page from the bootstrap-tmp folder to the firstpage folder (it is easier to do this outside of DW) 3. Open the index page and create a div with a container
Regular Effective Contact:

- **Orientation at start of course** - Students will participate in an online orientation during the first week of class. The orientation will familiarize the student with MSJC policies, the course syllabus, assignment schedule, and initial check-in.

- **Announcements/Bulletin Boards** - Announcements will be posted weekly using the course management system and/or other social media.

- **Discussion Boards** - Discussion boards will be maintained and used for timely feedback to students. An asynchronous student support discussion board allowing student subscription will also be provided.

- **Email Communication** - Students will receive timely feedback and support through email and other social media tools.

- **Office hours** - Instructors hold regular office hours and provide supplemental virtual office hours using virtual conferencing or social media tools to increase student-instructor communication.

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

COURSE

Form A1

<table>
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<th>Submitted by:</th>
<th>Dan Peace</th>
<th>Date:</th>
<th>03/09/2019</th>
</tr>
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<td>Proposed Course:</td>
<td>ESL 050W - English Writing for Students from Multilingual Backgrounds</td>
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</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Deactivation</td>
<td></td>
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</table>

This course is Stand Alone

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.

This course, which is four levels below college level English, is no longer being offered due to efforts to reduce the total number of possible for credit courses ESL students can take. The non-credit ESL program can provide instruction for students at this level.

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 no longer offered by the ESL department.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

In order to progress towards college writing readiness, ESL-050W develops sentence level fluency and paragraph writing skills. Students will also improve reading comprehension and application by examining writing samples and exploring readings. Pair work, group work, and class discussion will promote collaborative learning, content development, and critical thinking.

Approval Signatures Required on all lines before submittal to Curriculum Office
### Course Proposal Impact

**ESL 050W English Writing for Students from Multilingual Backgrounds**  
**Course Deactivation**

Dan Peace

---

**Plan A**

**Requisite Courses**

1. ESL-051W Academic English Writing for Students from Multilingual Backgrounds  
   *Active*

2. ESL-051W Academic English Writing for Students from Multilingual Backgrounds  
   *Launched*

**Honors Courses**

**Cross Listed Courses**

**Awards Parent Course is Attached**

1. ESL - English As A Second Language (ESL) Sequence Certificate Level 1 - Employment Concentration (Historical) (Required)

2. ESL - English As A Second Language (ESL) Sequence Certificate Level 1 - Employment Concentration (Historical) (Required)

**Awards Current Course is Attached**

*(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed)*

**Other Awards**

---

Mt. San Jacinto College  
Integrated Course Outline of Record

164
Form B

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<th>Department</th>
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<td>050W</td>
<td>English Writing for Students from Multilingual Backgrounds (formerly ESL-050)</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.

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

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<th>Lecture Units</th>
<th>Total Units</th>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
<th>Lecture Homework Hours</th>
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<td>64.00 - 72.00</td>
<td>64.00 - 72.00</td>
<td>128.00 - 144.00</td>
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**Stand Alone:**

Stand Alone

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

-None-

**General Education Justification:**

<table>
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<tr>
<th>Maximum Enrollment:</th>
<th>25</th>
</tr>
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</table>

**Maximum Enrollment Justification:**

Course requires significant response to written materials - check all that apply:
Course requires significant individualized instruction or assessment – check all that apply:
  * Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: Assessing the fluency development of students with ESL issues requires a significant amount of individualized feedback. This is particularly relevant because not all ESL students have the same fluency related challenges. Students who do not gain the appropriate sentence level fluency should not progress to the next level in the ESL writing pathway.

**Grading Method:**

P/NP Only

**TOP code:**

4930.87
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 focuses on English sentence level writing accuracy and content development through an emphasis on all English language skills including reading, speaking, listening, writing, and critical thinking skills. This course provides extensive practice producing fluent, effective, accurate, and varied sentences as well as an introduction to building meaningful and well-supported paragraphs. This course is offered as pass/no pass only.

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 emphasizes the production of fluent, effective, meaningful, accurate, and varied sentences as well as paragraph writing.

Need for the course:
There is a significant population of MSJC students who grew up in homes in which English was not the primary or only language. These students are commonly referred to as either 1st generation or 1.5 generational students based on when they began learning English. Students raised in a multilingual context often encounter different linguistic writing challenges than monolingual students while striving to complete transfer level English courses. English courses offered through the English department do not have a significant curricular component focused on multilingual learner needs. ESL050W is designed to address the unique English writing development needs of multilingual students, especially students who struggle with sentence level fluency. This course emphasizes sentence level development and introduces paragraph writing. Many of the students who place into this level struggle to consistently write accurate and meaningful sentences. ESL050W is part of the ESL writing pathway that leads directly to transfer level English.

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

- appropriate assessment score

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. Select speaking, listening, and pronunciation strategies in order to develop and express ideas.
2. Discover various reading strategies and practices.
3. Incorporate ideas, concepts, and details from a reading into a writing.
4. Develop, evaluate, and revise topics and ideas by means of speaking and listening.
5. Combine ideas and sentences to create varied sentence structures.
6. Produce sentences that utilize multiple sentence elements in order to improve content and clarity.
7. Analyze and revise sentences to improve sentence level fluency and grammatical accuracy.
8. Experiment with various pre-writing and revision techniques.
9. Produce a topic sentence that limits and focuses a topic.
10. Produce supporting information to develop a main point.
Course Content:
(please number the outline of main topics and subtopics)

I. Speaking Skill Development
   A. Speaking activities targeting sentence level grammatical structures to increase written and spoken fluency
      1. simple sentences with compound subjects and verbs
      2. compound sentences with all coordinating conjunctions about daily habits and activities
      3. complex sentences with adverbial clauses towards the end of the course to discuss interests and personal goals
      4. Utilizing gerunds, adverbs, infinitives, prepositional phrases
      5. Identify pronunciation patterns that interfere with communication

II. Listening Skill Development
   A. Listening activities that model sentence level grammatical structures
   B. Listening for content
   C. Applying listening material into writings

III. Reading Skill Development
   A. Applying reading strategies
   B. Utilizing ideas from readings develop writings
   C. Reading to understand different types of writing styles and purposes
   D. Expanding vocabulary and content through reading

IV. Learning Strategies
   A. Utilizing spoken fluency to improve written fluency
   B. Maximizing reading to improve all other language areas
   C. Language immersion
   D. Learn about more about American culture to increase background knowledge

V. Fluency and Grammar Development
   A. Identify and using the parts of speech
B. Subject-Verb Agreement

C. Count/Non-Count

D. Word order accuracy

E. Article Usage

F. Sentence Types

G. Common Syntax Errors

H. Verb Tenses: simple present, simple past, present progressive, past progressive, future progressive

VI. Writing Development

A. Writing complete sentences and avoiding sentence fragments

B. Writing sentences with meaningful content

C. Avoiding words that are too generic such as good, bad, thing, etc...

D. Writing varied sentence types

E. Editing and revising sentences

F. Peer editing

VII. Introduction to paragraph writing

A. Topic sentences, main points, and supporting information

B. Unity

C. Coherence

D. Rhetorical modes

E. Pre-writing and revision strategies

**Methods of Instruction:**

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

- **Method:** Papers and Reports
  **Integration:** Writings will be assigned throughout the semester to allow students the opportunities to improve sentence level fluency, practice and develop sentence writing, engage in various ways of responding to readings and writings, learn about the components of paragraphs, and identify and apply fluency and grammar principles.

- **Method:** Lecture
  **Integration:** Instructor led lecture will be used to teach sentence level skills and basic paragraph writing by incorporating reading, speaking, writing, and listening development.

- **Method:** Discussion
Integration: Whole group, small group, and pair-share discussions will be incorporated throughout the semester. These discussions will emphasize and reinforce fluency related sentence structures, idea development, critical thinking, reading and writing strategies, the writing process, paragraph formation, and peer revision.

- Method: Individualized Instruction
  Integration: Individual or small-group interaction with the instructor will provide students the opportunity to receive verbal feedback on writings, student progress, and sentence level fluency.

- Method: Readings
  Integration: A variety of readings will be incorporated to allow students opportunities to explore sentence level fluency and the writing process. Readings will also expand idea development, model varied sentence structures, and enhance critical thinking skills.

- Method: Activity
  Integration: Individual and group activities will be utilized to support and reinforce the course objectives. These activities may occur within or outside of the classroom setting.

- Method: Homework
  Integration: Homework will be assigned regularly and may be related to writings, readings, workshops, editing, grammar, fluency development, idea development, college success, or current issues. Homework will provide opportunities for the practice and reinforcement of course concepts and skills.

- Method: Speaking and listening practice
  Integration: Speaking and listening practice will be utilized to reinforce sentence level fluency and sentence variety.

**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, tests, or skills demonstration exercises
  Integration: Quizzes, tests, or skills demonstration exercises will assess students’ ability to write fluent and accurate sentences, apply grammar principles, and utilize sentence variety.

- Method: Homework
  Integration: Homework will be evaluated on accuracy and completion. Homework assignments will be utilized to facilitate student progress by scaffolding skills, providing practice, or reinforcing concepts. Homework assignments may include components that are outside of the scheduled class time.

- Method: Papers
  Integration: At least five writing assignments are required. Writings will be evaluated on sentence level fluency, sentence variety, and the quality of the content expressed. At least one of the writings must be a paragraph.

- Method: Revision of written assignments
  Integration: At least two student revisions will be evaluated on the ability to improve content, fluency, organization, and grammar.

- Method: Class Participation
  Integration: The participation of students will be evaluated on the quantity and quality of participation in class activities.

- Method: Oral Presentation
  Integration: At least one oral presentation of at least two minutes will be assessed based on sentence level accuracy, content, and pronunciation.

**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:

I. Write a contrast paragraph in which you contrast two friends or two family members.

   A. Use at least 250 words.
B. Include an effective topic sentence, three main points, ample supporting information, a concluding sentence, and transitions.

C. The writing must include at least two compound sentences, two complex sentences, one sentence beginning with a gerund, and one adjective clause.

D. The basis for grading will be sentence level fluency, content, organization, and grammar. Writings with inadequate sentence level fluency will not receive a passing grade. Students are encouraged to visit the LRC for tutoring and utilize Smarthinking.

II. Identify and clearly mark each of the following in the sentences below. After completing the sentences, analyze the sentences in your current course writing for fluency/accuracy, depth of content, and clarity.

Prepositional phrases = (         )
Preposition= P
Noun= N
Simple Subject= S
Action Verb= AV
Linking Verb= LV
Helping Verb= HV
Infinitives = INF
Adjectives= J
Adverbs= ADV
Extra Credit: Coordinating Conjunction = CC
Extra Credit: Subordinating Conjunction = SC

1) Most of the players had been expecting to play in the game; however, the coach would not allow them to play for an unknown reason.
2) Although the car was rusty and dented, it faithfully and powerfully started without hesitation.
3) The coach was extremely frustrated because the players were lazily jogging down the court.
4) The new university will offer students a variety of quality degrees and certificates, but the cost of the classes is prohibitively expensive.

Textbooks:


Other Resources:

Minimum Qualification

- ESL (Masters Required)
Submitted by: Dan Peace                      Date: 03/09/2019
Catalog: 2020 - 2021
Proposed Course: ESL 050W - English Writing for Students from Multilingual Backgrounds
Proposal Type: Course Deactivation

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.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Dan Peace 03/09/2019 (Submitter)
2. Dan Peace 03/31/2019 (SJC Department Chair)
3. (MVC Department Chair)
4. (SJC Instructional Dean)
5. Rickianne Rycraft 04/01/2019 (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 FA20 (2020-21 Catalog)

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory
Form E1

Submitted By: Dan Peace                      Date: 03/09/2019
Dept: English As a Second Language
1. Course Title: English Writing for Students from Multilingual Backgrounds
2. Course Number: ESL 050W

It is recommended that the following Language: appropriate assessment score be deactivation as a Prerequisite.

Justification:
An appropriate assessment score is already an approved prerequisite for the course outline of record. A score of 40-48 on the CELSA placement test will ensure that students placed into ESL-050W have the necessary skills to be successful. These scores were established in 2009 by a group of MSJC faculty and administrators.

Requisite Type: appropriate assessment score
Justifications Required:

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<th>Dan Peace</th>
<th>Date:</th>
<th>03/09/2019</th>
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<td>1. Course Title:</td>
<td>English Writing for Students from Multilingual Backgrounds</td>
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<tr>
<td>2. Course Number:</td>
<td>ESL 050W</td>
<td></td>
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</table>

It is recommended that the following Language: appropriate assessment score be reviewed as a Prerequisite.

Justification:

An appropriate assessment score is already an approved prerequisite for the course outline of record. A score of 40-48 on the CELSA placement test will ensure that students placed into ESL-050W have the necessary skills to be successful. These scores were established in 2009 by a group of MSJC faculty and administrators.

1. Instructions for English or Math courses acting as a course prerequisite
List the statistics, data sources, and a summary of the results of research that justify requiring this course as a Prerequisite/Corequisite/Advisory. Backup justification is needed (please attach).

2. Instructions for assessment scores acting as course prerequisite/corequisite/recommended preparation
List the statistics, data sources, and a summary of the results of research that justify requiring assessment scores for this course as a Prerequisite/Corequisite/Recommended Preparation. Specify score ranges. Backup justification is needed (please attach).
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

COURSE

Form A1

Submitted by: Dan Peace
Date: 03/09/2019
Catalog: 2020 - 2021
Proposed Course: ESL 051W - Academic English Writing for Students from Multilingual Backgrounds
Proposal Type: Course Deactivation

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").

The program review indicates that there is no longer a need for this credit course.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

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.

This course is no longer being offered due to efforts to reduce units for students. This level is available through the non-credit ESL program.
This course focuses on paragraph development, which is essential to a student's journey to writing quality essays. Examining various texts will enhance student writing, vocabulary usage, and critical thinking skills. Pair work, group work, and class discussion will promote collaborative learning of the course objectives.

**Course Deactivation**

Dan Peace

Plan A

Requisite Courses

1. ESL-062W Basic Writing Skills *Active*

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. ESL - English As A Second Language (ESL) Sequence Certificate Level 1 - Employment Concentration (Historical) (Required)

2. ESL - English As A Second Language (ESL) Sequence Certificate Level 1 - Employment Concentration (Historical) (Required)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Dan Peace 03/09/2019 (Submitter)
2. Dan Peace 03/31/2019 (SJC Department Chair)
3. (MVC Department Chair)
4. (SJC Instructional Dean)
5. Rickianne Rycraft 04/01/2019 (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 FA20 (2020-21 Catalog))

Course Proposal Impact

ESL 051W Academic English Writing for Students from Multilingual Backgrounds

**Course Deactivation**

Dan Peace

Plan A

Requisite Courses

1. ESL-062W Basic Writing Skills *Active*

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. ESL - English As A Second Language (ESL) Sequence Certificate Level 1 - Employment Concentration (Historical) (Required)

2. ESL - English As A Second Language (ESL) Sequence Certificate Level 1 - Employment Concentration (Historical) (Required)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).
Other Awards

Mt. San Jacinto College
Integrated Course Outline of Record

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<th>Dan Peace</th>
<th>Date:</th>
<th>05/07/2019</th>
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<td>English As a Second Language ESL</td>
<td>051W</td>
<td>Academic English Writing for Students from Multilingual Backgrounds (formerly ESL-051)</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<table>
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<th>Lecture Units</th>
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<tbody>
<tr>
<td>128.00 - 144.00</td>
</tr>
</tbody>
</table>

Stand Alone: Stand Alone

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

General Education Justification:

Maximum Enrollment: 25

Maximum Enrollment Justification: Course requires significant individualized instruction or assessment – check all that apply:
* Course requires that each student be evaluated individually on a set of skills more than twice per semester.
Justification: Students from multilingual backgrounds have varied writing, reading, speaking, and listening challenges and needs. Individualized attention is required in order to help students progress towards college level readiness.

Grading Method: P/NP Only

TOP code: 4930.87
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 focuses on English academic paragraph writing through a well-rounded and integrated emphasis on critical thinking, reading, speaking, listening, vocabulary, fluency, and grammar development for students who desire to prepare for college-level courses. Successful completion of this course prepares students for ESL062W. This course is offered as pass/no pass only.

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 focuses on English academic paragraph writing through a well-rounded and integrated emphasis on critical thinking, reading, speaking, listening, vocabulary, fluency, and grammar development.

Need for the course:
There is a significant population of MSJC students who grew up in homes in which English was not the primary or only language. These students are either 1st generation or 1.5 generation students based on when they began learning English. This course is designed for both 1st generation and 1.5 generation students who still struggle with written or spoken fluency development. Students raised in a multilingual context often encounter different linguistic challenges than monolingual students while striving to complete transfer level English courses. English courses offered through the English department do not have a significant curricular component focused on multilingual learner needs. ESL051W is designed to address the unique academic English writing development needs of multilingual students through an integrated emphasis on reading, writing, speaking, listening, critical thinking, and vocabulary development. ESL051W is part of the ESL writing pathway that leads directly to transfer level English.

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

- ESL 050W Pass or Fail Course or appropriate assessment score.

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. Revise writings to improve sentence level fluency.
2. Discover effective reading practices.
3. Experiment with varied pre-writing and post-writing activities to develop a personal writing plan.
4. Focus and limit the subject of the assignment to a scope appropriate to the limits of the assignment.
5. Establish and state clearly a focused topic sentence.
6. Produce paragraphs using a variety of rhetorical modes.
7. Select an appropriate plan to edit and revise various types of writing.
8. Assess grammatical accuracy within the context of written work.
9. Incorporate the impact of an audience upon a composition.
10. Combine sentences and ideas to create effective and varied sentence structures.
11. Utilize speaking and listening skills to improve the content and effectiveness of academic paragraphs.
12. Differentiate rhetorical patterns, organizational patterns, main ideas, details, facts, and opinions in readings.

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

I. The Role of Reading Development for College Success and Writing Mastery
   A. Reading activities to develop critical thinking
   B. Reading to expand vocabulary and enrich content
   C. Identifying topics, main ideas, and supporting details
   D. Understanding how organizational ideas are utilized to express ideas
   E. Sample readings to introduce all major writing assignment.

II. Speaking and Listening Skill Development
   A. Speaking and listening activities to develop critical thinking
      1. Students will interact regularly in small group and pairs in order to explore topics, develop writing themes, revise writings, analyze material, and develop vocabulary.
      2. Students will improve personal writings through direct interactions with other students and practice applying verbal feedback.

III. Sentence Level Fluency & Grammar
   A. Identifying and using the elements of sentences for increased accuracy and clarity: subjects, verbs, prepositional phrases, adverbs, adjectives, gerunds, infinitives, determiners, conjunctions, coordinating conjunctions, subordinating conjunctions
   B. Identifying and using clauses and other structures: independent clauses, dependent clauses, adverbial clauses, adjective clauses & reduced adjective clauses, noun clauses, appositives
   C. Identifying and using conditionals to state or support an opinion or viewpoint
   D. Usage of determiners (especially articles)
   E. Usage of all verb tenses and passive (especially the present perfect)
   F. Vocabulary enrichment
   G. Word order accuracy
   H. Fragments, run-ons, comma splices, agreement, and punctuation

IV. Paragraph Requirements
Sentence Types

A. Simple Sentences
B. Compound Sentences
C. Complex Sentences
D. Compound-Complex Sentences

Invention Strategies

A. Free writing
B. Clustering
C. Enumeration

Audience

A. Writing for an audience

Writing for an audience

A. Topic Sentences

Components

A. Placement
B. Clustering

Rhetorical modes, which may include:

A. Narrative
B. Process
C. Description
D. Comparison and contrast

X. Rhetorical modes, which may include:

B. Definition
C. Classification
D. Division
E. Definition
F. Process

Organizational schemes, which may include:

A. Spatial
H. Persuasion
G. Definition
F. Process

10. Organizational schemes, which may include:

B. Placement
B. Temporal
C. Emphatic
D. General to specific
E. Specific to general
F. Increasing importance
G. Decreasing familiarity
H. Increasing complexity

11. Transitional expressions for use within a paragraph:
   A. Transitional expressions to add or show sequence
   B. Transitional expressions to compare
   C. Transitional expressions to contrast
   D. Transitional expressions to give examples or intensity
   E. Transitional expressions to indicate place
   F. Transitional expressions to indicate time
   G. Transitional expressions to repeat, summarize, or conclude
   H. Transitional expressions to show cause or effect

12. Revision Process:
   A. Macro revision: structure, content
   B. Micro revision: grammar, punctuation, syntax, diction
   C. Editing/ Proofreading Techniques
   D. Improving word choice for greater clarity and impact
   E. Improving sentence structure and variety

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

- **Method**: Papers and Reports
  **Integration**: Writings will be assigned throughout the semester to allow students the opportunities to practice and develop the writing process, utilize different rhetorical modes of writing, engage in various ways of responding to readings and writings, learn the components of academic paragraphs, and identify and apply fluency and grammar principles.

- **Method**: Lecture
  **Integration**: Instructor led instruction will emphasize the writing process, the structure of expository
paragraphs, revision, editing, grammar, and sentence level fluency. American academic writing success strategies will also be incorporated.

- **Method:** Discussion  
  **Integration:** Whole group, small group, and pair-share discussions will be incorporated throughout the semester. These discussions will emphasize fluency related sentence structures, idea development, critical thinking, reading and writing strategies, the writing process, paragraph formation, paragraph revision, peer revision, and editing.

- **Method:** Individualized Instruction  
  **Integration:** Individual or small-group interaction with the instructor will provide students the opportunity to receive verbal feedback on writings or student progress.

- **Method:** Readings  
  **Integration:** A variety of writings will be incorporated to allow students opportunities to understand academic paragraph writing, expand idea development, and enhance critical thinking skills.

- **Method:** Activity  
  **Integration:** Individual and group activities will be utilized to support and reinforce the course objectives.

- **Method:** Homework  
  **Integration:** Homework will be assigned regularly and may be related to writings, readings, workshops, editing, grammar, fluency development, idea development, college success, or current issues. Homework will provide valuable opportunities for the scaffolding and reinforcement of concepts and skills, which will support the course objectives.

### 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:** Papers  
  **Integration:** At least five paragraphs are required, which may include in-class timed writings. Writings will be evaluated on sentence level fluency, the quality of the topic sentence, the development of logical and effective support, organization, grammar, and transitions. Writings with poor sentence level fluency should not receive a passing grade.

- **Method:** Reading  
  **Integration:** At least one assignment will require students to incorporate material from a reading into a writing task. Students will be assessed on their ability to understand, summarize, paraphrase, or apply the content from the reading.

- **Method:** Quizzes, tests, or skills demonstration exercises as necessary  
  **Integration:** Quizzes, tests, or skills demonstration exercises to determine students' understanding of and ability to apply concepts of sentence level fluency, grammar, idea development, or paragraph structure.

- **Method:** Homework  
  **Integration:** Homework assignments will be utilized to facilitate student progress by scaffolding skills, providing practice, or reinforcing concepts. Homework assignments may include components that are outside of the scheduled class time. For example, students may be required to attend a workshop or another event.

- **Method:** Revision of written assignments  
  **Integration:** At least one student writing will be revised in order to evaluate the student's ability to improve writing content, fluency, organization, and/or grammar.

- **Method:** Class Participation  
  **Integration:** The participation of students in class activities may be evaluated. Participation may include components that are outside of the scheduled class time.

### 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:

**Sample Assignment for ESL-051W (Contrast paragraph)**

**Requirements:**
I. Write a contrast paragraph that is at least 300 words (typed & double-spaced)

II. Your topic sentence must be approved by the instructor and include your three points of contrast.

III. Contrast one aspect of two different cultures that you are strongly connected to in some way. The focus of the contrast must connect to cultural values or perspectives.

IV. The idea of culture may be broadly understood to include subgroups of individuals that tend to have differing views, values, or practices. Therefore, the two different cultures do not have to be two different countries. There may be significant differences between two subgroups of people in the same country.

V. Formal research is not allowed for this assignment.

VI. The writing cannot be merely fact based in nature; therefore, you cannot compare the differences in food that are eaten.

VII. You must clearly choose and follow the organizational style of subject-by-subject or point-by-point. The outline on the other side uses point-by-point style.

Some possible topics:

- Family life, child-raising practices, courtship/dating customs, marital relationships, attitudes towards authority, attitudes towards the young or old, hospitality, rites of passage, honesty/truthfulness, view of disabilities, level of independence for children, value of caring for elderly parents, view of freedom, attitude towards the government or ruling person, view of modesty for women,

Basis for Grading:

I. Appropriate to the writing assignment, Depth of ideas and critical thinking, Complexity of ideas expressed

Organization

I. Clear use of either the subject-by-subject model or the point-by-point approach

II. A clear and effective topic sentence

III. 3 effective main supporting points

IV. Adequate evidence to support each main point (details & examples)

V. Use of appropriate transitions

VI. A concluding sentence

Sentence level fluency & grammar

I. Free of unclear, awkward, and non-fluent writing

II. Use of a variety of sentence structures (compound, complex, adjective clauses, noun clauses, gerunds, etc...)

III. Free of major errors

IV. Placing and structuring of the parts of speech/Verb tenses

Non-fluency related grammar
I. Use of correct punctuation, especially commas

II. No run-on sentences

III. No fragments

IV. Subject-verb agreement

Sample Assignment For ESL-051W (Developing Sentence Fluency and Variety)
While reflecting on the theme for the next writing, generate meaningful and grammatically correct sentences according to the listed structures. Prior to turning in these sentences, provide feedback to at least one other student regarding the sentences.

- 3 sentences that utilize a passive structure
- 2 sentences with the first conditional
- 2 sentences with the second conditional
- 1 sentences with the third conditional
- 1 sentence beginning with a gerund
- 1 compound sentences
- 1 complex sentences that begins with "Although" or "Even though"

Textbooks:


Other Resources:

Minimum Qualification
- ESL (Masters Required)
**Proposed Course:**

| ESL 051W - Academic English Writing for Students from Multilingual Backgrounds |

**Proposal Type:**

| Course Deactivation |

**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.

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

| 1. Dan Peace 03/09/2019 (Submitter) |
| 2. Dan Peace 03/31/2019 (SJC Department Chair) |
| 3. (MVC Department Chair) |
| 4. (SJC Instructional Dean) |
| 5. Rickianne Rycraft 04/01/2019 (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 FA20 (2020-21 Catalog))

---

**Mt. San Jacinto College**

**Prerequisite/Corequisite/Advisory**

**Form E1**

| Submitted By: Dan Peace | Date: 03/09/2019 |
| Dept: English As a Second Language |

| 1. Course Title: Academic English Writing for Students from Multilingual Backgrounds |
| 2. Course Number: ESL 051W |

It is recommended that the following Course: ESL 050W be deactivation as a Prerequisite.

**Justification:**

This course fits into the ESL writing pathway, which prepares students for transfer level English. ESL-050W prepares students with the necessary fluency, content, organization, and grammar to be successful in ESL-051W.

**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)

<table>
<thead>
<tr>
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<th>Dan Peace</th>
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<tr>
<td>2. Course Number:</td>
<td>ESL 051W</td>
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It is recommended that the following Course: ESL 050W be deactivation as a Prerequisite.

Justification:
This course fits into the ESL writing pathway, which prepares students for transfer level English. ESL-050W prepares students with the necessary fluency, content, organization, and grammar to be successful in ESL-051W.

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.

- Produce sentences that utilize multiple sentence elements in order to improve content and clarity.
- Analyze and revise sentences to improve sentence level fluency and grammatical accuracy.
- Discover various reading strategies and practices.
- Experiment with various pre-writing and revision techniques.
- Produce a topic sentence that limits and focuses a topic.
- Produce a paragraph on a familiar topic.
- Evaluate the quality and quantity of supporting information about a topic.
- Produce supporting information to develop a main point.
- Combine ideas and sentences to create varied sentence structures.
- Develop, evaluate, and revise topics and ideas by means of speaking and listening.
- Select speaking, listening, and pronunciation strategies in order to develop and express ideas.
- Incorporate ideas, concepts, and details from a reading into a writing.

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

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**It is recommended that the following Language: appropriate assessment score be deactivation as a Prerequisite.**

**Justification:**

An appropriate assessment score is already an approved prerequisite for the course outline of record. A score of 49-57 on the CELSA placement test will ensure that students placed into ESL-051W have the necessary skills to be successful. These scores were established in 2009 by a group of MSJC faculty and administrators.

**Requisite Type:**

appropriate assessment score

**Justifications Required:**
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**It is recommended that the following Language: appropriate assessment score be reviewed as a Prerequisite.**

**Justification:**

An appropriate assessment score is already an approved prerequisite for the course outline of record. A score of 49-57 on the CELSA placement test will ensure that students placed into ESL-051W have the necessary skills to be successful. These scores were established in 2009 by a group of MSJC faculty and administrators.

**1. Instructions for English or Math courses acting as a course prerequisite**

List the statistics, data sources, and a summary of the results of research that justify requiring this course as a Prerequisite/Corequisite/Advisory. Backup justification is needed (please attach).

**2. Instructions for assessment scores acting as course prerequisite/corequisite/recommended preparation**

List the statistics, data sources, and a summary of the results of research that justify requiring assessment scores for this course as a Prerequisite/Corequisite/Recommended Preparation. Specify score ranges. Backup justification is needed (please attach).
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

COURSE

Form A1

Submitted by: Dan Peace

Date: 03/09/2019

Catalog: 2020 - 2021

Proposed Course: ESL 062W - Basic Writing Skills

Proposal Type: Course Revision Proposal

This course is Stand Alone

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 prerequisites were removed in order to expand access. M.A. in English was added as a possible minimum qualification because an M.A. in English provides the necessary training to support ESL student writing, which is evident by looking at the course content. ESL courses provide the context to address specific ESL needs.

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")

The program review indicated the need for reading, writing, and fluency development.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

For course and award submissions: Briefly discuss how this course/award is consistent with PLOs which have been determined by the department. PLO field cannot be completed with PLO’s "currently in progress" or any similar language.
The development of written fluency, paragraph development, critical reading, verbal communication, and critical thinking skills facilitates student progress towards developing and writing effective essays and integrating material from texts at the college level.

**Course Proposal Impact**

ESL 062W Basic Writing Skills

**Course Revision Proposal**

Dan Peace

Plan A

Requisite Courses

1. ESL-098W English Writing Fundamentals *Active*

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. ESL - English As A Second Language (ESL) Sequence Certificate Level 2 - Employment Concentration (Historical)

2. ESL - English As A Second Language (ESL) Sequence Certificate Level 2 - Employment Concentration (Historical)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).
Other Awards

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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</thead>
<tbody>
<tr>
<td>English As a Second Language</td>
<td>English As a Second Language ESL</td>
<td>062W</td>
<td>Basic Writing Skills</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Total Units</th>
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<tbody>
<tr>
<td>4.00</td>
<td>4.00</td>
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<table>
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<tr>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
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<tbody>
<tr>
<td>64.00 - 72.00</td>
<td>64.00 - 72.00</td>
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<tr>
<th>Lecture Homework Hours</th>
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<tr>
<td>128.00 - 144.00</td>
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Stand Alone:
Stand Alone

AA/AS Degree General Ed Breadth Area(s):
-no- 

General Education Justification:

Maximum Enrollment: 25

Maximum Enrollment Justification:
Course requires significant individualized instruction or assessment – check all that apply:
* Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: Students from multilingual backgrounds have varied writing, reading, speaking, and listening challenges and needs. Individualized attention is required in order to help students progress towards college level readiness. A minimum of four paragraphs and one essay is required.

Grading Method: Letter Grade or P/NP

TOP code: 4930.84
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 facilitates academic writing skills with an emphasis on written fluency, paragraph development, critical reading, and critical thinking skills. Students will also be introduced to composing academic essays. Common English as a second language grammar and fluency issues will be addressed throughout this course.

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 develops academic writing skills with an emphasis on written fluency, paragraph and essay development, critical reading, and critical thinking skills.

Need for the course:
This course develops academic writing and reading skills that are necessary for college readiness. English as a second language acquisition issues are addressed. This course meets the needs of ESL students to identify and improve written fluency issues that are common to non-native speakers of English and that interfere with clarity, accuracy, and the expression of meaning. Students benefit from instructors trained in the field of ESL.

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. Discover the distinguishing and meaningful elements of academic English writing common to American institutions of higher learning.
2. Analyze and revise non-fluent, awkward, and unclear elements within the context of written work.
3. Combine sentences and ideas to create effective and varied sentence structures.
4. Discover and apply effective reading processes.
5. Experiment with different pre-writing and post-writing activities to develop a personal writing plan.
6. Focus and limit the subject of an assignment to a scope appropriate to the limits of the assignment.
7. Compose a clear and focused topic sentence.
8. Compose well-supported paragraphs and essays using varied rhetorical modes.
9. Compose at least four paragraphs and one essay.
10. Modify and revise writings through self-evaluation, peer input, and instructor feedback.
11. Assess grammatical accuracy and correct use of punctuation within the context of written work.

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

I. Understanding and applying principles of academic English writing
A. College level American writings values and principles

B. Reading, writing, and critical thinking for college success

II. Written fluency and sentence variety development

A. Identify and correcting non-fluent writing patterns

B. Writing simple, compound, complex, and compound-complex sentences

C. Effectively using adjective clauses, noun clauses, and adverbiacl clauses

D. Effectively using verb tenses, modals, passives, articles, gerunds, and infinitives

III. Critical reading and writing skills

A. Reading strategies

B. Finding and understanding main ideas and supporting ideas

C. Responding to an author's ideas

D. Utilizing logic and reasoning in compositions

IV. Writing paragraphs:

A. A minimum of four paragraphs are required

B. Establishing effective topic sentences, supporting details and examples, transitions, introductions, and conclusions

C. Pre-writing strategies

D. Establishing support through definition, illustration, and example

E. Organizing information by outlining

F. Adjusting writing for audience and purpose

V. Essay structure and content development

A. A minimum of one essay is required

B. Effective thesis statements

C. Supporting thesis statements

D. Coherence

E. Unity

F. Transitions
VI. Rhetorical Modes which may include:

A. Narrative
B. Descriptive
C. Expansion/illustration
D. Definition
E. Classification/Division
F. Comparison and contrast
G. Cause/Effect
H. Process/Functional analysis
I. Analogy
J. Persuasion/Argument

VII. Grammar

A. Fragments
B. Comma Splices
C. Run-ons
D. Commas
E. Apostrophes
F. Punctuation

VIII. Revising and Editing approaches

A. Structure
B. Content
C. Revising grammar, punctuation, syntax, and diction
D. Peer editing

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

- **Method:** Readings
  **Integration:** Readings of various texts will be used in order to teach reading strategies, model effective writing, and foster critical thinking.
- **Method:** Lecture  
  **Integration:** Lecture and demonstration will support students’ construction of accurate and effective sentences, development and revision of writings, and analysis and response to written texts.

- **Method:** Papers and Reports  
  **Integration:** Required writings will support the development and application of writing fluency, organization, content, and grammar. At least 4 paragraphs are required. At least one essay is required.

- **Method:** Individualized Instruction  
  **Integration:** Individualized instruction in the form of instructor and student conferences will allow the instructor to give specific feedback and guidance to each student regarding written fluency development, the writing process, composition of writings, grammar and usage, and critical reading.

- **Method:** Discussion  
  **Integration:** Class and small-group discussions about writing issues and writing prompts will be used to allow students to get multiple perspectives and ideas about topics and advance critical thinking.

- **Method:** Homework  
  **Integration:** Homework assignments on writing fluency, the writing process, grammar and usage, and readings will provide opportunities for students to understand and apply relevant concepts and develop skills.

- **Method:** In-class Exercises  
  **Integration:** In-class exercises and activities, such as peer editing, conducted in pairs or groups will allow students the opportunity to explore, apply, and develop knowledge and skills introduced in class regarding fluency, writing, and reading.

- **Method:** Out-of-class activities  
  **Integration:** Out-of-class workshops, seminars, directed learning activities, visits to the writing center, and other supplemental activities in order to assist students in understanding and applying concepts from the course such as written fluency, organization, content, and grammar.

**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:** Papers  
  **Integration:** At least four paragraphs are required. At least one essay is required. Papers will be evaluated on written fluency, organization, content, grammar, and critical thinking.

- **Method:** Revision of written work  
  **Integration:** Revision will be evaluated on student ability to apply feedback and improve overall and specific effectiveness in terms of written fluency, organization, content, grammar, and critical thinking.

- **Method:** Quizzes, tests, and exams  
  **Integration:** Quizzes, tests, and exams will evaluate student understanding and application of sentence structures, grammar, critical reading, and critical thinking.

**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:

I. Read the article, "The Struggle to be an All-American Girl" by Elizabeth Wong. Compose a short essay that explores aspects of your cultural identity. Include an effective thesis as well as specific experiences to illustrate the formation and expression of your cultural identity. Incorporate at least two reflections from the article.

II. Consider an attitude or practice, which is strongly connected to cultural values and priorities, in two different cultures or subcultures. A few examples are as follows: attitudes towards authority, child-raising practices, dating and marital customs, and attitude towards individuals with disabilities. Holidays, foods, or locations are not acceptable. Compose a well-supported essay with a clear and meaningful thesis.

**Textbooks:**
Other Resources:

Minimum Qualification

- ESL (Masters Required) or
- English (Masters Required)

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

Form A2

Submitted by: Dan Peace  
Date: 03/09/2019

Catalog: 2020 - 2021

Proposed Course: ESL 062W - Basic Writing Skills

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.

Prerequisite
ESL 051W
Pass or Fail Course
It is recommended that this requisite be (removed).
Justification:
ESL051W is being deactivated. Removing this prerequisite aligns with statewide initiatives.

or Prerequisite
the appropriate assessment score
It is recommended that this requisite be (removed).
Justification:
Given statewide initiatives, this prerequisite is being removed to increase student access.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Dan Peace  03/09/2019 (Submitter)
2. Dan Peace  04/15/2019 (SJC Department Chair)
3.  (MVC Department Chair)
4.  (SJC Instructional Dean)
5. Rickianne Rycraft  04/16/2019 (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 FA20 (2020-21 Catalog))

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**Mt. San Jacinto College**
**Prerequisite/Corequisite/Advisory**

**Form E1**

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<td>2. Course Number:</td>
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It is recommended that the following **Course**: ESL 051W be removed as a **Prerequisite**

**Justification:**

ESL051W is being deactivated. Removing this prerequisite aligns with statewide initiatives.

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

**Justifications Required:**

- Content Review Form (E2)

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

**Form E2**

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<tr>
<td>1. Course Title:</td>
<td>Basic Writing Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>ESL 062W</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that the following **Course**: ESL 051W be removed as a **Prerequisite**
Justification:

ESL051W is being deactivated. Removing this prerequisite aligns with statewide initiatives.

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.

- Focus and limit the subject of the assignment to a scope appropriate to the limits of the assignment.
- Differentiate rhetorical patterns, organizational patterns, main ideas, details, facts, and opinions in readings.
- Utilize speaking and listening skills to improve the content and effectiveness of academic paragraphs.
- Revise writings to improve sentence level fluency.
- Discover effective reading practices.
- Experiment with varied pre-writing and post-writing activities to develop a personal writing plan.
- Establish and state clearly a focused topic sentence.
- Produce paragraphs using a variety of rhetorical modes.
- Select an appropriate plan to edit and revise various types of writing.
- Assess grammatical accuracy within the context of written work.
- Incorporate the impact of an audience upon a composition.
- Combine sentences and ideas to create effective and varied sentence structures.

X Course being removed as a requisite to the target course
<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Dan Peace</th>
<th>Date:</th>
<th>03/09/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>English As a Second Language</td>
<td></td>
<td></td>
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<tr>
<td>1. Course Title:</td>
<td>Basic Writing Skills</td>
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</tr>
<tr>
<td>2. Course Number:</td>
<td>ESL 062W</td>
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<td></td>
</tr>
</tbody>
</table>

It is recommended that the following Language: the appropriate assessment score be removed as a Prerequisite.

 Justiﬁcation: Given statewide initiatives, this prerequisite is being removed to increase student access.

Requisite Type: the appropriate assessment score

Justiﬁcations Required: 

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Dan Peace</th>
<th>Date:</th>
<th>03/09/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
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<tr>
<td>1. Course Title:</td>
<td>Basic Writing Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Course Number:  ESL 062W

**It is recommended that the following Language : the appropriate assessment score be removed as a Prerequisite.**

**Justification:**

Given statewide initiatives, this prerequisite is being removed to increase student access.

**1. Instructions for English or Math courses acting as a course prerequisite**

List the statistics, data sources, and a summary of the results of research that justify requiring this course as a Prerequisite/Corequisite/Advisory. Backup justification is needed (please attach).

---

**2. Instructions for assessment scores acting as course prerequisite/ corequisite/ recommended preparation**

List the statistics, data sources, and a summary of the results of research that justify requiring assessment scores for this course as a Prerequisite/Corequisite/Recommended Preparation. Specify score ranges. Backup justification is needed (please attach).

**This prerequisite is being removed.**
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

<table>
<thead>
<tr>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by:</td>
</tr>
<tr>
<td>Tamara Smith</td>
</tr>
<tr>
<td>Date: 04/01/2019</td>
</tr>
<tr>
<td>Catalog: 2020 - 2021</td>
</tr>
<tr>
<td>Proposed Course: HIST 119 - Civil War and Reconstruction, 1860-1876</td>
</tr>
<tr>
<td>Proposal Type: Course Deactivation</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.

History 119 has not been offered in over six years and is too specialized for a lower-division survey level 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")

No impact due to the large number of specialty courses we offer. Supports our pathways planning as well.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

Through course lectures, materials, and assignments, students will interpret and demonstrate an understanding of the social, political, and economic causes and consequences of the the American Civil War and Reconstruction era from varying perspectives. Analysis and evaluations of primary sources and diverse, historical interpretations of the Civil War and Reconstruction will be measured through course exams, discussions, and research papers. Course readings, lectures, and discussions will examine the perspectives and experiences of women in the North versus South, slaves versus free blacks, and the roles of average men versus political/military leadership.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Tamara Smith 04/01/2019 (Submitter)
2. Christina Yamanaka 04/18/2019 (SJC Department Chair)
3. Gary Vargas 04/19/2019 (MVC Department Chair)
4. Carlos Tovares 04/20/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/19/2019 (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 FA20 (2020-21 Catalog)
Course Proposal Impact

HIST 119 Civil War and Reconstruction, 1860-1876
**Course Deactivation**
Tamara Smith

Plan A

1. B2 SOCIAL & BEHAVIORAL SCIENCES

Requisite Courses

Honors Courses

1. HIST 119H - Honors Civil War and Reconstruction, 1860-1876 *Active*

2. HIST 119H - Honors Civil War and Reconstruction, 1860-1876 *Launched*

Cross Listed Courses

Awards Parent Course is Attached

1. HIST - A.A.-T in History for Transfer - Associate in Arts (Active)

2. HIST - A.A.-T in History for Transfer - Associate in Arts (Historical)

3. IDS - Liberal Arts: Social & Behavioral Sciences Emphasis - Associate in Arts (Active)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

1. IDS - Associate in Art - Social/Behavioral Science (Elective)

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
A. Transfers to CSU; UC
List B Area 2 optional course in History ADT. Course elective option in History major at UCLA, UCB, UCSD, UCR, UCI and UCSB.
IGETC Area 4: Social and Behavioral Sciences
## Mt. San Jacinto College
### Integrated Course Outline of Record

**Submitted by:** Tamara Smith  
**Date:** 05/07/2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
<th>Units/Hours</th>
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<tbody>
<tr>
<td>History</td>
<td>History HIST</td>
<td>119</td>
<td>Civil War and Reconstruction, 1860-1876</td>
<td>3.00</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. Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

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

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

<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
</tr>
</tbody>
</table>

### Stand Alone:
Program Applicable

### AA/ AS Degree General Ed Breadth Area(s):
B2 SOCIAL & BEHAVIORAL SCIENCES

### General Education Justification:
Students will evaluate, analyze, and synthesize diverse perspectives and multiple sources of the Civil War and Reconstruction era to complete essay exams, group discussions or presentations, and a research paper/project. (GELO 1 and GELO 3) Students will be challenged with the complexities of the Civil War and Reconstruction era from varying perspectives (GELO 4) and will examine the consequences of wartime and post-war decisions on the lives of Americans from the past to the present (GELO 5).

### Maximum Enrollment:
45

### Maximum Enrollment Justification:

Grading Method: Letter Grade or P/NP

TOP code: 2205.00

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
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 offers a general survey of the political, economic, and social origins and consequences of the American Civil War and Reconstruction era. Emphasis is on analyzing the causes of the conflict, the military progression of the war, the period immediately after, and short/long-term consequences of the era.

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 offers a general survey of the political, economic, and social origins and consequences of the American Civil War and Reconstruction era.

Need for the course:
History 119 adds depth and breadth to the History Department's curricula for the Liberal Arts degree with a Social and Behavioral Sciences emphasis, AA Degree in History, and B Area 2 optional course in History ADT. It meets transferable requirements for a course elective option in History major at UCLA, UCB, UCSD, UCR, UCI, and UCSB. This course develops an appreciation for the diverse factors that shaped the American Civil War and Reconstruction while preparing students for transfer by satisfying General Education Requirements for area B2.

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 098 or
- ESL 098W or
- ENGL 092

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 knowledge of the major social, political, and cultural developments in the US during the Civil War and Reconstruction period.
2. Identify the major figures, events, and issues of the Civil War and Reconstruction era.
3. Analyze and assess the importance of the factors which led to the Civil War.
4. Identify the effects of the Civil War upon the nation.
5. Interpret the different efforts at Reconstruction from the perspective of the political factions of the period.
6. Create an integrated and factually grounded interpretation of the Civil War and Reconstruction period in terms of its impact on later eras from the economic, social, political, and/or cultural perspective.
7. Analyze the impact of the Civil War and Reconstruction on women, African-Americans, and other groups in American society.

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

I. Background and Setting.
A. Expansion and Sectional Differences.

   1. The Life of a Slave.
   2. Southern Slaveholders and the Concept of Honor.

C. Reform, Religion, Abolition and the Culture of Ante-Bellum America.

D. The Crisis of the 1850s, Political Climate, and the Failure of Compromise.
   1. Immigration, Nativism, the Know-Nothing Party, and Copperheads.

E. Economies of the North and South.

II. Secession.
   A. Election of 1860 and the Republican Party.
   B. Secession and the U.S. Constitution.
   C. Responses to War in North and South.
   D. Comparative Strengths—Manpower and Materials.
   E. Comparative Weaknesses of the North and South.

III. The Opening Gun.
   A. Ft. Sumter
   B. Military Strategies and Generals of the North and South.
   C. First Bull Run.

IV. Prospects of European Intervention and Involvement.
   A. Perspectives and Positions of Various European Nations.
   B. The Trent Affair.
   C. European Recruitments for Northern and Southern Armies.

V. War in the North.
   A. War Aims, Conscription, Women, Immigrants, and Draft Riots.
B. War Leadership, a Transformative Lincoln, and the Imperial Presidency.

C. War Politics.

D. Complex Road to the Emancipation Proclamation.

E. War Business and Profits.

VI. The Confederate South.
   A. The Davis Administration.
   B. War Leadership.
   C. War on a "Shoestring."
   D. Slavery and the Confederacy.

VII. The Tide Turns—The War in 1863.
   A. Chancellorsville, Vicksburg, Gettysburg, Victory Abroad, Chicamauga, Chatanooga.
   B. The War at the End of 1863.
   C. Medical Practices on the Battlefronts.

VIII. The War 1864-65.
   A. Sherman's Drive, the Richmond Campaign, Finish in the West, Finish in the East.
   B. Contributions of Women, Immigrants, and African-Americans to Northern Success.
   C. End Game.
   D. The South—Cognitive Dissonance and Deficient Nationalism.

IX. Reconstruction.
   A. Situation North and South in 1865.
   B. Lincoln's Position and the Assassination.
   C. Johnson's Policies.
   D. Congressional Reactions and Policies.
   E. Southern Reactions and Resistance.
   F. Presidential Reconstruction versus Radical Reconstruction.

H. Impeachment.

I. Reconstruction Winds Down and Officially Ends: Grant, Corruption, Violence, and Terrorism.

X. Reconstruction in the Long View.

A. Economic Impact of War and Reconstruction.

B. Social Structures, North and South—and Race.

C. Political Parties, Power, and Sectionalism in the Aftermath.

D. The Culture of Antebellum Mythology.


   1. Stabilization of Families, Black Communities: Churches, Schools, and Black Leadership in Politics.

F. Race Relations in the North and South Through the Lens of Reconstruction.

G. The Second Reconstruction.

**Methods of Instruction:**

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

- **Method:** Lecture
  **Integration:** Lectures will introduce key concepts and interpretative approaches to understanding America in the Civil War and Reconstruction periods, expand upon information provided in the assigned reading and visual materials, and provide students with an organizational scheme with which to analyze the development of the American Civil War and Reconstruction era. Supporting visual materials may include PowerPoint presentations and other digitally-generated images such as maps, charts, diagrams, photos, or film clips.

- **Method:** Discussion
  **Integration:** Students will use collaborative learning exercises to discuss primary source documents and major questions in Civil War history and the Reconstruction era.

- **Method:** Library Research.
  **Integration:** In such a research exercise, students would be expected to use primary and secondary sources to acquire additional knowledge about the Civil War, synthesize information obtained from these sources in a written format, interpret major historical developments, and analyze the material researched in a paper conclusion.

- **Method:** Film/video Viewing and Discussion
  **Integration:** Most recently, many Americans have come to understand the war through Ken Burn's documentary, commercial motion pictures (such as Glory), and television documentaries. Class time could be used to examine these materials critically.

- **Method:** Visiting Lecturers
  **Integration:** There are numerous historians and museum curators in nearby universities and municipalities that are experts in this field to enrich the student's learning experience. Also, a number of Civil War re-enactors are active in the area. They could be invited to class and a discussion could develop about the strengths and weaknesses of re-enactment in developing an understanding of the Civil War.

- **Method:** Readings
  **Integration:** Students will be assigned a range of primary and secondary sources for class discussions and
research materials to assist the students in gaining a deeper understanding of influential people, ideas, and events in the Civil War and Reconstruction era.

- **Method:** Projects
  Integration: The instructor will explain the methods, sources, and goals for a research project in which students will acquire additional knowledge about a select topic in the Civil War or Reconstruction era. Students will analyze and interpret the material researched in the form of an extended essay or multimedia presentation.

### 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: Midterms and final exams may consist of short answer, in-class essays, and multiple-choice or true/false questions to evaluate student understanding and application of analytical concepts, historical trends, events, people, and their interrelationships. Long essays allow evaluation of students’ synthetic integration of content into analytical interpretation.

- **Method:** Quizzes
  Integration: Quizzes with short answer or multiple-choice and true/false questions may be used to ensure that students are registering gross factual content from the texts and lectures.

- **Method:** Research Projects
  Integration: A research paper permits evaluation of the extent to which a student is able to assimilate in-depth materials and integrate them into a cohesive of Civil War or Reconstruction history. Such assignments will require the analysis of primary and secondary sources.

- **Method:** Class Participation
  Integration: Students will be assessed on a demonstration of factual accuracy, and soundness of interpretation and analysis as it pertains to topics and assigned readings on people, events, or themes from the Civil War and Reconstruction era.

- **Method:** Group Projects
  Integration: In small groups, students may research or collaborate on topics connected to the Civil War and Reconstruction era. This will reinforce understanding of primary documents and course themes.

### 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:

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:

I. Essay test questions:

   A. Compare and contrast the expectations of Reconstruction for freedmen and freedwomen with their daily reality.

   B. Discuss and evaluate the social, political and economic impact of the Civil War on the North and its people.

   C. “Any understanding of this nation has to be based, and I mean really based on an understanding of the Civil War.” Analyze and evaluate the statement by historian Shelby Foote.

II. Short-answer items for tests:

   A. Identify the following: William Seward, Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Frederick Douglass, Charles Sumner, Black Codes, and Debt Peonage.

   B. Describe and explain the major achievements of Radical Reconstruction.
III. Term Paper:

A. Write a standard college research paper, 8-10 pages in length (typewritten, double-spaced). The topic needs to be pre-approved and will require you to utilize five or more sources (monographs, articles from scholarly periodicals, or original sources). At least two of the sources must be primary sources. Sample topics include: “Lincoln and the Imperial Presidency,” “Technology and the Conduct of the American Civil War,” Reconstruction and the One-Party System in the South,” “Impact of the Civil War on American Memory and Identity.”

IV. Examples of Group Activity/Panel Discussion:

A. You have three letters from Lincoln to his general staff, each separated by at least one year. For each, answer the following: why is the President writing, to whom is the letter addressed, what are the events before this letter was penned, what are Lincoln’s instructions, what is the “tone” or mood of the letter.

B. Review a copy of laws passed from 1873-1877 in one parish in Louisiana. With your group, determine the impact on black sharecroppers, white sharecroppers, white laborers, and black laborers of each of the following: the “vagrancy defined,” voting eligibility,” “literacy,” “registration fee,” and “polling places defined,” “use of force gang for public and private works.”

C. Panel Discussion: The class will be divided into several groups and assigned a theme connected to the Civil War or Reconstruction era. Students will collaborate on research, collection of sources, and a 30-minute presentation for the class. Possible topics for these groups are but not limited to: The Role of Gender in the Civil War, The Role of Class in the Civil War, The Role of Race in Reconstruction, or Military Leadership and Strategies in the Civil War. Students will be evaluated on the synthesis and analysis of materials to address the topic and presentation skills.

Textbooks:


Other Resources:

Minimum Qualification

- History (Masters Required)
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>
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</table>

**Rationale:**

CSU/UC Transfer Course:
A. Transfers to CSU; UC

IGETC Area 4: Social and Behavioral Sciences:
F: History

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical:
D6 - History

1. Tamara Smith
2. Janet McCurdy--04/15/2019

(Submitter) (Articulation Officer)

**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>
<th>Catalog:</th>
<th>Proposed Course:</th>
<th>Proposal Type:</th>
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<tbody>
<tr>
<td>Tamara Smith</td>
<td>04/01/2019</td>
<td>2020 - 2021</td>
<td>HIST 119 - Civil War and Reconstruction, 1860-1876</td>
<td>Course Deactivation</td>
</tr>
</tbody>
</table>

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

1. Tamara Smith 04/01/2019  (Submitter)
2. Christina Yamanaka 04/18/2019  (SJC Department Chair)
3. Gary Vargas 04/19/2019  (MVC Department Chair)
4. Carlos Tovares 04/20/2019  (SJC Instructional Dean)
5. Rickianne Rycraft 04/19/2019  (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 FA20 (2020-21 Catalog)

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory
Form E1

Submitted By: Tamara Smith  Date: 04/01/2019
Dept: History

1. Course Title: Civil War and Reconstruction, 1860-1876
2. Course Number: HIST 119

It is recommended that the following Course: ESL 098W be deactivation as an Advisory

Justification:
Students are required to read and analyze complex primary and secondary sources to complete a variety of essays, research papers, and exams or group projects.

Requisite Type: Type 5: Recommended Preparation/Advisory

Justifications Required:
- Content Review Form (E2)
Skills Analysis  
(one pre- or corequisite or advisory per form)  

### Form E2  

**Submitted By:** Tamara Smith  
**Dept:** History  
**Date:** 04/01/2019  

<table>
<thead>
<tr>
<th>1. Course Title:</th>
<th>Civil War and Reconstruction, 1860-1876</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Number:</td>
<td>HIST 119</td>
</tr>
</tbody>
</table>

**It is recommended that the following** course: ESL 098W  
be **deactivation as an** Advisory  

**Justification:**  
Students are required to read and analyze complex primary and secondary sources to complete a variety of essays, research papers, and exams or group projects.

### 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.

- Examine and evaluate library and internet sources, and integrate quotations and paraphrases from college-level sources in an essay as concrete support for an idea of topic in an essay.
- Compose effective thesis statements.
- Demonstrate the ability to write using academically-oriented American English writing style.
- Organize and compose essays with clarity, unity, and coherence that reflect critical thinking skills. A minimum of five essays and 4,000 words will be written. At least one essay will be written in-class with time constraints, and one will be a research essay of no more than five pages and no fewer than three outside sources.
- 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.
- Compose a variety of correctly structured simple, compound, complex, and compound-complex sentences.
- Revise written work and apply proofreading strategies at the sentence level in order to have syntactically-accurate sentences.
- Demonstrate competence in standard American English in terms of grammar, usage, and spelling.
- Evaluate critically and select the appropriate rhetorical mode or modes, audience, and process in order to complete a given writing task.
- Differentiate between plagiarism and the correct use of source material.
- Assess the meaning and purpose of varied written texts and develop a response using critical thinking.

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

Submitted By: Tamara Smith
Date: 04/01/2019
Dept: History

1. Course Title: Civil War and Reconstruction, 1860-1876
2. Course Number: HIST 119

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

Justification:

Students will be required to analyze and dissect a diverse range of primary and secondary sources for class discussions and essay exams. Students will conduct a research project and complete a term paper that requires collegiate-level reading, writing and critical thinking/analysis skills.

Requisite Type: Type 5: Recommended Preparation/Advisory

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

Submitted By: Tamara Smith  Date: 04/01/2019
Dept: History

1. Course Title: Civil War and Reconstruction, 1860-1876
2. Course Number: HIST 119

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

Justification:
Students will be required to analyze and dissect a diverse range of primary and secondary sources for class discussions and essay exams. Students will conduct a research project and complete a term paper that requires collegiate-level reading, writing and critical thinking/analysis skills.

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.

- 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. 1 or 2 essays may be written in-class with time constraints. One of the essays must be a source-based essay of no more than 4 pages and no fewer than 3 outside sources. (No literary analysis in the essays)
- Analyze and evaluate the limitations of the "5 paragraph essay" structure (through examples and original composition) to compose essays using the appropriate writing heuristic or template given the writing audience and writing situation.
- Compose and identify effective thesis statements.
- Compose essays with focused topic sentences, which indicate a main idea, the author's claim(s), supporting points presented in a logical order, and a summarizing conclusion.
- Create, analyze, and document meta-cognitive responses to readings (totaling 100-250 pages), including non-fiction texts, novel-length texts or novels, articles, student writings, and works from multiple genres.
- Practice and improve usage in grammar mechanics, style choices, and syntax.
- Collect, examine, and evaluate library and internet sources and integrate quotations from college-level sources as concrete support for an idea or topic within an up-to-date MLA-formatted persuasive essay.
- Evaluate and critically respond constructively to readings and compositions within a community of writers.

Course being removed as a requisite to the target course
<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Tamara Smith</th>
<th>Date:</th>
<th>04/01/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Civil War and Reconstruction, 1860-1876</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>HIST 119</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Justification:
Students will be required to analyze and dissect a diverse range of primary and secondary sources for class discussions and essay exams. Students will conduct a research project and complete a term paper that requires collegiate-level reading, writing and critical thinking/analysis skills.

**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>
<th>Submitted By:</th>
<th>Tamara Smith</th>
<th>Date:</th>
<th>04/01/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
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</tr>
<tr>
<td>2. Course Number:</td>
<td>HIST 119</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Justification:**

Students will be required to analyze and dissect a diverse range of primary and secondary sources for class discussions and essay exams. Students will conduct a research project and complete a term paper that requires collegiate-level reading, writing and critical thinking/analysis skills.

**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.

- **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 fewer than 400 pages of non-fiction texts.

- **Discover pre-reading and pre-writing strategies.**

- **Examine reading and synthesizing methodologies.**

- **Analyze a variety of texts.**

- **Plan and prepare for critical, academic writing.**

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

- **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.**
<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Casey Mazzotta</th>
<th>Date:</th>
<th>02/13/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Course Revision Proposal**

**Proposed Course:**

PE 112 - Body Conditioning

**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):**

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.

This course needed an updated comparable transfer course as well as a new updated textbook.

**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 in alignment with our department current completed program review.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

Within the scope of this class students will be applying material learned in assessing their fitness level, understanding exercises and their relation to human movement and developing a specific workout program that can be applied to a lifetime of fitness activities.

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

1. Casey Mazzotta 02/13/2019 (Submitter)
2. Serinna Eason 04/08/2019 (SJC Department Chair)
3. Serinna Eason 04/08/2019 (MVC Department Chair)
4. Patrick Springer 04/09/2019 (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 FA20 (2020-21 Catalog)

**Course Proposal Impact**

PE 112 Body Conditioning
**Course Revision Proposal**
Casey Mazzotta

**Plan A**

1. E HEALTHFUL LIVING AND SELF-DEVELOPMENT

**Requisite Courses**

**Honors Courses**

1. PE 112H - Honors Body Conditioning *Pending*
Cross Listed Courses

Awards Parent Course is Attached

1. PE - A.A.-T in Kinesiology for Transfer - Associate in Science (Active)
2. PE - A.S.-T in Kinesiology for Transfer - Associate in Science (Historical)
3. PE - A.S.-T in Kinesiology for Transfer - Associate in Science (Historical)
4. PE - Physical Education - Associate in Arts (Active) (Elective)
5. PE - Physical Education - Associate in Arts (Historical) (Elective)
6. PE - Physical Education - Associate in Arts (Historical) (Elective)
7. PE - Physical Education - Associate in Arts (Historical) (Elective)
8. PE - Physical Education - Associate in Arts (Pending) (Elective)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
A. Transfers to CSU; UC transfers to both UC and CSU as Physical education. There is a unit limitation attached to all Physical education courses. Comparable course at Humboldt

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>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>112</td>
<td>Body Conditioning</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.
### General Education Justification:

PE 112: Body Conditioning, is consistent with the intent of Area E because the main focus of this course is the study and implementation of a fitness program which will improve student physical fitness levels and provide opportunities for social interaction. This course provides opportunities for self-evaluation of dietary and exercise patterns and aids students in developing a personalized exercise plan that will meet their fitness goals. This course examines the impact of healthy lifestyle behaviors on their health and wellness (GEL01); provides opportunities for self-evaluation of dietary and exercise patterns (GEL03) and develop a personalized health and wellness plan that will meet their fitness and dietary goals (GEL04).

<table>
<thead>
<tr>
<th>Maximum Enrollment:</th>
<th>30</th>
</tr>
</thead>
</table>

#### Catalog Description:

This course provides a series of activities designed to establish a life-long physical fitness program which includes cardio-respiratory endurance, strength endurance, and flexibility. The types of exercises may include the following: walking, jogging, jumping rope, strength training, stretching, and callisthenic exercises.

#### Schedule Description:

This course provides activities which will be used to improve aerobic, strength, and flexibility capacities. Valuable information regarding all areas of wellness will be reviewed.

#### Need for the course:

This course aligns with our program review because we are updating our curriculum to include current teaching methodologies for our field. This course is associated with the A.A PE and AAT Kinesiology. It provided students with the
scientific information and practical application of physical training principles to enhance lifelong wellness. Participating in this course prepares students to better prevent the social, cultural, and economic challenges that we experience as people become more and more sedentary.

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. Demonstrate improved strength, muscle endurance, aerobic capacity, body composition and flexibility.
2. Develop an appreciation of the lifestyle benefits of regular exercise.
3. Evaluate basic principles of physical fitness.
4. Analyze common exercise myths and fallacies.
5. Evaluate self-assessment tests and fitness programs.
6. Develop a personal fitness program.
7. Evaluate their personal diet and apply nutritionally sound principles to their eating plan.

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

Lab Content Only

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

I. Disseminating Information
   A. Nutrition
   B. Weight management
   C. Aerobic and anerobic fitness
   D. Five components of Fitness: strength, muscle endurance, aerobic capacity, body composition and flexibility
   E. Lifestyle benefits of regular exercise
   F. Basic principles of physical fitness
   G. Self-assessment tests and fitness programs
   H. Personal diet and apply nutritionally sound principles to their eating plan.
   I. Exercise myths and fallacies.

II. Conditioning Exercises
A. Cardiovascular endurance activities
   1. Exercise Circuits
   2. Aerobic Exercises:
      a. Step aerobics
      b. running
      c. walking
      d. jumping rope
   3. Employ Heart Rate Monitors

B. Strength activities
   1. Weight lifting
   2. Resistance equipment
   3. Calisthenics

III. Flexibility
   A. Correct stretching techniques
   B. Static vs. ballistic stretches
   C. Various stretching exercises

IV. Neuromuscular activities to develop agility, coordination, grace and balance

V. Fitness Assessment
   A. Aerobic
   B. Strength
   C. Flexibility
   D. Body Composition

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

- **Method:** Class participation
  **Integration:** Students will participate in different types of exercises and training protocols intended to improve aerobic capacity, strength, and flexibility.

- **Method:** Lecture
  **Integration:** Lecture on information which will assist students in developing and maintaining a personalized...
physical fitness program which includes nutrition and weight management protocols.

- **Method:** Observation and Demonstration  
  **Integration:** Exercises will be demonstrated that will help students in developing strength, flexibility, and aerobic fitness plans.

- **Method:** Class Discussion  
  **Integration:** Analyzing topics through class discussion will aid the students in determining common myths, facts, fallacies in the fitness and health arenas today.

- **Method:** Homework  
  **Integration:** Assignments will assist students in accomplishing their personal fitness, weight management, strength and flexibility goals.

**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:** Aerobic, strength and flexibility exercises will be performed throughout the class period and will be evaluated by fitness assessments (Rockport Mile Run Test, Sit and Reach, BMI, and muscular strength/endurance test).

- **Method:** Written exams  
  **Integration:** Information gained through lecture, discussion, and textbook assignments will be evaluated through written exam.

- **Method:** Homework  
  **Integration:** Students will engage in a personalized fitness program and a nutritional analysis that will be accomplished outside of class time. Students will be evaluated based on a rubric for their personalized fitness program and nutritional analysis.

- **Method:** Fitness Assessments  
  **Integration:** Aerobic, strength and body composition will be evaluated throughout the semester of study by a pre and post fitness assessment.

**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 #1 - Nutritional Analysis**

**Purpose:** To get an initial assessment of your current nutrition and identify areas that needs improvement.

**Directions:** Follow the instructions below. You will need Internet access to complete this lab.

1. Keep records of everything you eat for 3 consecutive days using the “Food Journal” record.
2. Log on to [www.supertracker.usda.gov](http://www.supertracker.usda.gov)
3. Click “Assess Your Food Intake.”
4. If you are accessing this site for the first time, click the link for New Users to set up your personalized login and password. When prompted, enter your age, gender, height, and weight. When you’re done, click “Proceed to Food Intake.”
5. Enter all of the food items you have eaten today. (It’s best to complete this at the end of the day, when you are done with all of your meals.) Enter each food individually by entering the name of the food in the search field, clicking “Search,” and then clicking “Add.” If you cannot find the exact food you are looking for, select the food that is the most similar. After you have “added” a food, it should pop up on the right side of the screen. Click “Select Quantity” and select a serving size from the drop-down menu. Enter the number of servings you consumed. Click “Enter Foods” to enter additional foods. Repeat until you have entered all of the foods you consumed today. (Don’t forget to include any snacks and beverages!)
6. Continue recording your food intake for 3 consecutive days.
7. When your list of foods consumed is complete, click “Save and Analyze” or “Analyze Your Food Intake.”
8. You will see a screen with several links to analyze data. Click on “Calculate Nutrient Intakes from Foods.” This screen will illustrate how your nutrient intake compares to the “recommended or acceptable range.” Print this page out.
   a. Does your intake of any nutrient fall short of the “recommended or acceptable” range? If so, which nutrient(s)?
   b. Does your intake of any nutrient exceed the “recommended or acceptable” range? If so, which nutrient(s)?
9. Click “Analyze Your Food Intake” to return to the main screen containing links to analyzed data. This time, click on “MyPyramid Recommendation.” Print this page out.
How does your food intake compare to the MyPyramid recommendations?

FOOD JOURNAL RECORD

Keep a record of everything you eat for 3 consecutive days. Record all foods and beverages you consume, breaking each food item into its component parts (for example, a turkey sandwich would be listed as 2 slices of bread, 3 oz. of turkey, 1 tsp. of mayonnaise, and so on). Complete the first 2 columns of the chart curing the course of the day.

Food groups are:

- Dairy: Milk, yogurt, cheese
- Protein: Meat, poultry, fish, dry beans, eggs, nuts
- Fruits
- Vegetables
- Breads: breads, cereals, rice, pasta

What should you do next? If the results of the assessment indicate that you could boost your level of wellness by improving your diet, set realistic goals for change. Do you need to increase or decrease your consumption of any food groups? List any areas of concern below, along with a goal for change and strategies for achieving the goal you've set. If you see that you are falling short in one food group, such as fruits or vegetables, but have many starred items from the fats, oils, and sweets category, you might try decreasing those items in favor of an apple, a bunch of grapes, or some baby carrots. Think carefully about the reasons behind your food choices. For example, if you eat doughnuts for breakfast every morning because you feel rushed, make a list of ways to save time to allow for a healthier breakfast.

Problem: _______________________________________________________________________________________
Goal: __________________________________________________________________________________________
Strategies for change: _____________________________________________________________________________
_______________________________________________________________________________________________

Assignment #2 - Setting Goals

CARDIORESPIRATORY ENDURANCE

- HERE'S MY GOALS FOR IMPROVING MY TIME ON THE 1 MILE WALK AND VO2%:
  - THIS IS HOW I'M GOING TO MEET THOSE GOALS:

SIT UPS

- HERE'S MY GOALS FOR IMPROVING MY ABDOMINAL STRENGTH:
  - THIS IS HOW I'M GOING TO MEET THOSE GOALS:

FLEXIBILITY

- HERE'S MY GOALS FOR IMPROVING MY FLEXIBILITY:
  - THIS IS HOW I'M GOING TO MEET THOSE GOALS:

BODY COMPOSITION

- HERE'S MY GOALS FOR IMPROVING MY BODY COMPOSITION:
  - THIS IS HOW I'M GOING TO MEET THOSE GOALS:

MEASUREMENTS

- HERE'S MY GOALS FOR REDUCING MY MEASUREMENTS:
  - THIS IS HOW I'M GOING TO MEET THOSE GOALS:

Textbooks:

**Other Resources:**

**Minimum Qualification**
- Physical Education (Masters Required)

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

**Form D**

**Course:** PE 112  
**Course Title:** Body Conditioning  
**Author:** Casey Mazzotta  
**Date:** 05/07/2019

*****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>Humboldt State University</td>
<td>PE 215</td>
<td>Body Conditioning</td>
</tr>
</tbody>
</table>

**Rationale:**

PE 215: Humbolt State offers a course with the same title and unit value.

**CSU/UC Transfer Course:**

A. Transfers to CSU; UC

1. Casey Mazzotta  
2. Janet McCurdy--03/07/2019  

---

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

**COURSE Form A1**

**Submitted by:** Steve Alonzo  
**Date:** 02/20/2019

---

223
### Catalog:

<table>
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<th>Serial Number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 - 2021</td>
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</tbody>
</table>

### Proposed Course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEIC 139</td>
<td>Intercollegiate Sports: Soccer (Women)</td>
</tr>
</tbody>
</table>

### 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):

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.

This was a course revision. We updated the comparable transfer courses, course learning outcomes, learning resources and justified the requisites. "Formerly" course title is being removed as it has been in place for the minimum 3 catalog cycle. We removed the course from general education Option A Area E because it requires instructor consent and is not intended for the general education student.

### 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 our program review because it will implement the development of a healthy, nutritional eating plan used for competitive athletes which also prepares students for every day eating choices. Hydration is of upmost importance to people of all walks of life, and specifically competitive soccer players. These healthy habits introduced within the scope of an intercollegiate soccer class will have a great carry over affect to every day life. Exercise, activity and sports are an important component in the development of well-rounded individuals interested in physical and mental well-being and the productive use of leisure time.

### Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

This course allows students to design and perform a safe and appropriate practice program to improve, assess and critique the six components of sport performance (agility, balance, ordination, speed, reaction time and power) for diverse populations. Also, the course provides students the career-advancing opportunity to demonstrate proficiency, knowledge, skills and abilities to transfer, advance, and compete at the university level.

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

1. Serinna Eason 02/20/2019 (Submitter)
2. Serinna Eason 04/19/2019 (SJC Department Chair)
3. Serinna Eason 04/19/2019 (MVC Department Chair)
4. Patrick Springer 04/22/2019 (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 FA20 (2020-21 Catalog))

### Course Proposal Impact

PEIC 139 Intercollegiate Sports: Soccer (Women)

**Course Revision Proposal**

Steve Alonzo

Plan A
Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. PE - Physical Education - Associate in Arts (Active) (Elective)
2. PE - Physical Education - Associate in Arts (Historical) (Elective)
3. PE - Physical Education - Associate in Arts (Historical) (Elective)
4. PE - Physical Education - Associate in Arts (Historical) (Elective)
5. PE - Physical Education - Associate in Arts (Pending) (Elective)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course

A. Transfers to CSU; UC
to both UC and CSU as Physical education. There is a unit limitation attached to all Physical education courses. comparable course at CPP

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Steve Alonzo
Date: 05/07/2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Inter-Collegiate</td>
<td>Physical Education Inter-Collegiate PEIC</td>
<td>139</td>
<td>Intercollegiate Sports: Soccer (Women)</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.
Lab Units | Total Units
---|---
3.00 | 3.00

Lab Contact Hours | Total Contact Hours
---|---
144.00 - 162.00 | 144.00 - 162.00

Lab Homework Hours
---
0

Stand Alone:
Program Applicable

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

General Education Justification:

Maximum Enrollment: 45

Maximum Enrollment Justification:
Justification:

Grading Method: Letter Grade or P/NP

TOP code: 0835.50

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
- 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 for students who have had significant training in soccer and want to pursue their college and athletic careers through competition with other community colleges. The primary focus is on intercollegiate competition, rigorously intense preparation in fitness and the development and refinement of soccer skills and techniques. Students will participate in college sponsored athletic competitions throughout this course. Enrollment does not automatically use a semester of eligibility.

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

This course includes and emphasizes competition with other colleges.

Need for the course:
It is of great importance that Mt. San Jacinto College provides academic, career and life long learning programs for competitive student-athletes to matriculate and prepare for a NCAA university-level program. MSJC needs to offer the course in order to remain competitive with other comparable institutions and/or that our students would expect to be able to take such a course at the community college level.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)
• Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician's examination and complete an interview with the instructor.

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. Illustrate the value of physical fitness and positive health habits.
2. Demonstrate, through game scenarios, knowledge and correct implementation of rules and strategies.
3. Execute varied soccer techniques to instructor satisfaction.
4. Demonstrate interpersonal communication skills, personal responsibility and team work in accordance with NCAA Student Athlete Guidelines.
5. Exhibit knowledge of NCAA soccer rules through written and practical exams.
6. Demonstrate advanced skills and techniques of soccer(shooting, dribbling, passing, heading).
7. Investigate specific game offensive and defensive strategies.
8. Articulate advanced skills and techniques within the context of a competitive intercollegiate game.

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)
The lab content includes practice, demonstration and satisfactory performance of course learning objectives. This is an intercollegiate athletic class, which requires competitive play, and repeated individual and group drills and discussions to develop and achieve course objectives:

Students will complete lab activities covering the following throughout the semester:

I. Skill assessments
II. Pre-practice conditioning
III. Expectations for team member responsibilities
IV. Physical Examination
V. Injury Philosophy
VI. Practice Procedures
VII. Team Philosophy and Personal Goals
VIII. Training Rules
IX. Soccer rules and strategies
X. Recurrent Skill Measurements
XI. Pre-season Practice (2-4 hours M-F)
   A. Fundamentals of offense and defense
   B. Conditioning
   C. Team strategy, and special situations

XII. Regular-season Practice
   A. Refine offense and defense
   B. Prepare for specific opponents
   C. Physical Fitness
   D. Cardiovascular endurance
   E. Strength development
   F. Increase in flexibility for injury prevention
   G. Agility and balance
   H. Health and nutritional aspects of athletics
      I. Nutritional diets related specifically to athletics
   J. Hydration practices
   K. Affects of nutritional supplements
   L. Basic and Advanced Skill development
   M. Footwork
   N. Offense
   O. Dribbling
   P. Passing
   Q. Goal production
   R. Shots
   S. Free Kicks
   T. Corner Kicks
   U. Headers
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Oral presentations
  **Integration:** Demonstrate interpersonal communication skills, personal responsibility and team work in accordance with NCAA Student Athlete Guidelines. Articulate advanced skills and techniques within the context of a competitive intercollegiate game.

- **Method:** Soccer game film and instructional videos.
  **Integration:** Provide analysis of game strategy and rules of the game. Critique advanced skills and techniques (ie. Shooting, dribbling, passing, heading). Explain specific game offensive and defensive techniques and strategies.

- **Method:** Design and Apply drill progressions moving from simple to complex.
  **Integration:** Demonstrate and describe fundamentals of offense and defense, leading into more advanced concepts of team strategy, and specific game situations.

- **Method:** Activity
  **Integration:** Guided instruction and drill/practice sessions which break complex skills and strategies into smaller drillable components. Once students reach proficiency, coaching staff guide them in the application of components into live situations.

- **Method:** Game day competitions.
  **Integration:** Examine/critique individual and team preparation, strategies, goals, responsibilities and game etiquette appropriate for intercollegiate competition.

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:** Written tests will be used to assess knowledge of soccer rules and strategies; additionally written, verbal and skill tests will measure knowledge of physical fitness and positive health habits.

- **Method:** Class Performance
  **Integration:** Instructor observation of practices and matches will form the basis of assessing student knowledge and execution of soccer rules, strategies, and techniques.

- **Method:** Simulation
  **Integration:** Statistical records will be used to assess student mastery of soccer techniques and game strategy.

- **Method:** Self-Evaluation
  **Integration:** Students will assess individual growth and proficiency in communication skills, personal responsibility and team-building efforts based on periodic evaluations of attendance and participation.

- **Method:** Practicum
  **Integration:** Physical tests will measure physical fitness, various skills, and sport-related concepts of fitness (quickness, speed, power, balance, coordination).
**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:

**Construct a Nutritional Diet Journal**
- Record everything that was consumed for a 3 week period
- Analyze this record for the following:
  - Number of calories.
  - Number of fat, carbohydrate, & protein grams.
  - Determine recommendations necessary for optimum nutrition. Create a new eating plan incorporating recommendations from 3 week recording period.

**Engage in an individual fitness program**
- Develop a personal cardiovascular and strength training program
- Submit program to instructor for alterations and approval
- Employ this program and record the following:
  - Strength log: days, number of sets & repetitions; amount of weight for each exercise.
  - Cardiovascular log: days, length of time; type of activity; heart rate during activity.
  - Program logs will be submitted every 3 weeks for evaluation.

**Textbooks:**

**Other Resources:**
- Practice Skill Videos
- Scouting and Game Tapes
- Attitude Inventories
- California State Athletic Code
- MSJC Student Athlete Handbook
- NCAA Student Athlete Handbook

**Minimum Qualification**
- Coaching
Mt. San Jacinto College
Transfer Level Course Form
(for courses numbering 100 or greater)

Course: PEIC 139
Course Title: Intercollegiate Sports: Soccer (Women)
Author: Steve Alonzo
Date: 05/07/2019

***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>KIN 184</td>
<td>Intercollegiate Soccer</td>
</tr>
<tr>
<td>CSU Bakersfield</td>
<td>ATHL 1513</td>
<td>Intercollegiate Women’s Soccer</td>
</tr>
</tbody>
</table>

Rationale:

CSU/UC Transfer Course:
A. Transfers to CSU/UC

1. Steve Alonzo (Submitter)
2. Janet McCurdy--03/07/2019 (Articulation Officer)

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

Form A2

Submitted by: Steve Alonzo
Date: 02/20/2019

Catalog: 2020 - 2021

Proposed Course: PEIC 139 - Intercollegiate Sports: Soccer (Women)

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.
Prerequisite

Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor. It is recommended that this requisite be (reviewed).

Justification:
To deter students who are not qualified or prepared to enter the class. State of California has specific eligibility requirements which include: passing a physician’s exam, enrolling in 12 units and meeting with a counselor to develop and submit an Education plan. By students participating in an interview with the instructor, it can be determined if these state requirements can be met.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Serinna Eason 02/20/2019 (Submitter)
2. Serinna Eason 04/19/2019 (SJC Department Chair)
3. Serinna Eason 04/19/2019 (MVC Department Chair)
4. Patrick Springer 04/22/2019 (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 FA20 (2020-21 Catalog))

---

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Form E1

Submitted By: Steve Alonzo
Date: 02/20/2019

Dept: Physical Education
Inter-Collegiate

1. Course Title: Intercollegiate Sports: Soccer (Women)
2. Course Number: PEIC 139

It is recommended that the following Language: Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor.

be reviewed as a Prerequisite.

Justification:
To deter students who are not qualified or prepared to enter the class. State of California has specific eligibility requirements which include: passing a physician’s exam, enrolling in 12 units and meeting with a counselor to develop and submit an Education plan. By students participating in an interview with the instructor, it can be determined if these state requirements can be met.

Requisite Type:
Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor.
**Justifications Required:**

**Mt. San Jacinto College**  
**Skills Analysis/Other Justification**  
**Prerequisite/Corequisite/Recommended Preparation**  
(one prerequisite, corequisite or recommended preparation per form)  
Form E5

**Submitted By:**  
Steve Alonzo  
Date: 02/20/2019

**Dept:**  
Physical Education  
Inter-Collegiate

1. **Course Title:**  
Intercollegiate Sports: Soccer (Women)

2. **Course Number:**  
PEIC 139

**It is recommended that the following Language:**  
Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor.

**Justification:**

To deter students who are not qualified or prepared to enter the class. State of California has specific eligibility requirements which include: passing a physician's exam, enrolling in 12 units and meeting with a counselor to develop and submit an Education plan. By students participating in an interview with the instructor, it can be determined if these state requirements can be met.

A Prerequisite/Corequisite in another discipline may be established provided that, in addition to the Content Review, three University of California or California State University campuses can be identified that offer the equivalent course with the equivalent prerequisite.

**Instructions**

**Instructions for Health and Safety Review**

List the statistics, data sources, and a summary of the results of research that justify requiring this course, set of skills, or other criteria as a Prerequisite/Corequisite/Recommended Preparation for health and/or safety reasons. Backup justification is needed (please attach).

Students will be competing at an intercollegiate level. Therefore, they will need to meet with the instructor to ensure they will be physically able to take this course.

**Instructions for Portfolio Review**

List the criteria for portfolios that an instructor would be evaluating to determine whether a student has the skills sufficient to meet the Prerequisite/Corequisite/Recommended Preparation. Backup justification is needed (please attach).

Physical Fitness Assessment: muscular strength, endurance, cardio, flexibility and body composition. Skill evaluation: master of soccer skills Game Knowledge: Understanding the rules, positions and strategies of the game.

**Instructions for Audition**

List the criteria for auditions that an instructor would be evaluating to determine whether a student has the skills sufficient to meet the Prerequisite/Corequisite/Recommended Preparation. Backup justification is needed (please attach).

**Instructions for Third Party Requirement Review**
List the criteria for third party requirements that an instructor would be evaluating to determine whether a student has the third party requirements necessary to meet the prerequisite/corequisite/recommended preparation. Backup justification is needed (please attach).

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Steve Alonzo</th>
<th>Date:</th>
<th>02/13/2019</th>
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<td>Catalog:</td>
<td>2020 - 2021</td>
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<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>PEIC 144 - Intercollegiate Sports: Baseball (Men)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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):**

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.

This was a course revision. The changes that were made are as follows: added comparable transfer courses, added our course learning outcomes, updated requisites, and updated textbook. "Formerly" course title is being removed as it has been in place for the minimum 3 catalog cycles. We removed the course from general education Option A Area E because it requires instructor consent and is not intended for the general education student.

**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 our program review because it will implement the development of a healthy, nutritional eating plan used for competitive athletes which also prepares students for every day eating choices. Exercise, activity and sports are an important component in the development of well-rounded individuals interested in physical and mental well-being and the productive use of leisure time. Hydration is of utmost importance to people of all walks of life, and specifically competitive baseball players. These healthy habits introduced within the scope of an intercollegiate baseball class will have a great carry over affect to every day life.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

This course is in alignment with our department learning outcomes because it addresses the physical, cognitive, and emotional aspects of physical education and athletics.

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Date</th>
<th>Position</th>
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<tr>
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<td>Steve Alonzo</td>
<td>02/13/2019</td>
<td>(Submitter)</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 FA20 (2020-21 Catalog)

**Course Proposal Impact**

PEIC 144 Intercollegiate Sports: Baseball (Men)

**Course Revision Proposal**

Steve Alonzo

**Plan A**

**Requisite Courses**

**Honors Courses**
Cross Listed Courses

Awards Parent Course is Attached

1. PE - Physical Education - Associate in Arts (Active) (Elective)
2. PE - Physical Education - Associate in Arts (Historical) (Elective)
3. PE - Physical Education - Associate in Arts (Historical) (Elective)
4. PE - Physical Education - Associate in Arts (Historical) (Elective)
5. PE - Physical Education - Associate in Arts (Pending) (Elective)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course

A. Transfers to CSU; UC transfers to both UC and CSU as Physical education. There is a unit limitation attached to all Physical education courses. comparable course CSU identified

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>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>144</td>
<td>Intercollegiate Sports: Baseball (Men)</td>
</tr>
<tr>
<td>Inter-Collegiate</td>
<td>Inter-Collegiate PEIC</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<table>
<thead>
<tr>
<th>Lab 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>Lab Contact Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>144.00 - 162.00</td>
<td>144.00 - 162.00</td>
</tr>
</tbody>
</table>
### Lab Homework Hours

0

### Stand Alone:

Program Applicable

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

- none -

### General Education Justification:

<table>
<thead>
<tr>
<th>Maximum Enrollment:</th>
<th>40</th>
</tr>
</thead>
</table>

### Maximum Enrollment Justification:

Justification:

### Grading Method:

Letter Grade or P/NP

### TOP code:

0835.50

### Can be Taken

<table>
<thead>
<tr>
<th>time(s) for credit (max 4)</th>
</tr>
</thead>
</table>

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

X - 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 for students who have had significant training in baseball and want to pursue their college and athletic careers through competition with other community colleges. The focus is on intercollegiate competition, rigorously intense preparation in fitness, and the development and refinement of baseball skills and techniques. Students will participate in college sponsored athletic competitions throughout this course.

### 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 for students who have had significant training in baseball and want to pursue their college and athletic careers through competition.

### Need for the course:

Mt. San Jacinto College provides academic, career and life long learning programs through intercollegiate sport for their value in building character, and providing preparation for careers in coaching, teaching and professional competition in sports. MSJC needs to offer the course in order to remain competitive with other comparable institutions and/or that our students would expect to be able to take such a course at the community college level.

### Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.

(For further clarification, contact the Prerequisite Subcommittee)

- Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician's examination and complete an interview with the instructor.

### 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.

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. Consider individual and team goals when making decisions during practice and game time.
2. Apply baseball rules and regulations during game time.
3. Construct a sound baseball daily practice plan (warm-up, stretching, throwing and batting practice).
4. Evaluate one's own offensive and defensive strategies.
5. Prepare and set up field for game and practice conditions.
6. Create a sound physical conditioning, diet and exercise plan, including aerobic and anaerobic programs.
7. Organize and show a plan to improve performance (hitting, pitching, catching, in-field).
8. Explain and integrate an effective defensive philosophy.

Course Content:
(please number the outline of main topics and subtopics)
This is a "Lab" class only.

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

I. Conference rules, regulations and player conduct
   A. Basic rules of baseball
   B. Foothill Conference regulations concerning player conduct
   C. Definition and application of the guidelines of competition

II. Development of team cohesiveness
   A. Team goals
   B. Individual goals
   C. Standards
   D. Grades
      1. Discipline
      2. Leadership
      3. Social
   E. Positive relationship building
      1. Players
      2. Parents/guardians
      3. Public
III. Practice Plan development

A. Individual skill development
   1. Pitching
   2. Catching
   3. Hitting
   4. Infield
   5. Outfield

B. Team skill development

C. Player’s responsibilities

IV. Strategies

A. Defensive
   1. Cutoffs
   2. Relays
   3. Bunt
   4. 1st and 3rd

B. Offensive
   1. Hitting
   2. Situational hitting
   3. Base running
   4. Short game
   5. Batting order

V. Intercollegiate standards

A. Game rules

B. Regulations

C. Player conduct
D. Eligibility

VI. Conditioning
A. Cardiovascular endurance
B. Speed and agility
C. Strength
D. Flexibility

VII. Game Day Preparations

VIII. Field preparation

IX. Travel

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

- **Method:** Multimedia
  **Integration:** Rules and regulations for competitive baseball will be taught via multimedia and video.

- **Method:** Discussion
  **Integration:** Instructor-led discussions will instruct students about expectations for individual and team discipline and leadership.

- **Method:** Lecture
  **Integration:** Instructor-led lectures will relay player expectations and standard of conduct on and off the field.

- **Method:** Observation and Demonstration
  **Integration:** Students will observe and demonstrate of strength training techniques and advanced physical conditioning.

- **Method:** Oral presentations
  **Integration:** Instructor and student oral presentations will present the basic program including hitting, catching, throwing, running techniques.

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:** Instructor observation
  **Integration:** Skill development and application of baseball strategies, for example, sacrifice bunt, will be evaluated for the ability to improve the individual level of competition using instructor observation.

- **Method:** Assessment of fitness and skills level.
  **Integration:** Pre and post assessment of fitness and skills level will be used to make sure athletes have the skill levels necessary to participate in team sports.

- **Method:** Oral presentations
  **Integration:** Oral presentations will be evaluated on how well students present the mechanics of hitting, catching, throwing, or running.

- **Method:** Demonstration
  **Integration:** Physical demonstrations of baseball skills, strategies, and techniques will be evaluated for agility, flexibility, and strength.

- **Method:** Written evaluations
Integration: Paper submissions of rules, regulations, and player code of conduct will be completed.

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:

- Develop of a Play Book
  - Compile all strategies presented during class time
  - Complete an individual research playbook to include:
    - Technique
    - Off season preparation
    - New or revised strategies

- Compile a Video/Journal/Publication Bibliography
  - You should develop a theme for this bibliography: offensive or defensive strategies; hitting techniques; pitching techniques; development of coaching philosophies or practice plans.
  - Discover updated productions and record the name of the video/journal/publication, author, date of publication, ISBN.

Textbooks:


Other Resources:

Minimum Qualification

- Coaching
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.

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<td>CSU Stanislaus</td>
<td>KINS 2500</td>
<td>Intercollegiate Baseball</td>
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Rationale:

CSU/UC Transfer Course:
A. Transfers to CSU/UC

1. Steve Alonzo (Submitter)
2. Janet McCurdy--03/07/2019 (Articulation Officer)

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

Form A2

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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.

**Prerequisite**

Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician’s examination and complete an interview with the instructor.

It is recommended that this requisite be (reviewed).

**Justification:**

Students competing at the intercollegiate level must meet California State eligibility requirements in order to participate. In requiring an interview with the instructor these eligibility mandates can be accomplished. State of California has specific eligibility requirements which include: passing a physician’s exam, enrolling in 12 units and meeting with a counselor to develop and submit an Education plan. By students participating in an interview with the instructor, it can be determined if these state requirements can be met.

**Approval Signatures Required on all lines before submittal to Curriculum Office**
### Mt. San Jacinto College
**Prerequisite/Corequisite/Advisory**

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<th>Dept:</th>
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<tr>
<td>Physical Education Inter-Collegiate</td>
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**Justification:**

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**Requisite Type:**

Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician's examination and complete an interview with the instructor.

**Justifications Required:**
It is recommended that the following Language: Students planning and preparing to compete in intercollegiate athletics must be healthy enough to pass a physician's examination and complete an interview with the instructor.

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Instructions

Instructions for Health and Safety Review

List the statistics, data sources, and a summary of the results of research that justify requiring this course, set of skills, or other criteria as a Prerequisite/Corequisite/Recommended Preparation for health and/or safety reasons. Backup justification is needed (please attach).

Students will be competing at an intercollegiate level. Therefore, they will need to meet with the instructor to ensure they will be physically able to take this course.

Instructions for Portfolio Review

List the criteria for portfolios that an instructor would be evaluating to determine whether a student has the skills sufficient to meet the Prerequisite/Corequisite/Recommended Preparation. Backup justification is needed (please attach).

Instructions for Audition

List the criteria for auditions that an instructor would be evaluating to determine whether a student has the skills sufficient to meet the Prerequisite/Corequisite/Recommended Preparation. Backup justification is needed (please attach).

Physical Fitness Assessment: muscular strength, endurance, cardio, flexibility and body composition. Baseball skill assessment and game knowledge will be reviewed by the instructor.

Instructions for Third Party Requirement Review

List the criteria for third party requirements that an instructor would be evaluating to determine whether a student has the third party requirements necessary to meet the prerequisite/corequisite/recommended preparation. Backup justification is needed (please attach).
## Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
### COURSE

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Anjeanette Oberg</th>
<th>Date:</th>
<th>08/07/2018</th>
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</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
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<tr>
<td>Proposed Course:</td>
<td>PSYC 104 - Psychology of Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</td>
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</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.

This course has been updated as part of the six year mandatory cycle. Content has been expanded to create a more inclusive gender curriculum beyond the binary as outlined in the course content.

### 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 being updated to include research elements consistent with our program learning outcomes. Furthermore, it is a core course as part of our ADT, which also aligns with the program goals to facilitate growth in our department over time. Finally, there is a strong emphasis on active and experiential learning in the new course outline, which also highlights some of the main objectives of the most recent program review in order to optimize student success.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

Psychology of Gender satisfies all three listed PLO's. Students will examine various historical and contemporary theories related to understanding the influence of gender within various contexts and domains of psychology including behavior, personality, cognitive functioning, social and emotional development and relationships, etc., Furthermore, this class examines gender through a sociocultural lens in order to emphasize the diversity of gender beyond the historical binary perspective. Finally, students are encouraged to analyze their own lived experiences and re-examine their understanding of gender as one aspect of their overall being.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Anjeanette Oberg (Submitter) 08/07/2018
2. Maria Lopez 02/23/2019 (SJC Department Chair)
3. Richard Kandus 02/23/2019 (MVC Department Chair)
4. Carlos Tovares 03/13/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 02/24/2019 (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 FA20 (2020-21 Catalog)

Course Proposal Impact

PSYC 104 Psychology of Gender
**Course Revision Proposal**
Anjeanette Oberg

Plan A

1. B2 SOCIAL & BEHAVIORAL SCIENCES
2. F DIVERSITY

Requisite Courses

Honors Courses

1. PSYC 104H - Honors Psychology of Gender *Active*
2. PSYC 104H - Honors Psychology of Gender *Launched*
Cross Listed Courses

Awards Parent Course is Attached

1. IDS - Liberal Arts: Social & Behavioral Sciences Emphasis - Associate in Arts (Active)
2. IDS - Social Justice Studies - Associate in Arts (Pending)
3. PSYC - A.A.-T in Psychology for Transfer - Associate in Arts (Active)
4. PSYC - A.A.-T in Psychology for Transfer - Associate in Arts (Historical)
5. PSYC - A.A.-T in Psychology for Transfer - Associate in Arts (Historical)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

1. IDS - Associate in Art - Social/Behavioral Science (Elective)

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course
   A. Transfers to CSU; UC
   Can be used as elective Social Science option at UCI for Anthropology, Psychology and Political Science. Course-to-course at UCR in Sustainability Studies and Gender and Sexuality Studies. Not needed for any major at CSU.

IGETC Area 4: Social and Behavioral Sciences
   D: Gender Studies
   I: Psychology

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
   D4 - Gender Studies
   D9 - Psychology

CSU GE Area E: Lifelong Understanding and Self-Development
   E1 - Lifelong Understanding and Self-Development
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<td>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. Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.</td>
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<td>B2 SOCIAL &amp; BEHAVIORAL SCIENCES</td>
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<td>F DIVERSITY</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Category B2: Psychology 104 is consistent with the intent of Category B2 because it provides students with an overview of the psychology field. The course requires students to &quot;Examine and analyze the psychological, social and cultural complexity inherent in the study of gender role development and sex identity&quot; as related to GELO1. &quot;Assess and compare past and current psychological research that addresses perennial and contemporary gender related topics,&quot; as well as &quot;Analyze the impact that gender is having in personal, social, and intellectual development&quot; involves an analysis of real problems and hypotheses using scientific method, and contribute to GELO2. Research from various areas contribute to psychology 104, including ability to &quot;Differentiate and compare the psychological, sociological and biological factors that influence gender roles&quot;(GELO3). Category F: Psych 104 meets the criteria for Category F because it addresses the diversity of gender and sexuality and the ways in which gender and sex intersect with other characteristics of our social identities and the resulting impact on one's personality development and psychological functioning in a variety of contexts. This aligns with GELO5, &quot;Consider how gender influences social interactions in every day life and explain how the study of gender has real world implications&quot; as well as &quot;Compare cultural and historical differences regarding accepted gender roles.&quot;</td>
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<table>
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<table>
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<tr>
<td>- Visual or Performing Arts course that is required to meet major requirements for UC/CSU</td>
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<td>- Intercollegiate athletics course</td>
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<td>- Academic/vocational competition course</td>
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<tr>
<td>(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).</td>
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</tbody>
</table>
This course examines traditional and contemporary psychological theories and research regarding gender development and its influence on social and psychological functioning. The course evaluates gender across the spectrum in different social and individual contexts. Some of the topics covered in this course are gender development, stereotypes, differences and similarities in cognitive ability, aggression, mental health, and family roles across the spectrum of gender.

**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 presents a systematic analysis of psychological principles related to gender including biological, social, developmental, and cultural perspectives. Diversity in gender is also explored.

**Need for the course:**
Psychology of Gender supports the educational plan of students seeking a degree or a certificate in psychology, social and behavioral sciences, AA/AS General Education, IGETC area 41, and CSU area D9, transferring to UC/CSU.

**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. Describe the processes by which psychologists conduct research and identify sources of gender bias in the research process, including examining things such as sex biases, heteronormative biases, and binary assumptions evident in research.
2. Examine and analyze the psychological, social and cultural complexity and diversity inherent in the study of gender role development and gender identity.
3. Compare and contrast the different psychological perspectives and explain how theoretical principles relate to a variety of gender issues.
4. Evaluate the intersection between, sex, gender, gender expression, and orientation, and the range of diversity expressed in each of these realms.
5. Appraise psychological theories that are prevalent in explaining gender variations.
6. Assess and compare past and current psychological research that addresses historical and contemporary gender related topics.
7. Analyze the psychological, sociological, biological, and multicultural factors that influence gender roles and the diversity of gender expression.
8. Consider how gender influences social interactions in everyday life and explain how the study of gender has real world implications.
9. Analyze the impact of gender on one's own personal, social, emotional, and intellectual functioning and well-being, including an analysis of gender and sexual minority groups.
10. Examine gender as one of many elements of identity, and its interconnectedness with race, class, and other socially relevant constructs.

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

1. Introduction to Gender
   A. Definitions of Terms
   B. Analysis of the Spectrum of Gender Identities
C. Intersections with Sex, Gender Expression, Sexual Orientation

D. Interconnectedness to other elements of social identity including race, class, etc.

E. Attitudes toward Lesbians, Gay, Bisexual, Transgendered (LGBT) Persons, and other gender and sexual minorities.

II. History of The Psychology of Gender

A. Analysis of contemporary views and study of gender and how it contrasts historical views

III. The Study of Gender

A. Research approaches to the study of the diversity of sex and gender

B. Challenges in conducting research on sex and gender, and variations

C. Evaluating bias within research, including gender biases, sex biases, heteronomativity, and other ways in which gender and sexual minorities may not be represented in the research.

IV. Theories of Gender Development

A. Biological

B. Psychodynamic

C. Social Learning Theory

D. Cognitive Development Theory

E. Gender Schema Theory

F. Social Psychology

G. Other Contemporary Theories

V. Understanding Gender Roles

A. Attitudes and cultural variations

B. Division of Labor

C. Implicit Bias, Stereotypes, Prejudice, and Discrimination

D. Implications of Stereotypes and Prejudice

   1. Stereotype Threat

   2. Hostile & Benevolent Sexism

   3. Homophobia
4. Transphobia

5. Heteronormativity

E. Individual variations

VI. Historical and Contemporary Theoretical Perspectives of gender

A. Biological theories
   1. Evolutionary theory
   2. Genetics
   3. Prenatal development

B. Social Learning Theories

C. Cognitive Theories of Gender Identity

D. SocioCultural Theories of Gender

VII. Gender and Sexuality

A. Childhood Sexuality: Exploration and Abuse

B. Sexual Orientation

C. The Study of Sexuality and Sexual Behaviors
   1. Kinsey Scales
   2. Masters and Johnson
   3. National Health and Social Life Survey

VIII. Gender diversity and variations across psychological areas

A. Intelligence

B. Lifestyle and Health
   1. Nutrition and Exercise
   2. Self Esteem, Self Concept, and Self Efficacy
   3. Reproduction Health
   4. Sexual Health

C. Education
1. Expectations of Performance
2. Access and Success Differences

D. Workplace
1. Gender Bias
2. Harassment and Discrimination

E. Achievement Motivation

F. Communication

G. Interpersonal and Romantic Relationships
1. Characteristics Desired in a Mate
3. Relationship Satisfaction, Conflict Management, and Violence
4. Maintaining and Dissolving Relationships

H. Criminal Behavior and Victimization
1. Hate Crimes Toward Gender and Sexual Minorities

I. Mental Health
1. Gender Differences in Prevalence Rates
2. Variations in Symptology and Coping Mechanisms
3. Influences of race, class, culture, etc.
4. Gender Bias in Diagnosis & Therapy

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

- **Method:** Lecture
  **Integration:** Lectures will be provided to help students understand the research techniques by which we study gender, and to learn the related theories, perspectives, and concepts associated with studying the complexity of gender and its intersections with other aspects of our psychological functioning.

- **Method:** Collaborative Activities
  **Integration:** Collaborative Activities will be implemented in order to allow students to experience group processes and dynamics, work with meaningful and relevant psychological models, and analyze individual experiences and social phenomena as it relates to gender.

- **Method:** Student presentations
  **Integration:** Student presentations will facilitate peer to peer learning through the identification and exploration of historical and contemporary themes of gender research, concepts, and theories.

- **Method:** Research Papers
Integration: Students will be taught how to use online databases and electronic tools to develop a Research paper. Research papers will help to model and apply APA formatting and research methodology, as well as promoting a rich understanding of the complexity of Psychology of Gender. Research papers will also cultivate students’ ability to synthesize research and knowledge gained from other scholarly sources through an analysis of a psychological issue related to gender.

- Method: Multimedia
  Integration: Multimedia materials can be used to enhance students’ learning experiences as part of a cohesive review of the various themes within social sciences exploring gender, including the impact that gender is having in personal, social, and intellectual development, as well as evaluating gender roles in a multicultural context.

- Method: Service Learning
  Integration: Service Learning will provide students the opportunity to apply psychological principles, theories, and concepts to work they do within community organizations and/or schools, as it applies to the Psychology of Gender.

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: Exams will be a combination of objective questions and essays of important concepts (covered in class, in the textbook or in other assigned reading material) that demonstrate analysis and application of key concepts.

- Method: Class Participation
  Integration: Evaluation of class participation will be based on in-class assignments, student discussions, and involvement in interactive activities. Evaluation of such activities will determine accuracy of student understanding, and the extent to which a student can apply concepts and class learning to real life.

- Method: Empirical article summaries and/or literature reviews
  Integration: Empirical article summaries and/or literature reviews will evaluate students' ability to critically examine published research and apply appropriate research concepts and terminology related to gender through their ability to analyze psychological research, accurately distinguish and evaluate experimental and non-experimental research methods, and apply APA writing style accurately.

- Method: Research Projects
  Integration: Research projects assess students' ability to synthesize research and knowledge gained from other scholarly sources through their ability to complete a comprehensive analysis of a contemporary psychology of gender issue, and/or critique a range of cultural perspectives related to gender.

- Method: Group Projects
  Integration: Group projects can assess the ability with which students can work together to analyze a particular psychological topic, concept, or theory and can be evaluated through a written self or peer reflection, in addition to the instructor's evaluation of the accuracy of the content and the student's ability to apply the psychological theories and concepts discussed related to gender.

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:

I. Conduct a research study or literature review on a relevant topic such as:
   A. Cognitive variations in gender
   B. Gendered art
   C. Technology access and gender roles
   D. Psychological, social and biological aspects of aggression
E. Gender identity and achievement

F. Gender and religion

II. Analyze Empirical Studies on issues related to gender such as:


C. Hoffman (2011). Boys will be boys? Not in these families.

D. Other Topics May Include:
   1. Cross-cultural perspectives of gender
   2. History of Feminism
   3. Social and Psychological influences on gender roles
   4. Generational differences in perspectives of gender
   5. Socialization of gender
   6. Gender and Mental Health

III. Construct an essay addressing the following topics. Be sure to use, underline, define, and provide examples for relevant key terms, concepts, and theories that may apply.

A. Describe the major components of the Social Learning Theory. Use this theory to explain different gender roles that exist within various cultures.

B. Explain the impact of hormones on sexual differentiation and the impact of hormones on human behavior.

C. Analyze the intersection of biological, psychological, social and cultural influences on the development of gender identity.

D. Differentiate between sex, gender, orientation, and gender expression and the interrelationship between these components across the spectrum.

IV. Review the following multiple choice question and select the best available response:
According to current research in intelligence, most psychologists agree that intelligence is:

A. All environment

B. All genetic

C. 25% genetics and 75% environment
D. 50% environment and 50% genetic interaction
E. none of the above

V. You will work in groups of 4 to 5, where all group members will work collaboratively to analyze research and related theories and present your findings to the class on one of the following topics:

A. Mental Health and Gender Identities
B. Historical and contemporary issues impacting the LGBTQIA+ Community
C. Theoretical Perspectives

VI. You will work in groups of 4 to 5, where all group members will work collaboratively in the following activities:

A. After watching a video of a character demonstrating a psychological disorder, you will be assigned to a theoretical perspective and are charged with diagnosing the character, and developing a treatment plan consistent with their respective disorder and your assigned theoretical perspective. You will then analyze how the gender of that individual may impact their symptomology, diagnosis, treatment, and prognosis.

B. Each group will be assigned to different elements of biological processes and/or brain structures related to sexual differentiation. You will then use the textbook, and other outside resources such as 3D Brain, to research your assigned structure, and then teach the class on your assigned structure with instructor guidance and clarification as needed.

C. Each group will evaluate common stereotypes associated with sex, gender identity, gender expression, and sexuality, followed by a classroom discussion about the social psychology research and theory that underlies prejudice and discrimination and gender stereotypes.

VII. You will be required to complete the following homework assignments promoting personal application of course content as follows:

A. Take an implicit bias test on gender, and submit a paper analyzing what may have contributed to the development of your own personal biases with a reflection on how you may have been affected by stereotypes over the course of your lifetime.

B. Complete the online assessment of your score on the Kinsey Scale, and submit a written analysis of the components that may influence your scores.

C. Take an online intelligence test, and present a paper outlining your results and an analysis of the theories and research that may explain the relationship between intelligence and gender.

VIII. You will complete a Service Learning Project and Reflection.

A. You will be required to commit 15 hours to a nonprofit organization, or local school, where you will directly engage with an organization related to the field of psychology. Then, write a paper and/or prepare a course presentation outlining the key terms and concepts from the course were evident in the organization, or how our course, program, or institutional learning outcomes were supported through your service learning hours.
Other Resources:

Minimum Qualification

- Psychology (Masters Required)

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

Course: PSYC 104  
Author: Anjeanette Oberg  
Course Title: Psychology of Gender  
Date: 05/07/2019

***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.

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<tr>
<th>CSU or UC campus</th>
<th>Comparable course Prefix &amp; Number</th>
<th>University Course Title</th>
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<tbody>
<tr>
<td>UC Riverside</td>
<td>GSST 1</td>
<td>Gender and Sexuality</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>Psych 14</td>
<td>Psychology of Gender</td>
</tr>
</tbody>
</table>

Rationale:

Psych 14: Examination of various factors in the development of feminine and masculine roles including personality, social processes, biology and culture.

CSU/UC Transfer Course:

A. Transfers to CSU/UC

IGETC Area: Social and Behavioral Sciences:
D: Gender Studies  
I: Psychology

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical:
D4 - Gender Studies  
D9 - Psychology

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

1. Anjeanette Oberg (Submitter)  
2. Janet McCurdy--10/22/2018 (Articulation Officer)
3. Maria Lopez    02/23/2019 (SJC Department Chair)  
4. Richard Kandus    02/23/2019 (MVC Department Chair)  
5. Carlos Tovares    03/13/2019 (SJC Instructional Dean)  
6. Rickianne Rycraft 02/24/2019 (MVC Instructional Dean)

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

We are merely updating the DE addendum to reflect some of the current technologies and strategies utilized to optimize outcomes for DE courses.

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<tr>
<td>2020 - 2021</td>
<td>PSYC 104 - Psychology of Gender</td>
<td>Course Revision Proposal (Distance Education Revision)</td>
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Rationale:
We are merely updating the DE addendum to reflect some of the current technologies and strategies utilized to optimize outcomes for DE courses.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Anjeanette Oberg 08/07/2018 (Submitter)  
2. Maria Lopez 02/23/2019 (SJC Department Chair)  
3. Richard Kandus 02/23/2019 (MVC Department Chair)  
4. Carlos Tovares 03/13/2019 (SJC Instructional Dean)  
5. Rickianne Rycraft 02/24/2019 (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 FA20 (2020-21 Catalog)
Mt. San Jacinto College
Distance Education Addendum

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<th>Anjeanette Oberg</th>
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<th>Fall 2020</th>
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<td>Dept:</td>
<td>Psychology</td>
<td>Course Number:</td>
<td>PSYC 104</td>
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<tr>
<td>Course Title:</td>
<td>Psychology of Gender</td>
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**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
## Methods of Instruction:

<table>
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<th>Online Adaptation</th>
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<tr>
<td>Service Learning</td>
<td>Service Learning will provide students the opportunity to apply psychological principles, theories, and concepts to work they do within community organizations and/or schools, as it applies to the Psychology of Gender. Upon completion of the community service, they will connect their experiences back to course content evidenced by a paper or presentation submitted through the CMS in an electronic format. Assignments can be posted as either a discussion forum, or assignment link. Instructions and guidelines for these assignments will be posted in the corresponding module within the CMS in a manner consistent with accessibility guidelines. Instructor feedback can be posted as a discussion comment or in the grade book comments.</td>
</tr>
<tr>
<td>Lecture</td>
<td>Students will be directed to watch lecture videos, or review electronic lectures in order to understand the research techniques by which we study gender, and to learn the related theories, perspectives, and concepts associated with studying the complexity of gender and its intersections with other aspects of our psychological functioning. Lectures will be posted as videos, or electronic presentations, within the CMS (Canvas), in compliance with accessibility requirements for multimedia tools.</td>
</tr>
<tr>
<td>Student presentations</td>
<td>In order to help students learn the processes by which we study gender and understand the various theories, perspectives, or other concepts related to the study of gender students will be assigned to complete presentations aimed at addressing and exploring historical and contemporary figures/themes/theories within psychology of gender. These assignments will also help facilitate peer to peer learning. Students will select an appropriate electronic format and post their content within the CMS. Instructor will ensure that all content meets accessibility standards. Clear instructions and guidelines should be posted in the corresponding module within the CMS.</td>
</tr>
<tr>
<td>Collaborative Activities</td>
<td>Through discussion forums within the CMS, or through accessible videoconferencing tools such as Confer Zoom, students will engage in collaborative activities whereby they experience group processes and dynamics, work with meaningful and relevant psychological concepts, and analyze individual experiences and social phenomena related to gender in order to learn the content within the course. Instructions and guidelines should be posted in the corresponding module within the CMS in a manner consistent with accessibility guidelines. Instructor feedback can be posted as Discussion Comments, or as comments within the grade book.</td>
</tr>
<tr>
<td>Research Papers</td>
<td>Students will be taught how to use online databases and electronic tools to develop a Research paper. Instructions can be provided through electronic presentations, and instructional videos, posted within the CMS in a manner that meets accessibility requirements. Students can then submit their papers electronically through an assignment submission link within the CMS, using appropriate plagiarism checks. Research papers will help to model and apply APA formatting and research methodology, as well as promoting a rich understanding of the complexity of Psychology of Gender. Research papers will also cultivate students' ability to synthesize research and knowledge gained from other scholarly sources through an analysis of a psychological issue related to gender. All assignments should be posted in the corresponding module within the Course Management System (i.e., Canvas), with clear instructions to meet the assignment guidelines, as well submission instructions. Samples and rubrics are also recommended.</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Multimedia materials can be used to enhance students' learning experiences as part of a cohesive review of the various themes within social sciences exploring gender, including the impact that gender is having in personal, social, and intellectual development, as well as evaluating gender roles in a multicultural context. All materials will be posted within the CMS in a manner that meets the accessibility requirements for the corresponding content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Evaluation:</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams/Tests</td>
<td>Exams and Tests can be administered directly through the CMS as multiple choice, short answer, or essay exams. Furthermore, essay exams can be submitted through VeriCite or other plagiarism checking resources provided by the CMS or the college.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Class participation in regular discussion forums and blogs within the CMS will encourage additional cognitive processing of psychological topics, and allow students to examine and describe the components of historical and contemporary related to gender. This can also be accomplished through e-conferencing tools (i.e. CCCConfer, Zoom, etc.).</td>
</tr>
<tr>
<td>Empirical article summaries and/or literature reviews</td>
<td>Evaluate students' ability to critically examine primary research and apply appropriate research concepts and terminology through their ability to analyze psychological research. These assignments analyze psychological research and methods that are adopted to study gender. Students will submit a written analysis of articles and submit through the learning management system using the appropriate plagiarism checks when appropriate, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction.</td>
</tr>
<tr>
<td>Research Projects</td>
<td>Evaluate students' ability to synthesize research and knowledge gained from other scholarly sources through their ability to complete a</td>
</tr>
</tbody>
</table>
### Group Projects

Students can self select into groups or be assigned into groups via the Course Management System. Groups can then work together to prepare a group presentation for the class on topics such as a Gender Dysphoria, Hypermasculinity and the impact on Sexual Violence, History of Feminism, and other topics related to psychology. They can use collaborative online tools such as ConferZoom, and other mechanisms to work together on the construction of the presentation and delivery options such Google Presentation, or ScreenCastOMatic to deliver the presentation to the course, which can be uploaded through the CMS electronically. Students can then comment on other presentations through a Discussion Forum and offer each other feedback and critique, or they can vote on presentations.

### Sample Assignments:

- Students will be asked to review current research articles that are posted in reputable web links or academic databases such as those accessed through the MSJC library. The topics in gender studies can range from the socio-biological and cognitive aspects of gender, intelligence, and memory. Students will be asked to develop a summary report, and submit their work electronically. This assignment should be posted in the corresponding module within the Course Management System (i.e., Canvas), with clear instructions to meet the assignment guidelines, as well submission instructions. Samples and rubrics are also recommended. Assignments can be posted as either discussion forums or assignment links, and students can submit their work electronically through the CMS, using plagiarism checks where needed. All assignment instructions should be posted in a manner consistent with accessibility guidelines. Grades should be posted within the gradebook, and instructor feedback can be posted as Discussion Comments, or as comments within the grade book.

- Reading Assignments will be posted electronically in the corresponding module within the CMS, with follow up activities such as multiple choice questions that check students’ initial understanding of the material. These follow up assessments can be developed using the test/quiz features within the CMS, or requiring electronic submission of a written assessment. This assignment should be posted in the corresponding module within the Course Management System (i.e., Canvas), with clear instructions to meet the assignment guidelines, as well submission instructions. Samples and rubrics are also recommended. Assignments can be posted as either discussion forums or assignment links, and students can submit their work electronically through the CMS, using plagiarism checks where needed. All assignment instructions should be posted in a manner consistent with accessibility guidelines. Grades should be posted within the gradebook, and instructor feedback can be posted as Discussion Comments, or as comments within the grade book.

- Students will be asked to develop electronic presentations on topics of their choice related to the study and psychology of gender. These presentations will help the students demonstrate their understanding of the various research techniques, theories, perspectives, and concepts related to the psychology of gender. This assignment should be posted in the corresponding module within the Course Management System (i.e., Canvas), with clear instructions to meet the assignment guidelines, as well submission instructions. Samples and rubrics are also recommended. Assignments can be posted as either discussion forums or assignment links, and students can submit their work electronically through the CMS, using plagiarism checks where needed. All assignment instructions should be posted in a manner consistent with accessibility guidelines. Grades should be posted within the gradebook, and instructor feedback can be posted as Discussion Comments, or as comments within the grade book.

### Regular Effective Contact:

- **Announcements/Bulletin Boards** - Announcements can be posted within the CMS on at least a weekly basis. Announcements can focus on introducing new content for that week, reminding students about upcoming deadlines, announcing other college events and activities, and offering points of clarification on assignments when consistent questions arise and/or learning gaps were identified upon grading.

- **Discussion Boards** - Discussion boards can be utilized to facilitate conversations or analysis of content.
between students and with the instructor. Discussion forum questions should be based on open ended questions that foster evaluative conversations within the class. Discussion forums can also be utilized as a mechanism for students to publicly post work on individual assignments and offer feedback and comments to one another in order to allow them to explore the related concepts from alternative perspectives. Instructor feedback can be provided as a discussion comment. Weekly discussion forums are recommended. Additionally, it is recommended that a Q & A Discussion Forum is maintained so students have an open space to ask questions of one another, or of the instructor.

- **Email Communication** - Email communication should be used for individual questions and concerns that are related to individual students. Use of CMS email such as Canvas INBOX is recommended as a means of convenience for the student while they are in the course. Syllabus and orientation modules should outline an expected response time for such communications, which is recommended to be within 24 to 72 hours, not to include weekends or holidays.

- **Office hours** - Instructors can offer face to face or virtual office hours via Confer Zoom in order to provide students access to the instructor for questions and other advisory matters related to their success.

- **Scheduled Face-to-Face Meetings** - Hybrid courses will meet at scheduled times.

- **Other (describe)** - Grading feedback is an important method of contact between instructor and student. Feedback can be posted as comments attached to discussion forum or within the comments section in the grade book. It is recommended instructors provide feedback on assignments especially as scaffolding may be helpful for future assignments. Additionally, feedback helps students to feel more connected to the instructor and creates a richer online learning environment. Audio and video comments may also be available within the CMS through the grade book. Please make sure all feedback meets with accessibility standards.

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**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**Form A1**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Anjeanette Oberg</th>
<th>Date:</th>
<th>08/21/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>PSYC 108 - Abnormal Psychology</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):**

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.

This course has been updated as part of the six year mandatory cycle. Content has been expanded to address the new diagnostic criteria and disorders addressed in the DSM V and other factors related to better understanding the complexity and diversity associated with mental illness.

**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 being updated to include research elements consistent with our program learning outcomes. Additionally, it is one of the courses that helps meet the requirements for the ADT, and is essential to help students explore the primary career interest (therapy) related to the psychology major. Finally, there is a strong emphasis on active and experiential learning in the new course outline, which also highlights some of the main objectives of the most recent program review in order to optimize student success. Furthermore, greater emphasis has been placed on the sociocultural context of disorders to emphasize a greater appreciation for diversity, and
greater tolerance and acceptance within the field consistent with our Program Learning Outcomes and current APA goals.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

<table>
<thead>
<tr>
<th>Course Revision Proposal</th>
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</thead>
</table>

PLO 2 is to apply various psychological theories & concepts to their own personal & professional lives, emphasized in CLO 1, which states to compare and contrast the Psychoanalytic and Behavioral approaches to treatment of psychological disorders. Objectives 5, 6, 7, & 8 best align to PLO 2 and CLO 1. For example, LO#5 of this course has students learning how to categorize the symptoms and phases that characterize various disorders, including schizophrenia, anxiety disorders, personality disorders, and others. PLO 3 is to explore various topics and concepts, and integrate these into a whole concept of individuals and groups. Linking most directly to CLOs 1, 2, 3 & Objectives 1, 3, & 6. For example, LO#3 has students differentiating disorders using the DSM IV classification system, which requires an understanding of how specific disorders can affect individuals and groups, and possible cultural connections for disordered behaviors.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Michelle Vogel Trautt 08/21/2018 (Submitter)
2. Maria Lopez 10/06/2018 (SJC Department Chair)
3. Richard Kandus 10/07/2018 (MVC Department Chair)
4. Carlos Tovares 10/08/2018 (SJC Instructional Dean)
5. Rickianne Rycraft 10/08/2018 (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 FA20 (2020-21 Catalog)

**Course Proposal Impact**

**PSYC 108 Abnormal Psychology**

**Course Revision Proposal**

Anjeanette Oberg

**Plan A**

1. B2 SOCIAL & BEHAVIORAL SCIENCES

**Requisite Courses**

**Honors Courses**

1. PSYC 108H - Honors Abnormal Psychology *Active*

2. PSYC 108H - Honors Abnormal Psychology *Launched*

**Cross Listed Courses**
Awards Parent Course is Attached

1. ADS - Dual Diagnosis - Employment Concentration (Active) (Required)
2. ADS - Dual Diagnosis - Employment Concentration (Historical) (Required)
3. ADS - Dual Diagnosis - Employment Concentration (Historical) (Required)
4. IDS - Liberal Arts: Social & Behavioral Sciences Emphasis - Associate in Arts (Active)
5. PSYC - A.A.-T in Psychology for Transfer - Associate in Arts (Active)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

1. IDS - Associate in Art - Social/Behavioral Science (Elective)

Other Awards

General Education/Degree/Transfer Course

IGETC Area 4: Social and Behavioral Sciences
   I: Psychology
CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
   D9 - Psychology

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>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>Psychology</td>
<td>PSYC 108</td>
<td>Abnormal Psychology</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.
Each activity unit requires 2 hours per week of class time and 1 hour 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>
<tr>
<td>Lecture Contact Hours</td>
<td>Total Contact Hours</td>
</tr>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>
Lecture Homework Hours

96.00 - 108.00

Stand Alone:
Program Applicable

AA/AS Degree General Ed Breadth Area(s):
B2 SOCIAL & BEHAVIORAL SCIENCES

General Education Justification:

Category B2: Abnormal Psychology is consistent with the intent of Category B2 because it provides students with a comprehensive overview of the abnormal psychology field. The course requires students to "Appraise the theoretical perspectives of treatment, from both historical and contemporary views", as well as "Distinguish the major psychological disorders." The course examines complex concepts and terminology related to GELO1. To provide an analysis of real problems and hypotheses using scientific method (GELO2), students will "Categorize the symptoms and phases that characterize various disorders, including schizophrenia, anxiety disorders, personality disorders, and others, including research (GELO3), as they "Discuss both the strengths and weaknesses of the DSM IV system", which is based on research. As students "Analyze characteristics of abnormal and normal behavior", they develop acceptance of diverse people and their cognitions (GELO4), and examine ethics leading to sound judgments (GELO5).

Maximum Enrollment: 45

Maximum Enrollment Justification:

Justification:

Grading Method: Letter Grade or P/NP

TOP code: 2001.00

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 psychological disorders and treatments through the various theoretical lenses of psychology, including, but not limited to, schizophrenia, anxiety disorders, mood disorders, and personality disorders. The course will also explore the current trends in positive psychology toward cultivating mental 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 examines psychological disorders and treatments through the various theoretical lenses of psychology. It also examines ways to cultivate mental wellness.

Need for the course:

Abnormal Psychology supports the educational plan of students seeking a degree or a certificate in psychology, nursing, social and behavioral sciences, AA/AS General Education, IGETC Area 4: Social and Behavioral Sciences I: Psychology CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical D9 - Psychology Awards: IDS - Liberal Arts: SOCIAL & BEHAVIORAL SCIENCES EMPHASIS - Associate in Arts (Active) IDS - Social/Behavioral Science - Associate in Arts (Active) Furthermore, this course is one of the courses available for the Associate Degree for Transfer in Psychology.
**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 101

**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 characteristics of abnormal and normal behavior.
2. Evaluate the history of psychological disorders and treatments in the United States, including the role of social stigma.
3. Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.
4. Explain specific research methods and the ethical principles for the study and treatment of psychopathology.
5. Evaluate some of the major aspects of the epidemiology of mental disorders, including stress factors, diathesis model, vulnerability model, and other aspects.
6. Appraise the theoretical perspectives of diagnosis, symptomatology, and treatment, from both historical and contemporary views including consideration of sociocultural factors.
7. Identify, categorize, and analyze the symptoms of anxiety disorders, mood disorders, personality disorders, substance use disorders, and other disorders.
8. Differentiate between disorders using current systems for assessment and classification, including the DSM V-TR, with an analysis of strengths and weaknesses of the diagnostic process.

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

I. Historical perspective of abnormal behavior
   A. Early history
   B. Biological Model
   C. Psychological and sociocultural models
   D. Diathesis-Stress model
   E. Medical model

II. Stress factors
   A. Definitions of stress
   B. Reactions to stress
   C. Disorders related to stress
   D. Adjustment disorders
E. Psychoneuroimmunology

III. Anxiety Disorders
A. The phobias
B. Panic disorder
C. Obsessive-compulsive disorder
D. Generalized anxiety disorder
E. Posttraumatic Stress disorder

IV. Dissociative and Somatoform Disorders
A. Dissociative amnesia, fugue, identity
B. Hypochondriasis
C. Conversion disorder
D. Psychogenic pain disorder
E. Body dysmorphic disorder

V. Affective Disorders
A. Depressive disorders
B. Bipolar disorder
C. Biological and psychological causes
D. Treatments

VI. Schizophrenia
A. Causes of schizophrenia
B. Treatments
C. Patterns and variations

VII. Personality Disorders
A. Odd/eccentric personality disorders
B. Dramatic/emotional/erratic personality disorders
C. Anxious/fearful personality disorders
D. Treatments

VIII. Substance-related Disorders
   A. Defining substance-related disorders
   B. Alcohol use and alcohol-induced disorders
   C. Other depressants
   D. Stimulants
   E. Opioids
   F. Cannabis and hallucinogens

IX. Sexual and Gender Identity Disorders
   A. Gender identity disorders
   B. Sexual dysfunctions
   C. Paraphilias

X. Psychotherapy
   A. Methods of psychotherapy
   B. Psychoanalysis
   C. Interpersonal therapies
   D. Phenomenological/experiential therapies
   E. Behavioral therapies
   F. Cognitive therapies
   G. Evaluating psychotherapy

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

- **Method**: Lecture
  **Integration**: Lecture, with supporting visual materials (Powerpoint, white board notes), will present types, theories, treatment, and causes of abnormal behavior.

- **Method**: Role Playing/Simulation
  **Integration**: Student and faculty led groups will create simulated dialogue and role-play realistic scenarios to raise awareness, stimulate discussion, encourage empathy, and demonstrate effective strategies for dealing with abnormal behavior.

- **Method**: Videos/Media
  **Integration**: Audio-visual materials to enhance students’ learning experiences as part of a cohesive review of
the various themes that form the basis of psychology as a social science. Case histories and other relevant information may be presented through video.

- **Method:** Papers and Reports
  **Integration:** (Required) Students will be taught APA guidelines and research methods used to examine abnormal psychology. Instructors are encouraged to offer at least one assignment applying those guidelines through a written paper related to critically analyzing empirical research and/or conducting a literature review.

- **Method:** Collaborative Activities
  **Integration:** Students will experience group processes and dynamics, work with meaningful and relevant to abnormal psychology.

- **Method:** Service Learning
  **Integration:** Students can apply psychological principles, theories, and concepts to work they do within community organizations, schools, or treatment facilities.

- **Method:** Student Presentations
  **Integration:** Facilitate peer to peer learning through the identification and exploration of historical and contemporary themes that form the basis of abnormal psychology.

- **Method:** Guest Speakers
  **Integration:** Guest speakers can be invited to share their personal experiences with mental illness and/or supporting or treating individuals with mental illness. Speakers may also include advocates who strive to raise awareness and promote mental health and wellbeing.

- **Method:** Field Trips
  **Integration:** Students could visit exhibits related to historical and contemporary disorders, labs and other treatment facilities, courtrooms, and other professional environments focused on mental illness and mental health advocacy.

**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: Examinations, including short essay, multiple choice, and other techniques, will be utilized to evaluate students’ comprehension of schizophrenia, substance abuse, and other abnormal psychology topics. Such exams/tests will also be used to determine comprehension of terminology, understanding of applications, and knowledge of subject matter.

Method: Oral Presentation
Integration: Student presentations of related topics of interest, including efficacy of therapies, case studies, and use of DSM IV, will be evaluated on the base of content, topic depth of knowledge, and clarity of presentation.

Method: Class Participation
Integration: Class participation will encourage additional cognitive processing of psychological topics, and allow students to examine and describe abnormal behavior, causes, and treatments. Evaluation of class participation will be based on in-class assignments, student discussions, and involvement in group activities.

Method: Research Projects
Integration: Evaluate students’ ability to synthesize research and knowledge gained from other scholarly sources through their ability to complete a comprehensive analysis of a contemporary psychological issue. The primary focus will be for students to complete a comprehensive analysis of a contemporary psychopathological issue, describe and analyze the scientific study of both mind and brain processes, and examine the ethics involved in conducting research with humans and animals, consistent with APA guidelines.

Method: Group Projects
Integration: Students can work together to analyze a particular psychological disorder or therapy included related topics, concepts, or theories related to the disorder. This work can be evaluated through a written self or peer reflection, in addition to the instructor's evaluation of the accuracy of the content and the student's ability to apply the psychological theories and concepts discussed to the topic at issue.

Method: Empirical article summaries and/or literature reviews (Recommended)
Integration: Evaluate students’ ability to critically examine published research and apply appropriate research concepts and terminology related to abnormal psychology.

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:

It is recommended that all students be required to complete a research based assignment where they analyze primary empirical research on a given topic consistent with the description for assignment #1. Additionally, instructors can consider, but are not limited to, the use of additional assignments described in options 2 through 8 as outlined below.

I. Article review - locate, examine, and write a review of an empirical article and/or complete a literature review synthesizing multiple empirical studies on a topic related to abnormal psychology.

II. Research paper - write a research-based paper based on a psychological disorder or therapy. Possible research topics may include:
   A. Schizophrenia
   B. Somatoform disorders
   C. Stress Disorders
   D. Anxiety Disorders
   E. Sexual Dysfunction
   F. Mood Disorders and Suicide
G. Childhood Disorders
H. Other related issues or topics

III. Short Essay Assignments
A. Compare and contrast two or more therapies or perspectives related to a disorder.
B. Construct a plan for systematic desensitization to treat a phobia.
C. After reading and analyzing a hypothetical case history, describe, in writing, how various psychotherapists would treat this person.
D. Analyze the concept of normal vs. abnormal and discuss the various ways in which we define abnormality in the field of psychology.

IV. Assignments, for example, exam assessments and content quizzes, can contain multiple objective questions such as:
Which of the following therapies are best supported by research as an effective treatment for anxiety disorders?
A. Psychodynamic Therapy
B. Cognitive-Behavioral Therapy
C. Antipsychotic Medication
D. Electroconvulsive Therapy (ECT)

V. Group Projects where students work collaboratively to analyze and present their findings on a given topic such as:
A. Psychological Disorders
B. Psychological Therapies
C. Sociocultural Models

VI. Interactive classroom activity to enhance understanding of course content such as:
A. Students are broken into groups, shown a video of a character demonstrating a psychological disorder. Groups will then be assigned to a theoretical perspective and charged with diagnosing the character, and developing a treatment plan consistent with their respective disorder.
B. Students are broken into groups and assigned to different psychological disorders or therapies. Groups then use the textbook, and other outside resources, to research their assigned topic, and then they teach the class with instructor guidance and clarification as needed.
C. Students are broken into groups and asked to evaluate common stereotypes associated with mental illness, followed by a classroom discussion about the stigma and its effect on one’s inclination to seek treatment.

VII. Homework assignments promoting personal application of course content such as:
A. Students are assigned to take an implicit bias test against people with mental illness or disabilities and submit a paper analyzing what may have contributed to the development of their own personal biases with a reflection on how they may have been affected by stereotypes over the course of their lives.

B. Students can take an online personality assessment and then analyze how their personality developed and impacts their psychological functioning.

C. After completing the Daily Life Stress Scale, or other stress scale, discuss, in writing as well as class discussion, how the results of the scale could indicate susceptibility to disorders.

D. Students can write a blog or paper on a popular media character and/or movie that portrays mental illness. They can analyze the content for accuracy of the portrayal applying key terms and concepts discussed in the course.

VIII. Service Learning Project and Reflection

A. Students would be required to commit a set number of hours to an organization, school, treatment facility or other professional place that addresses mental illness and mental wellness where they directly engage with an organization related to the subject matter. They then write a paper and/or prepare a course presentation outlining the key terms and concepts evident in the organization, or how their course, program, or institutional learning outcomes were supported through their service learning hours.

Textbooks:


Other Resources:


Minimum Qualification

- Psychology (Masters Required)
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>CSU Fresno</td>
<td>PSYC 66</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>PSYC 100</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>UC Merced</td>
<td>PSY 142</td>
<td>Abnormal Psychology</td>
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**Rationale:**

PSYC 66: Study of the origins, symptoms, and treatments of behavioral and personality disturbances from childhood through senescence; application of current DSM. (Formerly PSYCH 166).

PSYC 100: This course provides a comprehensive overview of the causes, characteristics, and treatment of psychological disorders. Particular emphasis is given to the interaction between biological, psychological, and sociocultural processes contributing to abnormal behavior. Students may not receive credit for both PSYC 163 and PSYC 100.

PSY 142: Descriptive and functional account of behavioral disorders, with primary consideration given to neurotic and psychotic behavior.

**IGETC Area 4: Social and Behavioral Sciences:**

I: Psychology

**CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical:**

D9 - Psychology

1. Anjeanette Oberg (Submitter)
2. Lyndsey Tone--08/28/2018 (Articulation Officer)

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**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>Anjeanette Oberg</th>
<th>Date:</th>
<th>08/21/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>PSYC 108 - Abnormal Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 101**
It is recommended that this requisite be (reviewed).
Justification:
There is a great deal of reading, writing, and research in this course. English 101 may increase a student's success.

**Approval Signatures Required on all lines before submittal to Curriculum Office**
1. Michelle Vogel Trautt 08/21/2018 (Submitter)
2. Maria Lopez 10/06/2018 (SJC Department Chair)
3. Richard Kandus 10/07/2018 (MVC Department Chair)
4. Carlos Tovares 10/08/2018 (SJC Instructional Dean)
5. Rickianne Rycraft 10/08/2018 (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 FA20 (2020-21 Catalog))

---

**Mt. San Jacinto College**
Prerequisite/Corequisite/Advisory

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Anjeanette Oberg</th>
<th>Date:</th>
<th>08/21/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Abnormal Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>PSYC 108</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**It is recommended that the following** Course: **ENGL 101**
be reviewed as an **Advisory**

**Justification:**
There is a great deal of reading, writing, and research in this course. English 101 may increase a student's success.

**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)

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Anjeanette Oberg</th>
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<th>08/21/2018</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>PSYC 108</td>
<td></td>
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</tbody>
</table>

It is recommended that the following [Course: ENGL 101](https://www.curricunet.com/MSJC/reports/curr_comm_report.cfm) be reviewed as an [Advisory](https://www.curricunet.com/MSJC/reports/curr_comm_report.cfm).

**Justification:**

There is a great deal of reading, writing, and research in this course. English 101 may increase a student's success.

### 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.

- [X] Compose five formal essays, totaling 6,000 words/24 typed pages with arguable theses and persuasive support:
- Compose argumentative/persuasive writing and strategies without committing logical fallacies
- Compose essays that demonstrate a mastery of conventions of standard academic American written English and be able to edit/revise papers to allow for such a demonstration
- Produce at least three out-of-class essays that integrate/synthesize source material. In at least two of these essays, students will locate, evaluate, and integrate research to make an argument, one of which essays must be a research-based paper that totals at least 2,000 words/8 typed pages and incorporates at least six outside, college-level sources (not including encyclopedia or dictionary entries).
- Compose at least one in-class essay.
- [X] Examine and use appropriate library resources and techniques of research and documentation:
- Analyze academic texts, hypothesize effective arguments in reaction to the texts, and synthesize new knowledge from various primary and secondary sources in order to write effective college-level essays
- [X] Formulate library research strategies
- Document sources using MLA or another universally accepted style of documentation
- [X] Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism
- [X] Employ the process of writing in both in-class and outside of class essays:
- Develop varied and flexible strategies for invention, drafting, revision, and editing
- 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

- [ ] Course being removed as a requisite to the target course
DE addendum has been expanded to include some of the current technologies and strategies utilized to optimize outcomes for DE courses.

<table>
<thead>
<tr>
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<tbody>
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<td>PSYC 108 - Abnormal Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal (Distance Education New)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

DE addendum has been expanded to include some of the current technologies and strategies utilized to optimize outcomes for DE courses.

Approval Signatures Required on all lines before submittal to Curriculum Office

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Michelle Vogel Trautt</td>
<td>08/21/2018</td>
<td>(Submitter)</td>
</tr>
<tr>
<td>2</td>
<td>Maria Lopez</td>
<td>10/06/2018</td>
<td>(SJC Department Chair)</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
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<td>10/08/2018</td>
<td>(MVC Instructional Dean)</td>
</tr>
</tbody>
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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 FA20 (2020-21 Catalog))
Mt. San Jacinto College Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by</th>
<th>Anjeanette Oberg</th>
<th>Effective Term:</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
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<td>Course Number:</td>
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<td>Course Title:</td>
<td>Abnormal Psychology</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><strong>Service Learning</strong></td>
<td>Students may be given the opportunity to engage in community service within organizations focused on mental illness or mental wellness and advocacy in order to gain important experience that allows them to apply psychological concepts and theories to their personal and professional lives consistent with our program learning outcomes. Upon completion of their community service, they will connect their experiences back to course content evidenced by a paper or presentation, which can be submitted through the LMS in an appropriate format, and/or shared with peers through Discussion Forums or Blogs.</td>
</tr>
<tr>
<td><strong>Student Presentations</strong></td>
<td>Facilitate peer to peer learning through student presentations aimed at addressing and exploring historical and contemporary figures/themes/theories within psychology of gender. Students will select an appropriate digital format to create and deliver within the LMS their presentation (i.e. PowerPoint, Prezi, Glogster, video, website design, Wiki, blog, etc.)</td>
</tr>
<tr>
<td><strong>Guest Speakers</strong></td>
<td>Guest Speakers can join via ZOOM. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Students could visit exhibits related to historical and contemporary disorders, labs and other treatment facilities, courtrooms, and other professional environments focused on mental illness and mental health advocacy. Students will then submit a written reflection to the LMS.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Role Playing/Simulation</td>
<td>Students can practice role-playing through conferZOOM and/or other interactive digital venues in order to demonstrate their understanding of abnormal psychology and the application of appropriate therapies for any given condition.</td>
</tr>
<tr>
<td>Lecture</td>
<td>Lectures will be posted on-line via Power Point with audio, and/or other instructor authored materials and content in digital form to cover important concepts within the course.</td>
</tr>
<tr>
<td>Papers and Reports</td>
<td>Students will be taught APA guidelines, and the basic principles of abnormal psychology, and subsequently encouraged to complete at least one assignment applying those guidelines through a written assignment requiring them to critically analyzing empirical research and/or conduct a literature review related to gender. Students may prepare research papers analyzing one or more empirical studies on topics in psychological disorders and therapy research, in order to develop important analytical skills and research experience, while also applying APA formatting. Students can complete the papers and submit them within the LMS in an appropriate format (.doc, .pdf). Efforts can also be made to check for plagiarism through the use of VeriCite or other systems provided through the LMS or college.</td>
</tr>
<tr>
<td>Collaborative Activities</td>
<td>Through discussion forums within the LMS, students will experience group processes and dynamics, work with meaningful and relevant psychological concepts and perspectives and analyze individual experiences and social phenomena related to abnormal psychology. Wikis and blogs may also be used for this purpose.</td>
</tr>
<tr>
<td>Videos/Media</td>
<td>Audio-visual materials to enhance students’ learning experiences as part of a cohesive review of the various themes that form the basis of abnormal psychology. Video clips, and links to video material, will be posted in the CMS. Discussion will be posted in the LMS.</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>Exams may be given with the intent of evaluating students’ comprehension and/or application of course material. The tests and final exam may be proctored at an authorized testing center, or administered directly through the LMS as multiple choice, short answer, or essay exam. Furthermore, essay exams can be submitted through VeriCite, or other plagiarism checking resources provided by the LMS or the college.</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Characteristics of abnormal and normal behavior can be provided by discussion board, or YouTube or similar. This will also be</td>
</tr>
</tbody>
</table>
accomplished through use of the discussion forums and e-conferencing tools (i.e. CCCConfer).

Class Participation

Class participation in regular discussion forums and blogs within the CMS will encourage additional cognitive processing of psychological topics, and allow students to examine and describe the components of historical and contemporary related to gender. This can also be accomplished through e-conferencing tools (i.e. CCCConfer, Zoom, etc.).

Research Projects

Evaluate students’ ability to synthesize research and knowledge gained from other scholarly sources through their ability to complete a comprehensive analysis of a contemporary psychological issue related to gender. Written projects will be submitted through the LMS with appropriate plagiarism checks, and/or posted within threaded discussions.

Group Projects

Students can self select into groups or be assigned into groups via the Learning Management System. Groups can then work together to prepare a group presentation for the class on topics related to abnormal psychology. They can use collaborative online tools such as Skype, Zoom, and other mechanisms to work together on the construction of the presentation and delivery options such Google Presentation, Prezi, or ScreenCastOMatic to deliver the presentation to the course, which can be uploaded through the LMS. Students can then comment on other presentations through a Discussion Forum and offer each other feedback and critique, or they can vote on presentations.

Empirical article summaries and/or literature reviews (Recommended)

Evaluate students’ ability to critically examine primary research and apply appropriate research concepts and terminology through their ability to analyze psychological research. These assignments analyze psychological research and methods that are adopted to study abnormal psychology. Students will submit a written analysis of articles and submit through the learning management system using the appropriate plagiarism checks when appropriate, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction.

Sample Assignments:

- **Article Review**: Students will locate, examine, and write a review of an empirical article and/or complete a literature review synthesizing multiple empirical studies on a topic related to abnormal psychology. Electronic submissions will be submitted to the LMC.

- **Research Paper**: It is recommended that students write a research-based paper based on a psychological disorder or therapy. Possible research topics may include, Schizophrenia, Somatoform disorders, Stress Disorders, Anxiety Disorders, Sexual Dysfunction, Mood Disorders and Suicide, Childhood Disorders, Other related issues or topics. Research papers can be submitted electronically via LMS.

- **Short Essay Assignments**: Students can complete short essay assignments on a variety of topics related to the course subject matter. These assignments can be submitted electronically though the LMS.

- Assignments and Exams containing multiple objective questions can be administered online through Secure Exam Protoring and Quiz function, and assessed within the LMS.

- **Group Projects**: Students work collaboratively to analyze and present their findings on a given topic such as: Psychological Disorders, Psychological Therapies and Sociocultural Models. Such collaborations may involve
participating in online group discussions or collaborations within the LMS.

- **Homework assignments**: Designed to promote personal application of course will be posted and assessed through the LMS. Students will submit their assignments electronically through a submission link provided in the LMS.

- **Service Learning Project and Reflection**: While Service Learning will take place outside of the virtual classroom, any reflections and assignments required as part of service learning will be posted and evaluated within the LMS after students have electronically submitted their completed assignments.

- **Interactive classroom activities**: These activities that are designed to enhance students' understanding of course content will be hosted through the LMS system using discussions, collaborations and group assignments functions.

**Regular Effective Contact:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements/Bulletin Boards</td>
<td>Announcements will be posted using the course management system.</td>
</tr>
<tr>
<td>Email Communication</td>
<td>Students may receive individual feedback on assignments and may seek out instructor guided assistance for any portion of the course via email.</td>
</tr>
<tr>
<td>Office hours</td>
<td>Instructors will hold regular office hours online using discussion forums, instant messaging, and/or e-conferencing.</td>
</tr>
<tr>
<td>Scheduled Face-to-Face Meetings</td>
<td>Hybrid courses will meet at scheduled times.</td>
</tr>
<tr>
<td>Other (describe)</td>
<td>Chat rooms and other Discussion Boards: Participation in discussion boards and chat rooms will be maintained. can be maintained, and timely feedback provided, at least two discussion boards a week, about the content of the course. A question and answer forum may also be provided.</td>
</tr>
<tr>
<td>Other (describe)</td>
<td>Instructors will provide timely feedback and grading of assignments submitted throughout the course, maintaining student and instructor contact.</td>
</tr>
<tr>
<td>Other (describe)</td>
<td>Web Conferencing such as Zoom or Skype can be utilized to facilitate individual or group meetings and/or office hours.</td>
</tr>
</tbody>
</table>

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**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**COURSE**

**Form A1**

**Submitted by**: Shezwae Powell  
**Date**: 01/29/2019

**Catalog**: 2020 - 2021

**Proposed Course**: THA 111 - Intermediate Acting

**Proposal Type**: Course Revision Proposal

**Rationale**

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.

Input CLO’s and gave rationale for course in connection to PLO’s. Added comparable transfer courses. Added a couple of concepts to course content in keeping with current practice. Added two MOI’s and tidied others. Slight adjustment to MOE’s. Added an assignment. Updated existing texts and added a 3rd text and justification for that text. No newer textbooks available. Completed the Requisites area thereby creating an A2 form. I updated the Comparable Transfer Courses to include entries for the 18-19 catalogs.
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 essential to our program and is necessary for the preparation of students who intend to go on to a four year program. Our Program Review does not reference this course specifically but does discuss the need to keep our core courses healthy and offered at a frequency that allows our majors to graduate in a timely fashion.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

In the class students develop essential skills in the craft of theater by creating a theatrical characterization which is credible and appropriate to the genre and style of the play from which a scene is taken. This pursuit touches on all the prescribed PLO’s. The more plays and performances students become aware of not to mention the playwrights and their various styles, subjects and cultural expressions cannot help but widen a student’s aesthetic and cultural awareness.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Shezwae Powell 01/29/2019 (Submitter)
2. Bianca Swan-Finch 04/04/2019 (SJC Department Chair)
3. Shezwae Powell 04/01/2019 (MVC Department Chair)
4. Carlos Tovares 04/07/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/05/2019 (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 FA20 (2020-21 Catalog))

Course Proposal Impact

THA 111 Intermediate Acting
**Course Revision Proposal**
Shezwae Powell

Plan A

1. C HUMANITIES

Requisite Courses

1. THA-200 Actor's Workshop *Active*

Honors Courses

Cross Listed Courses
### Awards Parent Course is Attached

1. IDS - Liberal Arts: Arts, Humanities & Communications Emphasis - Associate in Arts (Active)
2. MUS/THA - Musical Theater - Certificate (Active)
3. MUS/THA - Musical Theater - Certificate (Historical)
4. MUS/THA - Musical Theater - Certificate (Historical)
5. MUS/THA - Musical Theater - Certificate (Historical)
6. MUS/THA - Musical Theater - Certificate (Historical)
7. THA - A.A.-T in Theatre Arts for Transfer - Associate in Arts (Active)
8. THA - Theater Arts - Associate in Arts (Historical) (Elective)
9. THA - Theater Arts - Associate in Arts (Historical) (Elective)

### Awards Current Course is Attached

*(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed.)*

1. IDS - AA Associate of Arts in Humanities (Elective)

### Other Awards

O_awards: 0,450,151,361,438

1. MUS/THA - Musical Theater - Associate in Arts (Active)
2. MUS/THA - Musical Theater - Associate in Arts (Historical)
3. MUS/THA - Musical Theater - Associate in Arts (Historical)
4. MUS/THA - Musical Theater - Associate in Arts (Historical)

### General Education/Degree/Transfer Course

CSU/UC Transfer Course

A. Transfers to CSU;UC
   Drama, Music Theater at UC and Creative Arts, Theater Arts, Visual and Performing Arts at CSU

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

C1 - Arts, Dance, Music, Theater
Integrated Course Outline of Record

Submitted by: Shezwa Powell  Date: 05/07/2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater Arts</td>
<td>Theater Arts THA</td>
<td>111</td>
<td>Intermediate Acting</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.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

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

<table>
<thead>
<tr>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
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<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
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</tbody>
</table>

Stand Alone:

Program Applicable

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

- HUMANITIES

General Education Justification:

THA 111 is consistent with the intent of Educational Plan Option A because the main focus of this course is the study of “cultural and artistic expressions of human beings.” This course focuses on in-depth character analysis (GELO1), which creates an awareness of diverse people and culture throughout the ages, through the examination of play scripts (GELO2) from a variety of cultures and time periods dealing with complex issues sparking greater depth of knowledge and insight, and application of acting styles and written critiques (GLEO3) of live theatrical performances, discovering and evaluating characters (GELO4) through research and acting styles, with a final performance of scene-work demonstrating artistic and creative expression through theatrical performance (GELO5).

Maximum Enrollment:

40

Maximum Enrollment Justification:

Justification:

Grading Method:

Letter Grade or P/NP

TOP code:

1007.00

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 offers a continuing study of acting technique for the serious theater student preparing for advanced work at the university or professional levels. Emphasis is placed on developing multi-dimensional characters, objectives, playable actions, believability and the working rehearsal process in both scene and solo study. Particular attention is paid to audition preparation, resume and portfolio development.

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 offers a continuing study of acting technique, development of multi-dimensional characters, objectives, playable actions, believability and rehearsal process in scene and solo study.

Need for the course:
This course fulfills an elective requirement for the AA-T in Theatre Arts, AA in Liberal Arts: Arts and Humanities & Communication Emphasis, Musical Theater, Musical Theater Certificate and satisfies a Humanities (Area C) requirement for the General Education student, and a breadth certification requirement for the Arts (Area C1). Further it fulfills a need and is of value to the general-interest student, other performing arts students, and members of the community.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)
- THA 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. Define acting and theater terminology.
2. Demonstrate and analyze grounding and centering techniques.
3. Demonstrate dynamic emotion through voice and tone.
4. Demonstrate needs, actions and objectives of a specific character in a given circumstance.
5. Discuss and demonstrate emotional recall and substitution techniques in character development.
6. Analyze script through the flow and shape of drama tracking through-lines and super-objectives.
7. Develop and demonstrate effective rehearsal skills.
8. Analyze the functions and elements of a character through direct and indirect actions at least partially based on the character's language and physical carriage.

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

I. Course overview

II. Review of acting fundamentals and terminology

III. Developing relaxation and centering techniques
   A. Gravity
   B. Tension
C. Breath
D. Grounding

IV. Gesture
   A. Phrasing movement
   B. Implied gestures in text

V. Voice
   A. The voice and emotion
   B. Tone production
   C. Voice and inner dynamic
   D. Voice and attitude

VI. Speech
   A. Nasal sounds
   B. Oral sounds
      1. Vowels and diphthongs
      2. Consonants
   C. Speech and character

VII. Working with others
   A. Bodily center and relationship
   B. Commitment, support, and communication
   C. Transaction and teamwork

VIII. Action
   A. Action according to Stanislavski
   B. Action in life
   C. Internal and external action
   D. Believability
   E. Indicating
F. Purposefulness

IX. Action and Acting Process
   A. Public solitude
   B. Dual Consciousness
   C. Action and emotion
   D. Action and character
   E. Personalization and the “magic if”

X. Needs, Actions, and Objectives
   A. Wants and needs
   B. Actions and objectives
   C. Connecting actions with others
   D. Spontaneity

XI. Playable Actions
   A. Units of action
   B. Given circumstances

XII. The Flow and Shape of Drama
   A. Action and Reaction
      1. The Life of the scene
      2. The shape of drama
   B. Drama and conflict

XIII. Through-Line and Super-Objective

XIV. Beats and scenes
   A. Analyzing beats
      1. The score
      2. Scene structure

XV. Characterization
A. Functions and elements of character
   1. Dramatic function
   2. Categories of character traits
   3. Physical traits
   4. Social traits
   5. Psychological traits
   6. Moral traits
   7. Economy of characterization

B. The Character’s Mind
   1. The instroke of reaction
   2. Choice
   3. Automatic actions
   4. Direct and indirect action
   5. Not doing: Suppression

C. The Character’s Language
   1. Word choice
      a. Text
      b. Subtext
      c. Rhythm
      d. Melody
      e. Imagery

D. The Character’s Body
   1. Personality in the body
   2. Character center
   3. Flow of bodily energy
   4. Physique and personality
5. Body alignment and character

E. The Character's Emotion
   1. Working from the outside, in
   2. Working from the inside, out
   3. Emotional recall and substitution
   4. Emotion in performance

XVI. The Working Process
   A. The Rehearsal Process I
      1. Finding the content
         a. Auditions
         b. Preparation and homework
         c. Early read-throughs
         d. Getting up and off book
      2. The Rehearsal Process II: Developing the form
         a. Establishing the score
         b. Blocking
         c. Justifying blocking
         d. Ground plan and setting
         e. Evaluation and Criticism
      3. The Rehearsal Process III: Preparing to open
         a. Shaping and pacing the performance
         b. Final adjustments
         c. Technical and dress rehearsals
         d. Growth after opening
      4. Finding (and keeping) work as an actor
         a. Local resources
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  **Integration:** Lecture, with supporting materials (projected slides or multimedia), will introduce material and concepts offering deeper insight into acting styles, multi-dimensional characters, playable action and the working rehearsal process.

- **Method:** Demonstration
  **Integration:** Demonstrations by the Theater Arts faculty will introduce the students to exercises designed to explore advanced physical warm-ups and vocal techniques.

- **Method:** Small group and partnered exercises
  **Integration:** Small group and partnered exercises will be assigned to the students to assist in developing acting skills and audition techniques.

- **Method:** Individual coaching
  **Integration:** Individual coaching will be provided by the Theater Arts faculty to the students in regards to acting techniques and character development.

- **Method:** Activity
  **Integration:** Activities led by the Theater Arts faculty will assist the students in safely developing emotion recall for use in character development.

- **Method:** Papers and Reports
  **Integration:** Papers and reports will be generated by the students to create journals to document observations of vocal and physical habits and traits for possible use in characterization exercises.

- **Method:** Film/video Viewing and Discussion
  **Integration:** Film clips that exemplify the concepts being studied. Ensuing discussion by class as a whole as to how they perceived the effectiveness of the technique and how they might apply the same techniques to their work.

- **Method:** Live Performance Viewing
  **Integration:** Attendance at a live theater performance of college level or above should always for a part of their activities. Once seen students should write a critique of the acting based on parameters set out by their instructor.

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: The students will be tested by occasional written examination to determine understanding of acting terminology, theory, and practice.

Method: Class Work
Integration: The students will provide oral feedback/critique of all work presented in class by individuals and small groups.

Method: Class Participation
Integration: The students will participate in class by performing scenes and monologues, which will be evaluated in oral form by their peers and oral and written form by their instructor.

Method: Class Performance
Integration: The Theater Arts faculty will assign point values for each specific element within the student's classroom performances, such as vocal delivery, stage movement and memorization.

Method: Final Performance
Integration: Final performances of acting scenes will be evaluated on student's execution of the physical, emotional and vocal characterization by the Theater Arts faculty.

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:

- Working with your partner, answer these questions about the scene from The Glass Menagerie you have chosen for your presentation.
  - Do a breakdown of the beats of the scene, as in the example discussed in class.
  - Select one important beat.
    - Define its central conflict
    - Specify its moment of crisis
    - Decide who makes the choice that changes the beat.
    - See how this beat grows out of the preceding beat and flows into the following beat

- In your ACTOR'S JOURNAL, respond to the following:
  - Observe around you the articulation habits of all sorts of people. How is laziness, timidity, aggressiveness, pompousness, stupidity, any other personality traits expressed by articulation?
  - What effect do various emotions have on articulation? Give examples.
  - What effect does situation have on articulation? Give examples.
  - For next class: Try to recreate the patterns you have observed, and examine your feelings when you speak in various ways.

- Spend a few days watching the “blocking” of everyday life. Notice how attitude, relationship, and action are expressed in the way people place themselves in a room and in relationship to each other. Record your observations in your journal.

- Together with your partner, decide on what type of stage (full round, thrust, proscenium) you would like to
perform the scene you have been preparing. Design a ground plan for the scene and set up your own
rehearsal hall, arranging furniture as needed. Rehearse the scene and allow the blocking to emerge; then work
to justify the blocking. Perform the scene for the class at the next meeting.

Prepare your professional headshot and resume to present to the class at the next meeting.

- Take a stand alone scene you are working on with a partner and do an improvisation on what you think took
place just prior to the beginning of the scene you’re doing. Devise at least a minute and a half of circumstances
that led up to the moment of the start of the scene. At some point during your improvisation the instructor will
say start and you go into the actual dialogue of your scene. Discuss how has this improvisation changed the
dynamic of your scene.

Textbooks:

  Allyn and Bacon. ISBN: 9780205914906

Other Resources:

Minimum Qualification

- Theater Arts (Masters Required)
<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>CSU San Bernardino</td>
<td>TA 252</td>
<td>Acting II: Creating a Role</td>
</tr>
<tr>
<td>CSU Fullerton</td>
<td>THTR 240A</td>
<td>Beginning Scene Study and Rehearsal Techniques</td>
</tr>
</tbody>
</table>

**Rationale:**

**CSU/UC Transfer Course:**

A. Transfers to CSU;UC

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

C1 - Arts, Dance, Music, Theater

1. Shezwae Powell 01/29/2019 (Submitter)
2. Janet McCurdy--02/21/2019 (Articulation Officer)

**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>Shezwae Powell</th>
<th>Date:</th>
<th>01/29/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td></td>
<td>2020 - 2021</td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>THA 111 - Intermediate Acting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

**Prerequisite**

THA 110

It is recommended that this requisite be (reviewed).

**Justification:**

The students must learn the basic skills and techniques taught in THA 110, Fundamentals of Acting, in order to be successful in THA 111, Intermediate Acting.

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

1. Shezwae Powell 01/29/2019 (Submitter)
2. Bianca Swan-Finch 04/04/2019 (SJC Department Chair)
3. Shezwae Powell 04/01/2019 (MVC Department Chair)
4. Carlos Tovares 04/07/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/05/2019 (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

Submitted By: Shezwae Powell  Date: 01/29/2019
Dept: Theater Arts

1. Course Title: Intermediate Acting
2. Course Number: THA 111

It is recommended that the following Course: THA 110
be reviewed as a Prerequisite.

Justification:

The students must learn the basic skills and techniques taught in THA 110, Fundamentals of Acting, in order to be successful in THA 111, Intermediate Acting.

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: Shezwae Powell  Date: 01/29/2019
Dept: Theater Arts

1. Course Title: Intermediate Acting
2. Course Number: THA 111

It is recommended that the following Course: THA 110
be reviewed as a Prerequisite.

Justification:

294
The students must learn the basic skills and techniques taught in THA 110, Fundamentals of Acting, in order to be successful in THA 111, Intermediate Acting.

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.

- Develop comfort, confidence, and skill in a performance/presentation
- Correctly apply terminology related to theatre, performance, and stage geography
- Demonstrate proper warm-up techniques necessary for the vocal and physical demands of acting
- Synthesize major fundamental concepts of acting into performance, such as objective, super-objective, obstacle, beat, and circles of attention
- Analyze Stanislavski’s “method” in comparison to other theories of contemporary acting
- Evaluate beginnings of personal, emotional, behavioral, sensory and cognitive, resources in performance
- Conduct a textual analysis of a scene or play, examining the dramatic action, plot, and given circumstances
- Prepare a written character biography in order to help create and support character choices
- Perform monologues, dialogues and scenes from published plays with developing use of voice and body instruments
- Present themselves and their work as would be required in a professional audition situation
- Evaluate a scene, or a production, from an observer’s perspective and identify the strengths and weaknesses of that presentation in terms of fundamental acting technique.

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

COURSE

Form A1

Submitted by: Karen Cranney
Date: 02/02/2019

Catalog: 2020 - 2021

Proposed Course: WINE 106 - Wine Hospitality

Proposal Type: Course Revision Proposal

This course is Stand Alone

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.

This course outline has been updated to reflect the department name change from VEW to Wine Industry and Hospitality. The Mnemonic has also changed from VEW to WINE. The methods of instruction, evaluation, and assignments have all been updated. A recent 2019 text has been added. Comparable courses in hospitality have been cited, and CLOs have also been updated.

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”)

Wine Hospitality is an essential course in the employment concentration that exists now under the heading of Wine Hospitality and Salesmanship. Wine 106 is aligned with the PLOs and will be a core course in the future development of the Wine Industry and Hospitality associate degree and certificate.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

This course is consistent with PLOs of demonstrating knowledge of starting and operating a winery, including winery principles and their application to wine sales, and demonstrating overall wine knowledge, hospitality service knowledge, and communication skills.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Karen Cranney 02/02/2019 (Submitter)
2. Stefano Butto 03/11/2019 (MVC Department Chair)
3. (SJC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 03/12/2019 (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 FA20 (2020-21 Catalog)

**Course Revision Proposal**

Karen Cranney

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. WINE - Viticulture, Enology and Winery Technology - Employment Concentration (Historical) (Required)

2. WINE - Wine Hospitality and Salesmanship - Employment Concentration (Active)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course

B. Transfers to CSU

CSU elective units only. Not required in any major, can be petitioned for Hospitality Management at SDSU, CSULB, Sonoma State, CSUF

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

| Submitted by: | Karen Cranney | Date: | 05/07/2019 |

297
Wine Industry and Hospitality

WINE 106 Wine Hospitality (formerly VEW 106)

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

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

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

<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
</tr>
</tbody>
</table>

Stand Alone:
Stand Alone

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

General Education Justification:

Maximum Enrollment: 40

Maximum Enrollment Justification:

Grading Method: Letter Grade or P/NP

TOP code: 0104.00*

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 hospitality skills and knowledge for those industries where wine is offered for consumption. Topics include wine service in the tasting room and restaurant, marketing, sales, staff development, events planning, food and beverage coordination, hospitality and alcoholic beverage law, tasting room design and organization, wine club development and management. Basic enology and viticulture, wine tasting techniques, the study of the major wine regions, grape varietals and classic blends.

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 introduces hospitality skills and knowledge for those industries where wine is offered for consumption. Topics include wine service, laws, marketing and sales.

**Need for the course:**
This course is part of the Wine Industry and Hospitality employment concentration under the subheading of Wine Hospitality and Salesmanship. The program name changed from VEW - Viticulture, Enology and Winery Technology to Wine Industry and Hospitality Program. The course makes productive use of particular strengths the college has to offer and is in demand by students with transfer or occupational goals.

**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. Evaluate basic concepts of enology to the field of hospitality
2. Evaluate basic concepts of viticulture to hospitality
3. Differentiate the various sales and marketing strategies in the wine industry
4. Design staff development activities;
5. Assess tasting room and customer service skills
6. Compare and contrast different aspects of wine club development and management
7. Examine hospitality and alcoholic beverage law;
8. Assess principles of event program coordination
9. Evaluate basic concepts of food and beverage coordination;

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

1. Tasting room skills, restaurant skills and customer service
   a) Understand the product
   b) Techniques of proper glassware
   c) Glassware handling procedures
   d) Overpouring rules
   e) Recommending wine to customers
2. Wine sales and marketing
   a) Branding and marketing
   b) Signage and promotional coupons
   b) Sales psychology
   c) Upselling and word of mouth
   d) Closing the Sale
3. Staff development
   a) training seminars
   b) tier tasting
4. Events program coordination
   a) Wedding logistics
   b) Concerts and rentals for events
   c) Business meetings
   d) Banquet event orders
   e) Revenue generation
5. Wine club development and management
   a) Shipping laws
   b) Revenue generation and member discounts
   c) Inventory control
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>d) Wine club models</td>
<td></td>
</tr>
<tr>
<td>6. Alcoholic beverage law</td>
<td>a) Hospitality regulations</td>
</tr>
<tr>
<td></td>
<td>b) ABC license</td>
</tr>
<tr>
<td>7. Food and beverage operations</td>
<td>a) Food safety modernization act</td>
</tr>
<tr>
<td></td>
<td>b) Catering standard operating procedures</td>
</tr>
<tr>
<td>8. Principles of pairing wine and food</td>
<td>a) Fat element</td>
</tr>
<tr>
<td></td>
<td>b) Acid element</td>
</tr>
<tr>
<td></td>
<td>c) Salt element</td>
</tr>
<tr>
<td></td>
<td>d) Sweetness element</td>
</tr>
<tr>
<td>9. Enology fundamentals</td>
<td>a) Basics of primary fermentations</td>
</tr>
<tr>
<td></td>
<td>b) Wine maturation and aging</td>
</tr>
<tr>
<td></td>
<td>c) Crushing operations</td>
</tr>
<tr>
<td></td>
<td>d) Racking wine</td>
</tr>
<tr>
<td></td>
<td>e) Bottling wine</td>
</tr>
<tr>
<td></td>
<td>f) Fining and filtration</td>
</tr>
<tr>
<td>10. Viticulture fundamentals</td>
<td>a) Vine life cycle</td>
</tr>
<tr>
<td></td>
<td>b) Trellis systems and canopy management</td>
</tr>
<tr>
<td></td>
<td>c) Farming techniques and yield</td>
</tr>
<tr>
<td></td>
<td>d) Terroir</td>
</tr>
</tbody>
</table>

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

- **Method:** Lecture  
  **Integration:** Lecture presentations will be used to assist students with wine club development, alcohol beverage law, pairing of wine and food, and enology fundamentals.

- **Method:** Observation and Demonstration  
  **Integration:** Observation and demonstration will be used to investigate wine sales, marketing and viticulture fundamentals.

- **Method:** Field Trips  
  **Integration:** Field trips will be used to teach students proper tasting room customer service skills, food and beverage operations and event coordination.

- **Method:** Group Projects  
  **Integration:** Group projects will take place in small groups facilitated by the instructor to assist student understanding of wine club development, alcoholic beverage law, events program coordination, marketing and staff development.

**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:** Written quizzes and exams will be used to measure the mastery of course objectives. A defined rubric will be used to evaluate student knowledge of tasting room and restaurant customer service, wine sales and marketing, staff development, events coordination, wine club development and management, alcohol beverage laws and principles of wine/food pairing. One comprehensive final exam will be given.

- **Method:** Group Projects  
  **Integration:** Group projects will be evaluated on the oral presentation or discussion of interpersonal relations and professional development in a tasting room or winery.

- **Method:** Capstone Project  
  **Integration:** Capstone project will be evaluated on a defined rubric that measures the elements of marketing, sales, wine making, and regulatory requirements as observed and discussed.

- **Method:** Projects  
  **Integration:** Project assignments will be used to measure student knowledge of wine sales and marketing,
wine club development and management, food and beverage operations and wine/food pairing.

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:

I. Diagram the steps for for winemaking from harvest to bottling and differentiate between red wine and white wine production.

II. Write a dinner menu that would pair well with red full bodied wine such as cabernet sauvignon

III. Describe how drinking wine with food should add enjoyment, not stress to your meal by designing a harmonious balance of flavors from both the wine and the food for a dessert event that is serving Creme brulee, fresh fruit, or lemon tart.

IV. Discuss decanting and aerating by wine region. For example, in Burgundy they never decant their Beaujolais or other delicate wines. In Bordeaux, they decant their cabernet sauvignon and merlot most of the time. Describe the process of decanting and aerating.

V. Illustrate on a general level what type of cheese should be paired with wines that have high acid content.

VI. Set up a menu with the best red wine with lunch (pinot noir), best wine white with lunch (riesling), best white wine with meat(chardonnay), and best wine after dinner (port).

VII. Construct a mock winery event for a wedding, a tourist event, a corporate event, or some other hospitality event within a budget for 100 people.

VIII. Design a staff development training seminar for tasting room employees who are not familiar with the types of guests that frequent wineries. Include all the federal, state, and local regulations, the customer service expectations, and the professional expectations of the hospitality industry.

Textbooks:


Other Resources:

Minimum Qualification

- Culinary Arts/Food Technology or
- Restaurant Management
Mt. San Jacinto College
Transfer Level Course Form
(for courses numbering 100 or greater)

Form D

Course: WINE 106
Course Title: Wine Hospitality
Author: Karen Cranney
Date: 05/07/2019

***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>CSU Long Beach</td>
<td>HFHM 170</td>
<td>Intro to Hospitality Management</td>
</tr>
</tbody>
</table>

Rationale:

CSU/UC Transfer Course:
B. Transfers to CSU

1. Karen Cranney (Submitter)
2. Janet McCurdy--02/19/2019 (Articulation Officer)

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

COURSE

Form A1

Submitted by: Karen Cranney
Date: 01/21/2019

Catalog: 2020 - 2021

Proposed Course: WINE 108 - Introduction to Winery Business Principles or BADM 108 - Introduction to Winery Business Principles

Proposal Type: Course Revision Proposal

This course is Stand Alone

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 course outline has been updated to reflect the name change from VEW to Wine Industry and Hospitality. This class was VEW 108; now it is WINE 108 Winery Business Principles. The minimum quals were updated to include a master's in business along with agriculture and...
accounting. The wording was changed in the objectives and as well as updated methods of instruction and evaluation. It is still crosslisted with Bus 108

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 as it includes demonstrating knowledge of operating a winery, including marketing principles and their application to wine sales.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

Student will demonstrate the knowledge of opening a winery by identifying site characteristics for the building of a winery that will be appropriate for the vine physiology for each selected grape varietal to be grown. Critical thinking skills needed to identify these site characteristics for successful commercial winegrape production.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Karen Cranney 01/21/2019 (Submitter)
2. (SJC Department Chair)
3. Stefano Butto 02/21/2019 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 02/28/2019 (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 FA20 (2020-21 Catalog)

Course Proposal Impact

WINE 108 Introduction to Winery Business Principles
**Course Revision Proposal**
Karen Cranney

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

1. BADM 108

Awards Parent Course is Attached

1. WINE - Viticulture, Enology and Winery Technology - Employment Concentration (Historical) (Required)
2. WINE - Wine Hospitality and Salesmanship - Employment Concentration (Active)

Awards
Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course

B. Transfers to CSU

Elective units only and will be up to the CSU's (CSLO and Fresno) if a student can get content waiver after transfer. I am sure this course can also be petitioned for content at Sonoma State in the Business/Economic degree program.

Mt. San Jacinto College
Integrated Course Outline of Record

| Submitted by: | Karen Cranney | Date: | 05/07/2019 |

Department | Subject | Course Number | Title |
---|---|---|---|
Business Administration | Business Administration BADM | 108 | Introduction to Winery Business Principles |

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.
Each activity unit requires 2 hours per week of class time and 1 hour 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 Contact Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
</tr>
</tbody>
</table>

Stand Alone:

Stand Alone

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

- none -

General Education Justification:
### Maximum Enrollment:

40

### Maximum Enrollment Justification:

Justification:

### Grading Method:

Letter Grade or P/NP

### TOP code:

0104.00*

### 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 business of winemaking; marketing, basic accounting, media relations, product management, inventory control, state and federal compliance licensing, industry trends, distribution channels, wine club development and management, human resources and ALC management, state and federal taxation, insurance, vintage forecasting and industry contracts.

### 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 introduces the business of winemaking. Topics include marketing, media relations, product management, state and federal compliance licensing, industry trends, and wine club development.

### Need for the course:

This course is required for the Employment Concentration, which has been renamed to Wine Industry and Hospitality Program. It will also be part of the future AS degree and certificate in Wine Industry and Hospitality.

### 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. Evaluate the principles of marketing and branding to wine sales and assess the principles of pricing in the marketplace;
2. Consider the process of vintage forecasting;
3. Consider public and media relations and how they apply to the wine industry;
4. Investigate the process of bookkeeping and accounting for wineries;
5. Assess winery financial reports;
6. Outline the TTB and ABC laws pertaining to wine consumption and sales and examine TTB training for wine sales;
7. Consider the various wine distribution channels;
8. Assess state and federal licensing requirements for wine sales;
9. Assess how E commerce and social networking effect wine sales;
10. Outline insurance requirements in the wine industry and analyze grape contracts between winery and grower;
11. Consider principles of wine club development and management;

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

I. Marketing Wines
   A. Advertising in magazines
   B. Internet usage
   C. Use of local hotels, chambers of commerce, tourism offices.

II. Branding wine
   A. Demographics
   B. Target markets
   C. Trends

III. Pricing and the market place
   A. Premium pricing
   B. Economy pricing
   C. Penetration Pricing
   D. Skimming

IV. Pricing based on branding strategies
   A. Brand strategy
   B. Target drinking audience
   C. Create a unique selling proposition

V. Vintage forecasting based on
   A. Shelf-life
   B. Market Trends

VI. Public and media relation using
   A. Newspapers
   B. Radio
C. Production company videos

VII. Bookkeeping and accounting
   A. Tax laws
   B. Inventory control
   C. Valuation

VIII. Winery financial reports
   A. Premium sales records
   B. Changing consumer preferences
   C. Business predictions and observations

IX. TTB and ABC laws
   A. State licensing requirements
   B. Federal licensing requirements
   C. Relationship between state and federal licensing requirements

X. Wine wholesale distribution channels
   A. The 3 tier system
   B. Direct distribution system

XI. Wine insurance plans
   A. Physical loss or damage
   B. General liability
   C. Crop insurance
   D. Liquor liability coverage
   E. Equipment breakdown coverage
   F. Product loss coverage

XII. Grape Contracts between the grower and the winery
   A. Identify of grapes in the contract (what is traded)
   B. Payment terms
C. Grape quality (inspection and adjustment)
D. Method of price determination
E. Farm plan

XIII. Ecommerce and email in wine sales
A. The internet
B. Social networking
C. Blogs

XIV. Wine club development
A. Tiered shipping and pricing
B. Special events
C. Brand alignment
D. Communication

XV. Wine club management
A. Create loyalty
B. Awareness of club member experience
C. Strategies – Tactics – Measurement
D. Calculate wine club attrition and set goals.

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

- **Method:** Lecture and discussion
  **Integration:** Lecture and discussion will be used to assist students on the marketing and branding of wines as well as vintage forecasting and pricing. Wine club development and management, contracts, insurance, bookkeeping, laws and financial reports will be discussed.

- **Method:** Online Activity/Discussion
  **Integration:** Online assignments and discussion will be used to demonstrate how the internet, social networking and blogs are used in the marketing and branding of wine.

- **Method:** Audio-visual materials
  **Integration:** Youtube videos or DVDs may be used to show grape contracts between grower and seller, insurance policies and bookkeeping and accounting methods.

- **Method:** Field Trips
  **Integration:** Field trips will increase self-awareness of wine club development and management and winery distribution operations.

- **Method:** Individual Projects
  **Integration:** Individual projects be assigned to help students gain an understanding of winery bookkeeping and
accounting methods.

**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:** Written exams will be used to measure the mastery of course objectives. A defined rubric will be used to assess the students knowledge of marketing and branding of wines, pricing, forecasting, laws, contracts, wine development and management, distribution channels and insurance.

- **Method:** Reading and Home Work Assignments  
  **Integration:** Reading and homework assignments will be evaluated by a defined rubric. Evaluation of the concepts will focus on style, methods and effectiveness of winery marketing and branding, wine club development, laws that govern winery management.

- **Method:** Projects  
  **Integration:** Individual projects will be evaluated by measuring the student's understanding of winery bookkeeping and accounting methods, marketing, pricing, E commerce, bookkeeping and accounting practices.

**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:

- For the following three topics write a 1 page essay for each:
  I. Compare and contrast the three-tiered wine distribution system with the direct wine distribution system.
  II. Discuss state licensing requirements and federal licensing requirements and the relationship between the two.
  III. Evaluate the principles of marketing and branding to wine sales and assess the principles of pricing in the marketplace.

- Write a 3-page paper on how E-commerce and email can be used for increasing wines sales.

- Develop a plan for a new winery that includes state and federal licensing requirements for wine sales.

- Identify in writing the essential financial and branding requirements of successful wine club management.

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Accounting (Masters Required) or
**Mt. San Jacinto College**
**Transfer Level Course Form**
(for courses numbering 100 or greater)

<table>
<thead>
<tr>
<th>Course:</th>
<th>WINE 108</th>
<th>Course Title:</th>
<th>Introduction to Winery Business Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Karen Cranney</td>
<td>Date:</td>
<td>05/07/2019</td>
</tr>
</tbody>
</table>

***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, San Luis Obispo</td>
<td>WVIT 343</td>
<td>Branded Wine Marketing</td>
</tr>
<tr>
<td>CSU Fresno</td>
<td>ENOL 170</td>
<td>Wine Business</td>
</tr>
</tbody>
</table>

**Rationale:**

WVIT 343: This is upper division
ENOL 170: This is upper division

**CSU/UC Transfer Course:**

B. Transfers to CSU

1. Karen Cranney
2. Janet McCurdy--02/06/2019

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

<table>
<thead>
<tr>
<th>Form A6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by: Jasmine Port</td>
</tr>
</tbody>
</table>
Catalog: 2020 - 2021

Proposed Certificate: ABE-GED Preparation Certificate of Competency

Proposal Type: Revised NC/Certificate Proposal

Rationale: Rationale behind submittal this is the place to summarize the “what” and the “why”. If this is a new certificate, justify the need for the new certificate. If this is a revision, summarize the changes that have been made to the certificate.

The ABE-GED Preparation Certificate of Competency consists of a two-course sequence designed to equip students with the reading, writing, computational and critical thinking skills needed to prepare for the High School Equivalency Exam. The program will prepare students to take the battery of five comprehensive examinations that when passed, offer a high school equivalency certificate. Students will be given a practice assessment to determine which areas they need to develop.

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”)

Attainment of the ABE-GED Certificate of Competency aligns with the mission statement of the Non-Credit Adult Basic Education Department in that it provides adult students throughout the region access to courses that are at no cost to assist them in reaching their personal, academic, and professional goals.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED
For course and award submissions: Briefly discuss how this course/award is consistent with PLOs which have been determined by the department. PLO field cannot be completed with PLO’s “currently in progress” or any similar language.

Attainment of this certificate of competency will prepare students to take and pass the high school equivalency exam. Students will focus on reading comprehension strategies and language functions/structures in various academic contexts to write and communicate effectively.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Jasmine Port 04/08/2019 (Submitter)
2. Kristin Sension 04/17/2019 (SJC Department Chair)
3. Amy Campbell 04/17/2019 (MVC Department Chair)
4. Joyce Johnson 04/17/2019 (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 FA20 (2020-21 Catalog)

Mt. San Jacinto College

AWARD

ABE-GED Preparation Certificate of Competency NC/Certificate

Date: 05/07/2019

This award is designed to prepare students to take a high school equivalency exam, a battery of five comprehensive examinations that when passed, offer an HSE certificate. Instruction leads to a mastery of capacities necessary to effectively pass an HSE exam. Course emphasis is on developing algebraic reasoning and written fluency of the English language. Language functions and structures are integrated within academic topics ranging from vocational, civic, social and behavioral, and scientific areas.

Career Opportunities
This Certificate is a viable program of study for working professionals who are looking to improve their standing in the workplace by 1) gaining a better understanding of the necessary material to pass the high school equivalency or 2) by the acquisition of specific job skills.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC/ABE-001X</td>
<td>Adult Basic Education (ABE)</td>
<td>0</td>
</tr>
<tr>
<td>NC/GED-001X</td>
<td>General Education Development</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Units**: 0

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**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**DEGREE**

**Form A5**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Chet Glaze</th>
<th>Date:</th>
<th>04/18/2019</th>
</tr>
</thead>
</table>

**Catalog:** 2020 - 2021

**Proposed Degree:** Art

**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.

**Reactivating Art 141 to be an elective in the Associate of Arts award. Added Art 131 to elective course list.**

**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")

As Art 141 is currently inactive, there is no data in the current Program Review related to this course.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

For program and program submissions: Briefly discuss how this program is consistent with PLOs which have been determined by the department. PLO field cannot be completed with PLOs currently in progress or any similar language.

Completing an Associate in Arts degree will enhance problem solving and critical thinking skills relating to the production of, and evaluation of art. This award will further raise awareness in Art History and Contemporary Art in both western and non-western styles. This award will also further develop individual art skills.

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

1. Chet Glaze 04/18/2019 (Submitter)
2. John Knuth 05/01/2019 (SJC Department Chair)
3. Jason Bader 04/23/2019 (MVC Department Chair)
4. Carlos Tovares 05/02/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 05/02/2019 (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 FA20 (2020-21 Catalog)
Mt. San Jacinto College

AWARD

Art Associate in Arts

Date: 05/07/2019

The Associate of Arts degree offers students career opportunities, including but not limited to, Studio Fine Arts, Commercial Arts, Graphic Design, Illustration, Museum/Gallery Preparation.

Career Opportunities

Painter, Sculptor, Illustrator, Commercial Artist, Computer Graphics Specialist, Graphic Arts Technician, Graphic Designer, Layout Artist, Paste-Up Artist, Concept Artist (film/video games)

The major requirement for an Associate of Arts in Art may be met by completing the pattern described plus all MSJC General Education Option A requirements (for a total of 60 units).

A.A. in Art (18 units)

Required Courses (12 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-101</td>
<td>Art History: Prehistoric Through Medieval Art</td>
<td>3</td>
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<tr>
<td>or</td>
<td>ART-101H Honors Art History: Prehistoric Through Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>ART-102</td>
<td>Art History: Renaissance to 20th Century Art</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ART-102H Honors Art History: Renaissance to 20th Century Art</td>
<td>3</td>
</tr>
<tr>
<td>ART-108</td>
<td>Beginning Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART-120</td>
<td>2D Design</td>
<td>3</td>
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Elective Courses (6 units)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART-104</td>
<td>World Art</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ART-104H Honors World Art</td>
<td>3</td>
</tr>
<tr>
<td>ART-105</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ART-105H Honors History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-109</td>
<td>Intermediate Drawing</td>
<td>3</td>
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<tr>
<td>ART-112</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART-115</td>
<td>Painting I</td>
<td>3</td>
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<tr>
<td>ART-116</td>
<td>Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ART-118</td>
<td>Watercolor/Mixed Media</td>
<td>3</td>
</tr>
<tr>
<td>ART-119</td>
<td>Mural Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART-121</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART-123</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART-125</td>
<td>Introduction to Typography</td>
<td>3</td>
</tr>
<tr>
<td>ART-131</td>
<td>Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>ART-141</td>
<td>Illustration</td>
<td>3</td>
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<tr>
<td>ART-151</td>
<td>Ceramic Arts</td>
<td>3</td>
</tr>
<tr>
<td>ART-160</td>
<td>Sculpture</td>
<td>3</td>
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<tr>
<td>ART-170</td>
<td>Intermediate Sculpture</td>
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<tr>
<td>ART-299</td>
<td>Special Projects: Art</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>

Total Units 18

PID 591
**Request for Placement on Curriculum Committee Agenda**

**NC/Certificate**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Jasmine Port</th>
<th>Date:</th>
<th>04/08/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Certificate:</td>
<td>ESL - Multi-level Certificate of Competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Revised NC/Certificate Proposal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:**

Rationale behind submittal this is the place to summarize the "what" and the "why". If this is a new certificate, justify the need for the new certificate. If this is a revision, summarize the changes that have been made to the certificate.

This certificate is incorrectly listed in the catalog as generic. It should be listed as a certificate of competency. Already exists - on file with CCC Credit Inventory.

**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")

The attainment of this certificate of competency aligns with the mission statement of the Non-Credit Adult Basic Education Department in that it provides adult students throughout the region access to courses that are at no cost to assist them in reaching their personal, academic, and professional goals.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

The attainment of the ESL Multi-Level Certificate of Competency will enable students to communicate effectively using English in writing and speaking contexts.

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

1. Jasmine Port 04/08/2019 (Submitter)
2. Kristin Sension 04/17/2019 (SJC Department Chair)
3. Amy Campbell 04/17/2019 (MVC Department Chair)
4. Joyce Johnson 04/17/2019 (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 FA20 (2020-21 Catalog))

---

**Mt. San Jacinto College**

**AWARD**

**ESL - Multi-level Certificate of Competency NC/Certificate**

The ESL Certificate of Competency-Multi-Level prepares beginning, intermediate, and advanced level ESL students with English language skills needed to function independently in a variety of life and academic situations. The program focuses on the acquisition of reading, writing, and speaking skills needed to function independently at work, school, and in the community. Foundational skills are emphasized through instructional methods, exercises, and interactive activities that provide opportunities for students to develop a variety of competencies.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC/ESL-011X</td>
<td>Non-Credit ESL Multi-level 1</td>
<td>0</td>
</tr>
<tr>
<td>NC/ESL-012X</td>
<td>Non-Credit ESL Multi-level 2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Date:** 05/07/2019
### Mt. San Jacinto College

#### Request for Placement on Curriculum Committee Agenda

**NC/Certificate Form A6**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Jasmine Port</th>
<th>Date:</th>
<th>04/08/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Certificate:</td>
<td>ESL Advanced-Certificate of Competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Revised NC/Certificate Proposal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Rationale:

This certificate is being revised to ensure its description is correctly listed as an NC certificate of competency in the course catalog instead of an NC certificate of completion. This certificate of competency provides a student-centered learning environment to meet the needs of the diverse communities and populations served by the college. Consequently, this program promotes the cultural and ethnic diversity of the student population of Mt. San Jacinto College and serves as a source of cultural, personal, and educational enrichment for the entire community.

#### Relation to Program Review:

Attainment of this ESL-Advanced certificate of competency aligns with the mission statement of the Non-Credit Adult Basic Education Department in that it provides adult students throughout the region access to courses that are at no cost to assist them in reaching their personal, academic, and professional goals.

#### Relation to Program Student Learning Outcomes (PLOs): REQUIRED

Attainment of this ESL-Advanced Certificate of Competency will enable students to communicate effectively in verbal and written form in various life and academic contexts.

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

1. Jasmine Port 04/08/2019 (Submitter)
2. Kristin Sension 04/17/2019 (SJC Department Chair)
3. Amy Campbell 04/17/2019 (MVC Department Chair)
4. Joyce Johnson 04/17/2019 (SJC Instructional Dean)
5. Joyce Johnson 04/17/2019 (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 FA20 (2020-21 Catalog)

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Mt. San Jacinto College

AWARD

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315
ESL Advanced-Certificate of Competency NC/Certificate

Date: 05/07/2019

The ESL-Advanced Certificate of Competency prepares advanced level ESL students with the English language skills needed to function independently in a variety of life and academic situations. The program focuses on the acquisition of reading, writing, and speaking skills needed to function independently at work, school, and in the community. Foundational skills are emphasized through instructional methods, exercises, and interactive activities that provide opportunities for students to develop a variety of competencies.

Career Opportunities
Better understanding of the English language and the acquisition of specific job skills.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC/ESL-009X</td>
<td>Non-Credit ESL Advanced 1</td>
<td>0</td>
</tr>
<tr>
<td>NC/ESL-010X</td>
<td>Non-Credit ESL Advanced 2</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Units 0

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
NC/Certificate Form A6

Submitted by: Jasmine Port  Date: 04/08/2019

Catalog: 2020 - 2021


Proposal Type: Revised NC/Certificate Proposal

Rationale:
This NC certificate is being revised to ensure it is correctly identified as an NC certificate of competency. By completing all 4 non-credit math courses, the students will have developed the skills necessary to successfully complete the entry level math course, Math 055.

Relation to Program Review:
Attainment of this Fundamentals of Math Certificate of Competency aligns with the mission statement of the Non-Credit Adult Basic Education Department in that it provides adult students throughout the region access to courses that are at no cost to assist them in reaching their personal, academic, and professional goals.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED
Students will produce clear and well organized solutions when computing the answers to math problems. For example, when asked to multiply two mixed numbers, students will first convert the fractions into improper fractions, reduce a common factor in the numerator with the same factor in a denominator, and then multiply numerators to numerators, and denominators to denominators. Students will be able to verbally explain the process needed to perform the indicated operation to problems involving fractions and decimals. For example, students will explain the process they apply to multiply two-tenths to three-tenths. Students will be able to extract from an application problem the process needed to obtain the solution. Students will identify which operation is required by the words used in application problem.
Mt. San Jacinto College

AWARD

Fundamentals of Math-Certificate of Competency NC/Certificate

The non-credit certificate of competency in Fundamentals of Math is designed to prepare students with the skills needed to successfully complete the lowest level credit math class. Students need a strong foundation in arithmetic to learn algebraic concepts. The required course work for this program will cover topics in arithmetic using whole numbers, fractions and decimals. Students will simplify expressions using the order of operations and will translate English into math to solve application problems. By passing the exit exam in each course of the Fundamentals of Math program, students will qualify to enroll in Math 055 at MSJC.

To earn the certificate of competency, the student must pass the exit exam for each of the four math courses. Once the certificate has been awarded, it is important to enroll in Math 055 in a timely fashion. With the passage of time, the math skills acquired, if not continuously put into practice, will begin to fade.

Career Opportunities

N/A

Foundations of Math - Non-Credit Certificate of Competency

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC/MATH-040AX Operations with Whole Numbers</td>
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</tr>
<tr>
<td>NC/MATH-040CX Addition and Subtraction of Fractions</td>
<td>0</td>
</tr>
<tr>
<td>NC/MATH-040BX Multiplication and Division of Fractions</td>
<td>0</td>
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<tr>
<td>NC/MATH-040DX Operations with Decimals</td>
<td>0</td>
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</tbody>
</table>

Total Units: 0

PID 585
This certificate is being revised to ensure it is correctly identified as an NC Certificate of Completion. Already exists - enter as approved on CCC Credit Inventory

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")

Attainment of the Light Duty Automotive Certificate of Completion aligns with the mission statement of the Non-Credit Adult Basic Education Department in that it provides adult students throughout the region access to courses that are at no cost to assist them in reaching their personal, academic, and professional goals.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

Attainment of the Light Duty Automotive Certificate of Completion will enable students to communicate and perform effectively in the service oriented automotive industry.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Jasmine Port 04/08/2019 (Submitter)
2. Kristin Sension 04/19/2019 (SJC Department Chair)
3. Amy Campbell 04/19/2019 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 04/20/2019 (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 FA20 (2020-21 Catalog)

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Mt. San Jacinto College

AWARD

Light Duty Automotive Services-Certificate of Completion

Date: 05/07/2019

The Light Duty Automotive Services Certificate of Completion offers both theoretical and hands-on training options in the Automotive industry. Topics include: Lube & Oil, Brakes & Tires and Basic Tune-ups. This program prepares students to enter into the job market as technicians skilled in maintenance and light automotive repair. Participants will also learn to establish short and long term career goals, develop action plans, job search and career planning skills. In order to keep up with the technological advances and continued expansion of the automotive industry, students will learn basic computers skills. Program completers should be able to find employment as a well-trained entry level technicians in the automotive industry.

Career Opportunities

- 

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC/AUME-004X</td>
<td>Light Duty Automotive Service Technician</td>
<td>0</td>
</tr>
<tr>
<td>NC/CEP-001X</td>
<td>Career Enhancement Skills</td>
<td>0</td>
</tr>
<tr>
<td>NC/CEP-005X</td>
<td>Basic Computer Skills for Business</td>
<td>0</td>
</tr>
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</table>

Total Units 0

PID 586

Mt. San Jacinto College

318
### Request for Placement on Curriculum Committee Agenda

**COURSE**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Nordskog</td>
<td>04/01/2019</td>
</tr>
</tbody>
</table>

**Catalog:**

2020 - 2021

**Proposed Course:**

RE 140 - Real Estate Principles

**Proposal Type:**

CTE 2 Year Review

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

**Summary of Action Item:**

Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

**Updated the text to the most current edition.**

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**

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

**Updated the text to the most current edition.**

**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")

**Updated the text to the most current edition.**

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

1. Cynthia Nordskog  
   04/01/2019  
   (Submitter)

2. Cynthia Nordskog  
   04/08/2019  
   (SJC Department Chair)

3. Cynthia Nordskog  
   04/07/2019  
   (MVC Department Chair)

4.  
   (SJC Instructional Dean)

5. Joyce Johnson    04/09/2019    (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 FA20 (2020-21 Catalog)

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### Mt. San Jacinto College

**Integrated Course Outline of Record**

**Form B**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
</tr>
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<tbody>
<tr>
<td>Cynthia Nordskog</td>
<td>05/07/2019</td>
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</tbody>
</table>

**Department**

Real Estate

**Subject**

Real Estate RE

**Course Number**

140

**Title**

Real Estate Principles

**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.
Each activity unit requires 2 hours per week of class time and 1 hour 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>
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<table>
<thead>
<tr>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
</tr>
</tbody>
</table>

**Stand Alone:**
Program Applicable

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

**General Education Justification:**

<table>
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<tr>
<th>Maximum Enrollment:</th>
<th>40</th>
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**Maximum Enrollment Justification:**
Justification:

<table>
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<tr>
<th>Grading Method:</th>
<th>Letter Grade or P/NP</th>
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</table>

<table>
<thead>
<tr>
<th>TOP code:</th>
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</table>

**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 basic laws and principles of California real estate. It provides the basic background and terminology necessary to understand property ownership, contracts, agency, listings, real estate financing, deeds, liens, escrows and title insurance, land descriptions, real estate mathematics, real estate licensing and state regulations.

**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 laws and principles of California real estate, including property ownership, contracts, agency, listings, real estate financing, etc.

**Need for the course:**
This course is required to meet the pre-licensing requirements for California real estate salesperson and brokers exams. This course is one of the four required courses for the RE Certificate as well as an AS degree in Real Estate.

**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. Document the history of real estate theory in California.
2. Differentiate and apply the responsibilities of the agency relationships.
3. Assess ownership in property and methods of conveyance.
4. Document the principles and requirements of basic real estate contracts and disclosure.
5. Relate current fair housing laws and identify violations.
6. Assess and prepare the documents required in real estate transactions.
7. Diagram qualifying the property and sources financing.
8. Evaluate career possibilities in the field of real estate.

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

I. Introduction To Real Estate
   A. California’s Real Estate Market
   B. Historical Influences
   C. Real And Personal Property
   D. Methods Of Land Description

II. Estates, Transfers, And Titles
   A. Estate Ownership
   B. Acquisitions And Transfers
   C. Title (Forms Of Ownership)
   D. Recording And Acknowledgment

III. Encumbrances
   A. Liens (Money Owed)
   B. Items that affect physical use (Non-Money Encumbrances)
   C. Homesteading

IV. Agency
A. Real Estate Agency Relationship Disclosure

B. Listings and the Multiple Listing Service

C. Commissions (negotiable)

D. Transfer Disclosure Statement

E. Broker Responsibility

F. Required Disclosures

G. Terminating an Agency Relationship

H. A brokerage must be run like a business

V. Contracts
   A. Classification Of Contracts
   B. Elements Of A Contract
   C. Performance, Discharge And Breach Of Contract
   D. Remedies of a Breach of Contract
   E. Digital Real Estate Forms and Contracts
   F. The Residential Purchase Agreement
   G. Seller / Agent Required Disclosures
   H. Purchase Options

VI. Landlord And Tenant
   A. Leasehold Estates
   B. Termination Of A Lease
   C. Special Purpose Leases
   D. Other Leases / Property Issues
   E. Property Management
   F. Professional Associations

VII. Escrow And Title Insurance
   A. Escrow In General
B. How Escrow Works
C. Proration
D. Termites and other problems
E. Fire Insurance
F. Title Insurance
G. Types of Title Insurance Policies
H. Real Estate Settlement Procedures Act (RESPA)
I. California Escrow Association

VIII. Real Estate Finance
A. Hypothecation
B. The Promissory Note
C. Negotiable Instruments
D. Important Clauses In Financial Instruments
E. Interest And Types Of Loans
F. Points, Loan Fees, And Usury
G. Security Devices
H. Default And Foreclosure of a Trust Deed
I. Second Trust Deeds
J. Land Contract
K. Truth in Lending Act (Regulation Z)

IX. Financial Institutions
A. Economic Cycles
B. Shopping For A Loan
C. Sources Of Real Estate Funds
D. Institutional Lenders
E. Non-institutional Lenders
F. Government-Backed Loans

G. Lending Corporations and the Secondary Mortgage Market

H. Mortgage Loan Brokering as a Career

I. Real Estate Broker can make loans

X. Appraisal Basics
   A. What Is An Appraisal
   B. The Appraisal Process
   C. General Data and Specific Data
   D. Improvements
   E. Basic Appraisal Principles

XI. Appraisal Methods
   A. Comparison Approach
   B. Cost Approach
   C. Capitalization Approach
   D. Reconciliation Of Value
   E. Final Estimate of Value
   F. Licensing, Fee Appraisers and Appraisal Organizations

XII. Subdivisions And Government Control
   A. Doctrine of Police Power
   B. The Basic Subdivision Laws
   C. Public Report
   D. Subdivision defined by law
   E. Common Interest Development
   F. Subdivision Advertising
   G. Environmental Laws
   H. Planning Commission
I. Zoning

J. Housing, Building and Health Laws

K. Eminent Domain

L. Fair Housing Laws

XIII. Taxation Of Real Estate

A. Real Property Taxes

B. Special Assessment Tax

C. Documentary Transfer Tax

D. Gift And Estate Taxes

E. Federal And State Income Taxes

F. Taxes on Personal Residence

G. Taxes for Income Producing Properties

H. Sale of Real Property

I. Installment sales and exchanges

J. We are now tax collectors

K. Other taxes paid by Brokers

XIV. Licensing, Education, And Associations

A. California Bureau of Real Estate (CalBRE)

B. Real Estate License Requirements

C. Business Opportunity Brokerage

D. Real Estate Law and Regulations

E. Common Real Estate Law Violations

F. Real Estate General Fund

G. Trade and Professional Organizations

XV. Real Estate Math

A. Area Measurement
B. Percentage Problems

C. Determining Prorations

D. Depreciation for Tax Purposes

E. How to find the value of a parcel

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

- **Method:** Lecture
  **Integration:** Lecture, audio visual presentations, PowerPoint and use of the white board may be used to cover topics including: agency duties and responsibilities; estates, transfers, and title; contract and disclosures; leases; real estate finance; property valuation; and taxation.

- **Method:** Online Activity/Discussion
  **Integration:** In class or LMS (learning management systems) discussions on topics in the real estate industry including: ownership, agency, contracts, disclosures, and current issues related to real estate.

- **Method:** Visiting Lecturers
  **Integration:** Bring in expert guest speakers to discuss topics that can affect a real estate transaction including: lending, escrow, termite, appraisal, home inspection or title insurance

- **Method:** Case Studies
  **Integration:** Investigate real world situations/case studies to provide examples of best practices in real estate contracts, negotiation, evaluation and ethics.

- **Method:** Homework
  **Integration:** Demonstrate knowledge of the chapter content by reviewing the end of chapter questions.

- **Method:** Readings
  **Integration:** Students read the chapters at the prescribed pace of the class. Additionally class room handouts giving examples of chapter topical items.

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:** Exams and quizzes on reading and lecture materials to determine student understanding and retention of material.

- **Method:** Projects and assignments
  **Integration:** Projects and assignments will show how a student applies the critical thinking related to a topic in real estate principles and procedures. Projects and assignments will be evaluated on quality of content and completion of required components.

- **Method:** Class and LMS discussions
  **Integration:** Evaluation of the discussion based on the student's participation and application of critical thinking on topics presented 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:

1. Using case material provided of a fictitious seller and property apply the knowledge gained from the class to compose a standard real estate listing agreement for a single family home. List all of the standard disclosures necessary and why.
2. Attend two open houses then in writing or verbally compare and contrast the properties for investment potential. Establish an offer amount, terms, and type of financing to be used (down payment, interest rate, loan type). List all necessary documents to make the offer. Complete a rental survey and estimate of expenses for each property. Estimate
Textbooks:


Other Resources:

Minimum Qualification

- Real Estate

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>Cynthia Nordskog</th>
<th>Date:</th>
<th>04/01/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>RE 140 - Real Estate Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Cynthia Nordskog (Submitter)
   04/01/2019

2. Cynthia Nordskog (SJC Department Chair)
   04/08/2019

3. Cynthia Nordskog (MVC Department Chair)
   04/07/2019

4. (SJC Instructional Dean)

5. Joyce Johnson (MVC Instructional Dean)
   04/09/2019

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 FA20 (2020-21 Catalog)}
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

<table>
<thead>
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<th>Form A8</th>
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</tr>
<tr>
<td>Date: 04/01/2019</td>
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<tr>
<td>Catalog: 2020 - 2021</td>
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<tr>
<td>Proposed Course: RE 141 - Real Estate Practice</td>
</tr>
<tr>
<td>Proposal Type: CTE 2 Year Review</td>
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</tbody>
</table>

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

Summary of Action Item:

- Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

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

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

1. Cynthia Nordskog 04/01/2019 (Submitter)
2. Cynthia Nordskog 04/08/2019 (SJC Department Chair)
3. Cynthia Nordskog 04/07/2019 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 04/09/2019 (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 FA20 (2020-21 Catalog)
Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Cynthia Nordskog
Date: 05/07/2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Real Estate</td>
<td>Real Estate</td>
<td>RE 141</td>
<td>Real Estate Practice</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. Each activity unit requires 2 hours per week of class time and 1 hour 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>
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</table>

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

Lecture Homework Hours

<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
</tr>
</tbody>
</table>

Stand Alone:
Program Applicable

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

General Education Justification:

Maximum Enrollment: 40

Maximum Enrollment Justification:
Justification:

Grading Method: Letter Grade or P/NP

TOP code: 0511.00*

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:
(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 an analysis of real estate business as conducted in California stressing the practical application of real estate knowledge. Ideal for future or licensed real estate professionals. Topics include establishing the real estate office, prospecting, advertising, selling, listings, financing, escrow procedures, taxes, business opportunities, property
Management, and ethics.

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 an analysis of real estate business as conducted in California stressing the practical application of real estate knowledge.

Need for the course:
This course is required to meet the pre-licensing requirements for California real estate salesperson and brokers exams. This course is required for the Real Estate Certificate.

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

- RE 140 with a Grade of C or better. or
- Real Estate License or

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

- RE 140

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 and properly complete current real estate forms.
2. Practice modern listing and selling techniques.
3. Discriminate buyer qualifications and appropriate financing.
4. Assess real estate financing challenges and discuss possible solutions.
5. Explain taxation of real estate.
6. Evaluate real estate and business investment opportunities.
7. Differentiate best practice in property management and identify fair housing laws that apply to property management.
8. Describe and illustrate real estate terms and concepts.
9. Discuss the requirements for licensing.

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

I. The Salesperson
   A. The Real Estate Salesperson - Traditional and Digital
   B. The Broker Interview
   C. Large Vs. Small Offices
   D. Employee-Employer Relationship
   E. Planning Objectives And Goals
   F. Enter the Broker
G. The Brokerage Firm
H. Record Keeping

II. Prospecting
A. Sources Of Listings
B. Open Houses
C. Finding Buyers
D. Advertising And Promotion Budgeting
E. Writing Effective Ads
F. Consumer Finance Protection Bureau

III. The Listing Agreement
A. Employing An Agent
B. Agency Relations Disclosure Act
C. Preparing For The Listing Appointment
D. Closing The Seller
E. Servicing Listings

IV. Breakdown Of The Listing Agreement
A. Analysis Of The Listing Agreement
B. Completing The Listing Kit
C. Appraisals

V. Selling
A. The American Dream
B. Shopping For A Home
C. Why Buyers Buy
D. Techniques Of Selling
E. The critical Path of Selling
F. The Sale
VI. The Purchase Offer
   A. Overview Of The Purchase Contract
   B. Evaluation And Analysis Of The Purchase Contract

VII. Additional Forms For The Purchase Contract
   A. Forms Supplied To The Buyer
   B. List of Forms
   C. Real Estate Transfer Disclosure
   D. Carbon Monoxide and Radon Testing
   E. Statewide Buyer and Seller Advisory
   F. Disclosure Chart

VIII. Online Search, Alerts, and Beyond
   A. Homebuyers
   B. Popular Real Estate Brokerage Websites
   C. Aggregation of MLS Information
   D. Ownership of Your Real Estate Website
   E. Real Estate Agents are Still Needed
   F. Marketing and Advertising Basics
   G. Realtors (r)
   H. Homebuyer Advertising Statistics
   I. Real Estate Online Search
   J. Owners: Get Loans, Refinance Online
   K. Internet Real Estate Office
   L. Social Media Possibilities
   M. Six Steps to Successful Real Estate Marketing on the Internet
   N. Niche Marketing Opportunities
   O. Marketing Demographics
IX. Finance

A. Nature Of Financing
B. Institutional Financing
C. The Secondary Mortgage Market
D. Government Financing
E. Qualifying the Borrower
F. Noninstitutional Financing
G. Loan Takeovers
H. Loan Brokerage
I. Loan Defaults and REO Advisory

X. Escrow

A. The Escrow Procedure
B. How Escrows Work
C. Proration
D. Termites and Other Problems
E. Fire Insurance
F. Title Insurance
G. Types of Title Insurance Policies
H. Real Estate Settlement Procedures Act

XI. Taxation

A. Real Property Taxes
B. Special Assessment Tax
C. Documentary Transfer Tax
D. Gift and Estate Taxes
E. Federal and State Income Taxes
F. Taxes on Personal Residence
G. Taxes for Income Producing Properties

H. Sale of Real Property

I. Installment Sales And Exchanges

J. Dealer Property

K. We are not Tax Collectors

L. Other Taxes Paid by Brokers

XII. Investing and Other Broker-Related Fields

A. Why Invest In Real Estate

B. Benefits Of Investing

C. Financing Income Properties

D. Your Role in the Investment Process

E. Residential Income Properties

F. Syndication

G. Small Business Opportunities

H. Details of Selling a Business

I. Valuation of Business Opportunities

J. Tax Consequences on the Sale of Business Opportunities

K. Alcoholic Beverage Control Act

L. Ancillary Activities and Specialty Roles

M. Property Management Activities

N. Escrow Activities

O. Loan Brokerage

P. Probate Sales

Q. State of California Sales Opportunities

R. Real Estate Brokerage - General vs. Specialization

S. Manufactured Housing and the Licensee
### Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture

  **Integration:** Lecture, audio visual presentations, PowerPoint and use of the white board will be utilized to present topics such as: a. Prospecting b. Listings c. Selling d. Purchase Offer e. Escrow f. Financing g. Taxation
• **Method:** Discussion
  **Integration:** Class discussions will be initiated by instructor on topics such as finding the right office and broker, finding buyers and sellers, proper completion of forms and disclosures, and current issues related to real estate.

• **Method:** Activity
  **Integration:** Instructor led group activities will be initiated to engage students in exercises such as evaluating investment and business opportunities, creating a marketing plan, and comparing offers.

• **Method:** Resources and topical material
  **Integration:** Resources and topical material will be presented to enhance student learning and knowledge.

• **Method:** Current news articles
  **Integration:** relating to various aspects of the real estate industry will be presented by students and faculty.

• **Method:** Visiting Lecturers
  **Integration:** Guest speakers will be brought in when available and appropriate to discuss current procedures and market conditions.

**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:** Exams and quizzes will be administered on reading and lecture materials to determine student understanding and retention of material. Exams and quizzes questions will be evaluated as correct or incorrect.

• **Method:** Projects and assignments
  **Integration:** Projects and assignments designed to require student critical thinking related to topics of real estate practice will be evaluated. A rubric will be developed based on content and completion of requirements for each project/assignment type.

• **Method:** Class discussions
  **Integration:** to engage students and provide opportunity for student articulation of real estate terms and concepts, reading and lecture materials, case studies, and current events. Discussions will be evaluated based on participation and/or content and completion.

**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. Prepare a listing presentation manual or digital presentation. Include in your presentation the completed listing agreement for a single family dwelling, all additional forms required, seller’s costs, your marketing plan, resume or qualifications, sample advertising, tips for sellers, and the process through close of escrow.
2. Interview two real estate brokers. In writing or verbally, compare and contrast the training, agent requirements, work space (desk space, reception, conference room, etc), office advertising, office equipment available for use, opportunities, general appeal of each office, commission percentage and or fee (be sure to include any desk fee or franchise fee) offered to new agents. Specify if you would consider working for the brokers. Also, include broker’s names and contact information, the interview type (face-to-face, phone, email) and date of interview. If at all possible, visit the office.
3. Evaluate a business opportunity. Identify a business opportunity that is currently for sale. Estimate the market value of the business using comparable sales or profit (or loss) data. Derive an estimate of the amount of Goodwill included in the list price. Provide data used to validate your estimates and the business profile. Include your opinion of the opportunity (Would you buy it for the asking price if you could? At what price would you purchase the subject business?)

**Textbooks:**


**Other Resources:**
# Minimum Qualification

- Real Estate

## 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>Cynthia Nordskog</th>
<th>Date:</th>
<th>04/01/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>RE 141 - Real Estate Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

#### Prerequisite

**RE 140**

It is recommended that this requisite be (reviewed).

**Justification:**

Skills necessary for student success would be met by completion of RE140, real estate principles. It is the foundation course for all real estate courses.

or **Prerequisite**

Real Estate License

It is recommended that this requisite be (reviewed).

**Justification:**

A student with a valid California Real Estate License would have completed the equivalent of RE140, although possibly at a unaccredited school.

or **Corequisite**

**RE 140**

It is recommended that this requisite be (reviewed).

**Justification:**

Skills necessary for student success would be met by concurrent enrollment in RE140, real estate principles. It is the foundation course for all real estate courses.

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

1. Cynthia Nordskog  
   (Submitter)  
   04/01/2019

2. Cynthia Nordskog  
   (SJC Department Chair)  
   04/08/2019

3. Cynthia Nordskog  
   (MVC Department Chair)  
   04/07/2019

4.  
   (SJC 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 FA20 (2020-21 Catalog))

---

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Submitted By:</strong></td>
</tr>
<tr>
<td><strong>Dept:</strong></td>
</tr>
<tr>
<td><strong>1. Course Title:</strong></td>
</tr>
<tr>
<td><strong>2. Course Number:</strong></td>
</tr>
</tbody>
</table>

**I t is recommended that the following** Course : __  
**be reviewed as a** Prerequisite

**Justification:**

A student with a valid California Real Estate License would have completed the equivalent of RE140, although possibly at an unaccredited school.

Real Estate License

**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.

☐ Course being removed as a requisite to the target course
Mt. San Jacinto College
UC/CSU Prerequisite/Corequisite
Addition/Removal Justification
(one pre- or corequisite or advisory per form)

Submitted By: Cynthia Nordskog  Date: 04/01/2019
Dept: Real Estate

1. Course Title: Real Estate Practice
2. Course Number: RE 141

It is recommended that the following Language: Real Estate License be reviewed as a Prerequisite.

Justification:

A student with a valid California Real Estate License would have completed the equivalent of RE140, although possibly at a unaccredited school.

A Prerequisite/Corequisite in another discipline may be established provided that, in addition to the Content Review, three University of California or California State University campuses can be identified that offer the equivalent course with the equivalent prerequisite.

Instructions

1. List below three UC or CSU campuses that offer an equivalent course with the equivalent prerequisite/corequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one.

1
2
2. **Attach Photocopies** of the UC and/ or CSU course descriptions from the respective catalogs. Identify the campus and catalog year on each photocopy.

---

**UC/CSU Prerequisite Removal Justification Form E2**

Removing a prerequisite may cause a course to lose its transferability. To remove a course as a prerequisite for a transferable course, please see, call, or email the Articulation Officer at 487-3280 for her research into the effects of this removal.
Submitted by: Cynthia Nordskog  
Date: 04/01/2019

Catalog: 2020 - 2021

Proposed Course: RE 143 - Real Estate Finance

Proposal Type: CTE 2 Year Review

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

Summary of Action Item:

Rationale behind submittal: this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

Relation to Program Student Learning Outcomes (PLOs): REQUI RED

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

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

1. Cynthia Nordskog  
   04/01/2019 (Submitter)

2. Cynthia Nordskog  
   04/08/2019 (SJC Department Chair)

3. Cynthia Nordskog  
   04/07/2019 (MVC Department Chair)

4. Joyce Johnson  
   04/09/2019 (SJC Instructional Dean)

5. Joyce Johnson  
   04/09/2019 (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 FA20 (2020-21 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Cynthia Nordskog  
Date: 05/07/2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Real Estate</td>
<td>Real Estate</td>
<td>RE 143</td>
<td>Real Estate Finance</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.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

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

<table>
<thead>
<tr>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
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<table>
<thead>
<tr>
<th>Lecture Homework Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
</tr>
</tbody>
</table>

Stand Alone:
Program Applicable

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

General Education Justification:

Maximum Enrollment: 40

Maximum Enrollment Justification:
Justification:

Grading Method:
Letter Grade or P/NP

TOP code: 0511.00*

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 an analysis of real estate finance. Topics covered include financing instruments, sources of financing, loan origination and servicing, consumer protection, and the role of federal and state governments.

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 an analysis of real estate finance, lending policies, financing instruments, sources of financing, loan origination and servicing, consumer protection, and role of federal and state governments.

Need for the course:
This course meets pre-licensing requirements for California real estate salesperson and brokers exams. This course is required for the Real Estate Certificate and Associate of Science in Real Estate.

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.

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

- RE 140 or
- Real Estate License

**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. Demonstrate an understanding of real estate financing.
2. Differentiate sources of real estate funding.
3. Explain the secondary market and its function in real estate finance.
4. Compare various lending alternatives.
5. Identify and describe real estate financing instruments, the underwriting processes, and escrow functions.
6. Compare government financing options and requirements.
7. Document the process of qualifying a property for financing.
8. Evaluate a borrower's qualifications for financing.
9. Classify and apply regulations and requirements in financing real estate.
10. Evaluate career possibilities in the field of real estate financing.
11. Explain consumer protection, regulations, laws.

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

I. Fintech, the Safeact, and the
   A. The Safe Mortgage Licensing Act
   B. Fiscal and Monetary Policies of the U.S.
   C. The Policy Tools of the Federal Reserve (FED)
   D. The Fed and Us Treasury Work Together
   E. Fintech Lending - The Future of Money

II. The Real Estate Cycle and the Secondary Market
   A. The Real Estate Cycle
   B. Forces Influencing Real Estate Cycles
   C. The Role of the Secondary Mortgage Market
   D. Agencies of the Secondary Market
   E. Quality Control

III. Loan Fund Sources for the Primary Market
   A. Direct Lenders
B. Indirect Lenders

C. The Role of the Private Investor

D. Mortgage Loan Brokering and Subprime Lending

IV. The Secondary Mortgage Market and Federal Credit Agencies
   A. The Secondary Mortgage Market
   B. FNMA and FHLMC
   C. Federal Credit Agencies

V. Ethics, Fraud, Consumer Protection, and Fair Lending
   A. Ethics
   B. Fraud
   C. Fair Lending
   D. The Real Estate Industry and Fair Lending

VI. Federal Regulation (TILA/RESPA/TRID)
   A. Truth in Lending Act (TILA)
   B. Real Estate Settlement Procedures Act (RESPA)
   C. Tila-Respa Integrated Disclosure Rule (TRID)

VII. Finance Instruments
   A. Hypothecation (Property as Collateral)
   B. Promissory Notes
   C. The Deed of Trust (Trust Deed)
   D. Default and Foreclosure of a Trust Deed
   E. Mortgages
   F. Land Contracts
   G. Typical Clauses in Security Instruments

VIII. Overview of the Loan Process
   A. The Loan Process
B. Filling Out the Loan Application
C. Loan Application Checklist
D. Forms and Stacking Order
E. Escrow Procedures

IX. Conventional Financing
A. Conventional Loans

X. Alternative Financing
A. Discount Points
B. Buydown Plans
C. FNMA/FHLMC Limits on Buydowns
D. Adjustable-Rate Mortgages (ARMS)
E. The Growth Equity Mortgage (GEM)
F. Reduction Option Mortgage
G. Biweekly Loans
H. Home Equity Conversion Mortgages (Reverse Mortgages)
I. Shared Appreciation Mortgages (SAMS)
J. Hard Money Makers and Arrangers

XI. Government Programs: FHA and VA Loans
A. Federal Housing Administration (FHA)
B. FHA Programs
C. VA Loan Guaranties

XII. Seller Financing
A. Purchase Money Mortgage/Trust Deed
B. Land Contract
C. Other Forms of Creative Financing
D. Broker’s Responsibilities
XIII. Qualifying the Borrower
   A. FHLMC/FNMA Underwriting Standards
   B. Summary of Qualifying the Borrower
   C. FHA Underwriting Standards
   D. VA Qualifying Standards
   E. Prequalification vs. Preapproval

XIV. Qualifying the Property
   A. The Lender’s Perception of Value
   B. Market Approach (Sales Comparison Approach)
   C. Cost Approach (Replacement/Reproduction)
   D. Income Approach
   E. Understanding the Appraisal Process
   F. Key Considerations to a Residential Appraiser
   G. Rural and Suburban Homes
   H. Atypical Property

XV. State Licensing Requirements
   A. California Bureau of Real Estate (CalBRE)
   B. California Recovery Account
   C. California Real Estate Brokers
   D. Real Estate Salespersons
   E. NMLS State Mortgage Loan Brokering Licensing Requirements - By State
   F. TRID and Required Disclosures In California
   G. California Fair Lending Laws
   H. Calvet Loans
   I. California Housing Finance Agency

Methods of Instruction:
Methods of instruction may include, but are not limited to the following:
- **Method:** Lecture  
  **Integration:** Lecture, audio visual presentations, PowerPoint and use of the white board will be utilized to present topics such as: a. The primary and secondary financial markets b. Financing products c. Real estate financing instruments d. Underwriting processes e. Escrow functions

- **Method:** Discussion  
  **Integration:** Class discussions will be initiated on topics such as lending laws, regulations, practices, procedures, and current issues related to real estate finance. Student discussion will be monitored by instructor. The instructor will add comments during and/or after discussion period.

- **Method:** Activity  
  **Integration:** Instructor led group activities will be presented to students. Students will be monitored and guided while working to solve financial lending problems, compare various lending alternatives, and estimate qualifying amounts for sample borrowers.

- **Method:** Case studies  
  **Integration:** Case studies will be presented and evaluated to explore and identify best practices in the financing process.

- **Method:** Resources and topical material  
  **Integration:** Resources and topical material related to real estate finance will be made available to students to enhance learning.

- **Method:** Current news articles  
  **Integration:** Current news articles and events will be presented by instructor and students that relate to various aspects of the real estate financing industry.

- **Method:** Visiting Lecturers  
  **Integration:** Guest speakers (lenders, mortgage brokers, title agents, etc.) will discuss current procedures and market conditions as available and appropriate.

**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:** Exams and quizzes on reading and lecture materials will be administered to determine student understanding and retention of material. Each question will be graded as correct or incorrect.

- **Method:** Projects  
  **Integration:** Projects and assignments will be required designed to stimulate student critical thinking related to topics of real estate finance. A specific rubric will be developed for each project/assignment type.

- **Method:** Class Participation  
  **Integration:** Class discussions will be initiated by the instructor to engage students and provide opportunity for student articulation of real estate finance terms and concepts, reading and lecture materials, case studies, and current events. Students will be evaluated on participation and contribution.

**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. Using primary and secondary data, compare financing alternatives to determine the appropriate financing product for the borrower.
2. Using case study material provided, recommend a financing product, summarize the details of the loan process, and estimate borrower’s costs and monthly payments, include the justification for recommendations and all calculations.
3. Utilizing material gained from the text and lecture material, describe the process for evaluating property values.
4. Employing laws and ethics, evaluate case material to demonstrate best practices in lending.
5. Using current market data, track interest rates and APR.

**Textbooks:**

Other Resources:

Minimum Qualification

- Real Estate

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

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<tr>
<td>Proposed Course:</td>
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<td></td>
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<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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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

RE 140
It is recommended that this requisite be (reviewed).
Justification:
Students would benefit from completion or RE140, it is the foundation of all courses in the real estate program.

or Recommended Preparation
Real Estate License
It is recommended that this requisite be (reviewed).
Justification:
Students with a valid California Real Estate license have completed the preparation for this course.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Cynthia Nordskog 04/01/2019 (Submitter)
2. Cynthia Nordskog 04/08/2019 (SJC Department Chair)
3. Cynthia Nordskog 04/07/2019 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 04/09/2019 (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 FA20 (2020-21 Catalog)
**Mt. San Jacinto College**  
**Skills Analysis**  
(one pre- or corequisite or advisory per form)  

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<tr>
<td>1. Course Title:</td>
<td>Real Estate Finance</td>
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<td></td>
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<tr>
<td>2. Course Number:</td>
<td>RE 143</td>
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</table>

It is recommended that the following **Course**: RE 140  
be reviewed as an **Advisory**

**Justification:**

Students would benefit from completion or RE140, it is the foundation of all courses in the real estate program.

**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.

- [ ] Document the history of real estate theory in California.
- [ ] Differentiate and apply the responsibilities of the agency relationships.
- [ ] Assess ownership in property and methods of conveyance.
- [x] Document the principles and requirements of basic real estate contracts and disclosure.
- [x] Relate current fair housing laws and identify violations.
- [x] Assess and prepare the documents required in real estate transactions.
- [x] Diagram qualifying the property and sources financing.
- [ ] Evaluate career possibilities in the field of real estate.

[ ] Course being removed as a requisite to the target course
Form E3

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1. Course Title: Real Estate Finance  
2. Course Number: RE 143

**It is recommended that the following** Course: RE 140  
**be reviewed as an** Advisory

**Justification:**

Students would benefit from completion or RE140, it is the foundation of all courses in the real estate program.

A Prerequisite/Corequisite in another discipline may be established provided that, in addition to the Content Review, three University of California or California State University campuses can be identified that offer the equivalent course with the equivalent prerequisite.

**Instructions**

1. List below three UC or CSU campuses that offer an equivalent course with the equivalent prerequisite/corequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one.

### Instructions

1. [List of campuses]
2. Attach Photocopies of the UC and/or CSU course descriptions from the respective catalogs. Identify the campus and catalog year on each photocopy.

UC/CSU Prerequisite Removal Justification  Form E2
Removing a prerequisite may cause a course to lose its transferability. To remove a course as a prerequisite for a transferable course, please see, call, or email the Articulation Officer at 487-3280 for her research into the effects of this removal.
## Request for Placement on Curriculum Committee Agenda

### HONORS ADDENDUM

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<thead>
<tr>
<th>Submitted by:</th>
<th>Tamara Smith</th>
<th>Date:</th>
<th>04/01/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2020 - 2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>HIST 119H - Honors Civil War and Reconstruction, 1860-1876</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Honors Course Deactivation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:**

Rationale behind submittal - this is the place to summarize the "what" and the "why". If this is a new Honors addendum, explain why this course fits with the mission of the Honors program. If this is a revision of the addendum, explain what kinds of changes have been made.

History 119 has not been offered in over six years and is too specialized for a lower-division survey level course.

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

1. Tamara Smith 04/01/2019 (Submitter)
2. Christina Yamanaka 04/18/2019 (SJC Department Chair)
3. Gary Vargas 04/19/2019 (MVC Department Chair)
4. Carlos Tovares 04/20/2019 (SJC Instructional Dean)
5. Rickianne Rycraft 04/19/2019 (MVC Instructional Dean)
6. Erik Ozolins 04/15/2019 (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 FA20 (2020-21 Catalog)
# Course Proposal Impact

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 119H</td>
<td>Honors Civil War and Reconstruction, 1860-1876</td>
<td><em>Active</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Launched</em></td>
</tr>
</tbody>
</table>

**Plan A**

1. B2 SOCIAL & BEHAVIORAL SCIENCES

## Requisite Courses

## Honors Courses

1. HIST 119H - Honors Civil War and Reconstruction, 1860-1876

2. HIST 119H - Honors Civil War and Reconstruction, 1860-1876

## Cross Listed Courses

## Awards Parent Course is Attached

1. HIST - A.A.-T in History for Transfer - Associate in Arts (Active)

2. HIST - A.A.-T in History for Transfer - Associate in Arts (Historical)

3. IDS - Liberal Arts: Social & Behavioral Sciences Emphasis - Associate in Arts (Active)
Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

1. IDS - Associate in Art - Social/Behavioral Science (Elective)

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course

A. Transfers to CSU; UC
Honors option for List B Area 2 optional course in History ADT. Course elective option in History major at UCLA, UCB, UCSD, UCR, UCI and UCSB.

IGETC Area 4: Social and Behavioral Sciences
F: History

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
D6 - History

Mt. San Jacinto College
Honors Course Outline Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Tamara Smith</th>
<th>Date:</th>
<th>05/07/2019</th>
</tr>
</thead>
</table>

Course Discipline: History

Course Number: HIST 119H

Title: Honors Civil War and Reconstruction, 1860-1876

Honors Course Objectives:

I. Encourage advanced research and writing techniques using both primary and secondary sources. In contrast to the normal course offering, the honors component will ask students to produce an original piece of research that will be an integrated and in some cases multi-disciplinary examination of the topic. Engage in small group discussions with the instructor and other honors students about challenging primary and secondary source readings, research and writing problems, and major issues and important interpretations concerning the history of the Civil War and Reconstruction.

Honors Course Content:

Honors Course Assignments:

Students will complete all regular course requirements for the regular section of History 119 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements A), B), and C) below. Assignments D), E), F), or G) below are optional and one optional assignment may be required at the discretion of the instructor.

A) A research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. A minimum of five academic sources must be...
referenced in the paper. As part of this project, students may peer review one another's work. Research paper topics could include Quakers, the Amish, and Civil War Pacifism, the Role of Women in Confederate War Industry, Civil War artists, Civil War correspondents, the Supreme Court's Role during Reconstruction, and Race Relations in Memphis during Reconstruction.

B) Assigned readings beyond the scope of the regular section of History 119. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of history. Example readings could include David W. Blight's "Race and Reunion: The Civil War in American Memory", Bruce Levine's "Half Slave and Half Free: The Roots of the Civil War", Mack Walker and Drew G. Faust's "Mothers of Invention: Women on the Slaveholding South in the American Civil War", and James M. McPherson's "Battle Cry of Freedom".

C) Students will engage in discussion of the assigned readings as well as research paper progress during meetings outside regular class lectures with the instructor. Meetings will be held at least once a month or a minimum of four times during the semester.

D) A 10-minute oral presentation of the final research project or an outline of the research project given to their fellow honors students or to the entire class.

E) Interview an expert in the history of the Civil War and Reconstruction (i.e. a professor other than the instructor of History 119H, a museum curator, a documentary filmmaker, etc.). Students will collaborate with their instructor to select an appropriate person to interview, develop a set of interview questions, review interview protocols, decide on the best way to preserve and present their findings to the instructor or the class (i.e. a brief write-up of their interview and/or a short oral presentation), and consider how their findings fit in or challenge current historical perspectives.

F) A journal on assigned readings and writing assignments. Journal writing will assist students in understanding and reflecting on important subjects of the course and will help students organize their own questions and comments that can be used in class discussions.

G) A project outside normal class time designed by the instructor. For example, instructors will lead a field trip to a museum and complete a project associated with an exhibition or permanent collection at the museum. The instructor may wish to collaborate with the education department or one of the curators of the museum to design a guided tour and/or a brief one or two-page activity that is tailored to the specific curriculum of History 119H. Drum Barracks Civil War Museum, Heritage Square Museum, and the Autry National Center of the American West are all examples of museum locations in the Southern California that might be considered for this assignment. A museum visitation will encourage students to draw parallels between the past and contemporary society and to experience history through a variety of media beyond the classroom.

Evaluation of Honors Course Assignments:

Research papers and projects will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Oral presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the ability of students to summarize, critically analyze, and provide their own perspective on the assigned readings. Journal writings, interviews, and museum field trip assignments will be assessed based on quality, organization, accuracy, and how well they address and further illuminate the subject matter of the course.

Additional Methods of Instruction:

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

<table>
<thead>
<tr>
<th>Course:</th>
<th>HIST 119H</th>
<th>Course Title:</th>
<th>Honors Civil War and Reconstruction, 1860-1876</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Tamara Smith</td>
<td>Date:</td>
<td>05/07/2019</td>
</tr>
</tbody>
</table>

337 of 358 5/7/2019, 9:43 AM
***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:

CSU/UC Transfer Course:

A. Transfers to CSU/UC

IGETC Area 4: Social and Behavioral Sciences:

F: History

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical:

D6 - History

1. Tamara Smith (Submitter)
2. Janet McCurdy--04/08/2019 (Articulation Officer)

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

Form A3

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anjeanette Oberg</td>
<td>08/21/2018</td>
</tr>
</tbody>
</table>

Catalog: 2020 - 2021

Proposed Course: PSYC 104H - Honors Psychology of Gender

Proposal Type: Honors Course -- Revision

Rationale:

Rationale behind submittal - this is the place to summarize the "what" and the "why". If this is a new Honors addendum, explain why this course fits with the mission of the Honors program. If this is a revision of the addendum, explain what kinds of changes have been made.

This course has been updated as part of the six year mandatory cycle. Content has been expanded to create a more inclusive gender curriculum beyond the binary.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Anjeanette Oberg (Submitter)
<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/21/2018</td>
<td>Maria Lopez</td>
<td>10/19/2018 (SJC Department Chair)</td>
</tr>
<tr>
<td>10/09/2018</td>
<td>Richard Kandus</td>
<td>10/09/2018 (MVC Department Chair)</td>
</tr>
<tr>
<td>10/22/2018</td>
<td>Carlos Tovares</td>
<td>10/22/2018 (SJC Instructional Dean)</td>
</tr>
<tr>
<td>10/20/2018</td>
<td>Rickianne Rycraft</td>
<td>10/20/2018 (MVC Instructional Dean)</td>
</tr>
<tr>
<td>09/11/2018</td>
<td>Erik Ozolins</td>
<td>09/11/2018 (Honors)</td>
</tr>
</tbody>
</table>

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 FA20 (2020-21 Catalog))
Course Proposal Impact

PSYC 104H Honors Psychology of Gender
**Honors Course -- Revision**
Anjeanette Oberg

Plan A

1. B2 SOCIAL & BEHAVIORAL SCIENCES
2. F DIVERSITY

Requisite Courses

Honors Courses

1. PSYC 104 - Psychology of Gender *Active*
2. PSYC 104H - Honors Psychology of Gender *Active*

Cross Listed Courses

Awards Parent Course is Attached

1. IDS - Liberal Arts: Social & Behavioral Sciences Emphasis - Associate in Arts (Active)
2. IDS - Social Justice Studies - Associate in Arts (Pending)
3. PSYC - A.A.-T in Psychology for Transfer - Associate in Arts (Active)
4. PSYC - A.A.-T in Psychology for Transfer - Associate in Arts (Historical)
5. PSYC - A.A.-T in Psychology for Transfer - Associate in Arts (Historical)

Awards Current Course is Attached

(Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed).

1. IDS - Associate in Art - Social/Behavioral Science (Elective)

Other Awards
General Education/Degree/Transfer Course

IGETC Area 4: Social and Behavioral Sciences
   D: Gender Studies
   I: Psychology

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
   D4 - Gender Studies
   D9 - Psychology

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

Mt. San Jacinto College
Honors Course Outline Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Anjeanette Oberg</th>
<th>Date:</th>
<th>05/07/2019</th>
</tr>
</thead>
</table>

Course Discipline: Psychology
Course Number: PSYC 104H
Title: Honors Psychology of Gender

Honors Course Objectives:
In addition to meeting the objectives associated with the Psych 104 course, Honors students will demonstrate original thinking and creativity beyond regular course expectations in order to achieve the following objectives:

I. Appraise creative and innovative ways of looking at gender issues.

II. Scrutinize a variety of explanations that account for historical and contemporary research results related to gender.

III. Synthesize various gender topics and concepts to explain, understand, and improve our own and others' behavior and cognitive understanding of gender.

Honors Course Content:
The course content will be the same as that covered within the Psych 104 course, but honors students will be required to complete additional assignments aimed at more detailed application and analysis of the information and topics discussed in Psychology 104. Specifically, honors students will be expected to engage in a more in depth research assignment allowing them to develop appropriate research skills critical to understanding the scientific processes inherent in Psychology of Gender. Some topics that may meet this requirement include a literature review on things such as physiology of gender, societal stigmas associated with gender, gender variations, and developmental and genetic factors related to gender.

Additionally, honors students may be asked to engage in one or two additional assignments allowing them to gain a more in depth exposure to applied areas of gender such as an analysis of their own gender identity and the intersection with other elements of their social identity, including race, age, class, etc.; a qualitative examination of the way in which our binary conceptions of gender impact others who may have a varied gendered identity; visiting a Pride Center or Gender Equity Center at a neighboring university with an analysis of how those resources may aid student success and well-being; or an applied approach to better understanding any of the other gender related topics of interest to the student.

Honors Course Assignments:
In addition to completing all of the assignments in the regular section of the class, all Honors students are required to complete #1. Additionally, instructors should choose one or two additional assignments from the following items to
supplement student learning and fit the individual needs of the Honors Students consistent with the course objectives outlined:

I. Analyze empirical research within the field of psychology of gender, and propose alternative viewpoints or solutions to address this issue, within a written assignment that applies APA formatting requirements. This should include an examination of various empirical studies, preparing a literature review synthesizing the information, while also providing a novel argument or viewpoint that may present an alternative perspective of examining the issue. This content should then be synthesized into a cohesive paper on the topic, consistent with APA writing style. A minimum of three empirical articles should be included with at least six to 10 page minimum for the writing component.

II. While adhering to the APA Code of Ethics, design a correlational study or experiment to investigate a topic related to the psychology of gender, and or perceptions thereof. Develop the materials needed to conduct the study. Gather and analyze the data, report the results in APA format in a written report ranging from 2 to 3 pages.

III. Interview one or more people regarding their views on gender. Their views may be influenced by their generation, ethnicity, gender, etc. For example, interview a grandparent and an adolescent regarding the development of one’s gender identity, factors that may have influenced one’s gender expression and roles, appreciation for the complexity of gender beyond the binary, and compare the content from the two interviews. Write a paper (3-5 pages in main body), including an application of the core concepts of the class to the information obtained within the interview, your own observations about the gender identity of the person interviewed, and a critical examination as to how and why the two views may differ from one another, including consideration of the sociocultural context in which each individual grew up.

IV. Pick an historical or contemporary figure (Hillary Clinton, Eleanor Roosevelt, Bruce Springsteen, Katherine Hepburn, Earnest Hemingway, Barbara Bush, Toni Morrison, Margaret Thatcher, Virginia Wolf, etc.) Write a paper (3-5 pages in main body), including a brief biography, the contributions this person has made to gender issues, your own personal reaction and conclusions. Include a minimum of three references.

V. Develop a presentation to the class on any topic within gender studies or related fields. Present this lecture, demonstration, group exercise, etc. to the class. Presentation can focus on any of the topics covered in the class, or an alternate aspect of a psychological issue not discussed, such as Intersectional Social Identities, Sociocultural Variations of Gender, or Gender and Art, other related topics. Presentation should be a minimum of 15 minutes, but can be extended to an entire class period, should the topic and honors student require additional time, or should the professor feel the topic can add value to the class.

VI. Visit an outside event, Pride Center, or Gender Equity Center at another institution featuring a concept related to gender and prepare a class presentation discussing the analysis and implications of the event. For example, students can visit a museum exhibit related to gender, a university gender studies program or research lab, a PRIDE or Gender Equity Center. Local facilities to consider may include the UCR Gender Studies Department and Center; the Cal State San Marcos Gender and Equity Center, the San Diego State University Pride Center, or the Palomar Pride Center. Students should analyze the content and/or support services presented in these facilities, and the ways in which their understanding and analysis of the issue was expanded as a result of their visit. Analysis should be submitted in a 2 to 3 page report on their experience.

VII. Gender Studies Career project to include an interview, and/or observation, of a professional
career within a gender studies field. Student may choose to focus their inquiry on educators, researchers, or advocates within the field. Then, prepare a 2 to 3 page paper, or 15 to 30 minute class presentation, outlining the experience and the new things that were learned about the profession.

**Evaluation of Honors Course Assignments:**
Honors students will be evaluated on the basis of successful completion of regular course work and honors supplemental assignments.

I. Literature reviews, and other empirical based writing assignments, will be analyzed based on accuracy with which the research is summarized, relevance and integration of references, the scope with which multiple sources representing varied perspectives are integrated, accuracy of content, insight and originality of the work, the synthesis of information and the critical analysis of the relationships between sources, and accordance with APA formatting guidelines. Furthermore, consideration should be given to the quality of the writing to ensure that it meets standards of expectation for college level writing.

II. Correlational and experimental studies will be assessed according to the quality of the hypothesis, execution of the research, and adherence to APA in the presentation of the research proposal and/or findings.

III. Applied activities will be assessed based on the proper application of theory, insight and originality of the work, and critical analysis of how those issues affect other areas of psychological functioning.

IV. Presentations and papers will be assessed for clarity, quality of writing, depth and accuracy of content, organization, and relevance to psychological functioning.

V. Papers and presentations on either interviews of professionals, or visits to related institutions or exhibits, will be assessed based on the depth to which the content was explained and connected back to theories, concepts, or related careers within the field of psychology.

**Additional Methods of Instruction:**
Over and above the various instructional methods used in the Psychology 104 course, honors students will have additional interactions with faculty to enhance the depth of their understanding of the subject and/or field of psychology of gender, and its application and relevance to everyday life and experiences.

I. Professor and student meetings will occur on a regular basis, but at least monthly. Meetings can be with an individual honor student, or can include group meetings with all honor students in that class. Meetings can discuss the specifics of the class, such as the various required honors and course assignments. The meetings can also address any and all issues pertinent to the student and college life, including career options, university transfer information, or other relevant discussions.

II. Instructor may also consider integrating field trips aimed at exploring exhibits or labs which are researching or applying theories and concepts related to psychology, or gender studies.
Mt. San Jacinto College  
Transfer Level Course Form  
(for courses numbering 100 or greater)

Course: PSYC 104H  
Course Title: Honors Psychology of Gender  
Author: Anjeanette Oberg  
Date: 05/07/2019

***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.

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<th>CSU or UC campus</th>
<th>Comparable course Prefix &amp; Number</th>
<th>University Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Fullerton</td>
<td>310</td>
<td>Psychology of Gender</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>Psyc 171</td>
<td>Psychology of Gender</td>
</tr>
<tr>
<td>UC San Diego</td>
<td>147</td>
<td>Gender Psych</td>
</tr>
</tbody>
</table>

Rationale:

310: CSU Fullerton Psychology of Gender 310  
Psyc 171: UC Riverside Psychology of Gender 171  
147: UC San Diego Gender Psyc 147

IGETC Area 4: Social and Behavioral Sciences:

D: Gender Studies  
I: Psychology

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical:

D4 - Gender Studies  
D9 - Psychology

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

E1 - Lifelong Understanding and Self-Development

1. Anjeanette Oberg  
2. Lyndsey Tone--08/27/2018  

Mt. San Jacinto College  
Request for Placement on Curriculum Committee Agenda  
DISTANCE ED ADDENDUM  
Form A4
This course is being updated to include research elements consistent with our program learning outcomes. Furthermore, it is a core course as part of our ADT, which also aligns with the program goals to facilitate growth in our department over time. Finally, there is a strong emphasis on active and experiential learning in the new course outline, which also highlights some of the main objectives of the most recent program review in order to optimize student success.

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.

This course is being updated to include research elements consistent with our program learning outcomes. Furthermore, it is a core course as part of our ADT, which also aligns with the program goals to facilitate growth in our department over time. Finally, there is a strong emphasis on active and experiential learning in the new course outline, which also highlights some of the main objectives of the most recent program review in order to optimize student success.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Anjeanette Oberg  
  Submitted by: Anjeanette Oberg  
  Date: 08/21/2018  
  Date: 08/21/2018  
  Catalog: 2020 - 2021  
  Proposed Course: PSYC 104H - Honors Psychology of Gender  
  Proposal Type: Honors Course -- Revision (Distance Education New)  
  VP of Instruction signature is required for offering request prior to FA20 (2020-21 Catalog)
Mt. San Jacinto College
Distance Education Addendum

Submitted by: Anjeanette Oberg
Effective Term: Fall 2020
Dept: Psychology
Course Number: PSYC 104H
Course Title: Honors Psychology of Gender

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

- 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.

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

This course will include synchronous sessions with the students in addition to maintaining an asynchronous online component.

Methods of Instruction:

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Online Adaptation</th>
</tr>
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<tbody>
<tr>
<td>Lecture</td>
<td>Lectures will be posted on-line via Power Point with audio when possible, and/or other instructor authored materials and content in digital form to cover important concepts within the course. Steps will be taken to assure proper accessibility standards are met.</td>
</tr>
</tbody>
</table>
| Student presentations  | Facilitate peer to peer learning through student presentations aimed at addressing and exploring historical and contemporary figures/themes/theories within psychology of gender. Students will select an appropriate }
<table>
<thead>
<tr>
<th>Activity</th>
<th>Students will be taught APA guidelines, and the basic types of research methodology, and subsequently required to complete at least one assignment applying those guidelines through a written assignment requiring them to critically analyzing empirical research and/or conduct a literature review related to gender. Students will prepare research papers analyzing one or more empirical studies on topics in gender research in order to develop important analytical skills and research experience, while also applying APA formatting. Students can complete the papers and submit them within the LMS in an appropriate format (.doc, .pdf). Efforts can also be made to check for plagiarism through the use of VeriCite or other systems provided through the LMS or college.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Study</td>
<td>ALL Honors students are required to engage in some sort of faculty mentorship requiring face to face meetings throughout the course whereby</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Students may be given the opportunity to engage in community service within organizations related to the psychology of gender in order to gain important experience that allows them to apply psychological concepts and theories to their personal and professional lives consistent with our program learning outcomes. Upon completion of their community service, they will connect their experiences back to course content evidenced by a paper or presentation, which can be submitted through the LMS in an appropriate format, and/or shared with peers through Discussion Forums or Blogs.</td>
</tr>
<tr>
<td>Videos/Media</td>
<td>Audio-visual materials will be provided to enhance students' learning experiences as part of a cohesive review of the various themes that form the basis of psychology as a social science. Video clips, and links to video material, will be posted in the LMS.</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>Article Reviews can be submitted through the CMS and submitted through corresponding plagiarism software available such as Vericite.</td>
</tr>
<tr>
<td>Participation in Community Projects</td>
<td>Students will be taught APA guidelines, and the basic types of research methodology, and subsequently required to complete at least one assignment applying those guidelines through a written assignment requiring them to critically analyzing empirical research and/or conduct a literature review related to gender. Students will prepare research papers analyzing one or more empirical studies on topics in gender research in order to develop important analytical skills and research experience, while also applying APA formatting. Students can complete the papers and submit them within the LMS in an appropriate format (.doc, .pdf). Efforts can also be made to check for plagiarism through the use of VeriCite or other systems provided through the LMS or college.</td>
</tr>
<tr>
<td>Research papers</td>
<td>Students will be taught APA guidelines, and the basic types of research methodology, and subsequently required to complete at least one assignment applying those guidelines through a written assignment requiring them to critically analyzing empirical research and/or conduct a literature review related to gender. Students will prepare research papers analyzing one or more empirical studies on topics in gender research in order to develop important analytical skills and research experience, while also applying APA formatting. Students can complete the papers and submit them within the LMS in an appropriate format (.doc, .pdf). Efforts can also be made to check for plagiarism through the use of VeriCite or other systems provided through the LMS or college.</td>
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<td>Article Reviews</td>
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</tr>
<tr>
<td>Activity</td>
<td>Through discussion forums within the LMS, students will experience group processes and dynamics, work with meaningful and relevant psychological concepts, and analyze individual experiences and social phenomena related to gender. Wikis and blogs may also be used for this purpose.</td>
</tr>
<tr>
<td>Visiting Lecturers</td>
<td>Guest Lecturers can join the course via Zoom or other webconferencing tools available.</td>
</tr>
<tr>
<td>Internet Use</td>
<td>Internet Use will be used to retrieve and access course information and content, as well as to submit assignments and facilitate conversations through the LMS</td>
</tr>
<tr>
<td>Directed Study</td>
<td>ALL Honors students are required to engage in some sort of faculty mentorship requiring face to face meetings throughout the course whereby</td>
</tr>
</tbody>
</table>
the instructor will guide them in additional projects, or research over and above the course requirements for the regular section. These meetings can be one on one meetings or group meetings with other Honors students enrolled in the course. In addition to these meetings facilitating added knowledge about course content and psychological methods, these meetings are meant to emphasize the value of networking and mentorship for Honors Students, and is a requirement of the Honors Enrichment Program here at MSJC.

### Methods of Evaluation:

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Papers</strong></td>
<td>Evaluate students' ability to synthesize research and knowledge gained from other scholarly sources through their ability to complete a comprehensive analysis of a contemporary psychological issue, with an accurate and detailed description and analysis of the logical assumptions guiding the scientific study of both mind and brain processes related to the issue, distinguish and evaluate experimental and non-experimental research methods that are adopted to study behavior and mental processes, examine the ethics involved in the appropriate research with humans and animals, and/or critique a range of cultural perspectives in relation to psychological principles. Written projects will be submitted through the CMS with appropriate plagiarism checks, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction.</td>
</tr>
<tr>
<td><strong>Exams/Tests</strong></td>
<td>Exams and Tests can be administered directly through the CMS as multiple choice, short answer, or essay exams. Furthermore, essay exams can be submitted through VeriCite or other plagiarism checking resources provided by the CMS or the college.</td>
</tr>
<tr>
<td><strong>Written Assignments</strong></td>
<td>Written assignments can be used to evaluate students' ability to critically examine concepts and terminology related to gender through their ability to analyze psychological research or other course materials. Students may submit a written analysis of articles and submit through the course management system using the appropriate plagiarism checks when appropriate, and/or posted within threaded discussions or blogs, to allow for peer critique and interaction.</td>
</tr>
</tbody>
</table>

### Sample Assignments:

- **Reading Assignments:** Honors students may be asked to read additional articles or materia, which will be posted on-line with follow up activities such as multiple choice questions that check students' initial understanding of the material, a discussion forum analyzing the content, and/or a written assignment evaluating and applying the content. Students may be asked to find supporting websites and journal articles and report those links in the discussion forum.

- **Research**
  Honors students may be required to create a project or conduct research related to gender requiring them to
conduct a literature review and analyze empirical studies accessed within academic databases such as those accessed through the MSJC library. Students maybe asked to locate, critically analyze, and write a review of a research applying APA writing style. This assignment can be submitted through the LMS, or students may be given the opportunity to discuss these articles in the discussion forum. Student will receive the evaluation of such assignment from the instructor in a timely manner.

Regular Effective Contact:

- Announcements/Bulletin Boards - Announcements will be posted using the course management system at least weekly.
- Discussion Boards - Participation in discussion boards about course content will be maintained.
- Email Communication - Students will receive individual feedback on all assignments via email and campus phone, if available, during office hours to answer any questions regularly.
- Office hours - Instructors will hold regular office hours, online using discussion forums, instant messaging, and/or e-conferencing.
- Other (describe) - Scheduled Face-to-Face Meetings - Hybrid courses will meet at scheduled times.
(VP of Instruction signature is required for offering request prior to FA20 (2020-21 Catalog)

Course Proposal Impact

PSYC 108H Honors Abnormal Psychology
**Honors Course -- Revision**
Michelle Vogel Trautt

Plan A
1. **B2 SOCIAL & BEHAVIORAL SCIENCES**

### Requisite Courses

### Honors Courses

1. PSYC 108 - Abnormal Psychology *Active*
2. PSYC 108 - Abnormal Psychology *Launched*

### Cross Listed Courses

### Awards Parent Course is Attached

1. ADS - Dual Diagnosis - Employment Concentration (Active) (Required)
2. ADS - Dual Diagnosis - Employment Concentration (Historical) (Required)
3. IDS - Liberal Arts: Social & Behavioral Sciences Emphasis - Associate in Arts (Active)
4. PSYC - A.A.-T in Psychology for Transfer - Associate in Arts (Active)

### Awards Current Course is Attached

*Please Note: Once the current course is approved and made active, the awards listed above for the parent course will roll into the current course unless the award is updated and the course is removed.*

1. IDS - Associate in Art - Social/Behavioral Science (Elective)

### Other Awards

### General Education/Degree/Transfer Course

**CSU/UC Transfer Course**

A. Transfers to CSU; UC

Optional Social Science course in Anthropology degree at UCI. Not required for any major. The regular course PSYC 108 is used as course-to-course at UCI for multiple majors

**IGETC Area 4: Social and Behavioral Sciences**

I: Psychology

**CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical**

D9 - Psychology
Honors Course Objectives:

I. Apply creative and innovative ways of looking at psychopathological issues.

II. Scrutinize a variety of explanations that accounts for research results.

III. Synthesize various abnormal psychology topics and concepts to explain, understand, and improve our own and other’s behavior and cognition.

IV. Appraise real life situations and behavior in psychopathological terms.

V. Explore modern diagnostic and treatment methods within abnormal psychology.

Honors Course Content:
The course content will be the same as that covered within the Psych 108 course, but honors students will be required to complete supplemental assignments aimed at more detailed application and analysis of the information and topics discussed in Psych 108. Specifically, honors students will be expected to engage in a more in-depth research assignment allowing them to develop appropriate research skills critical to understanding the scientific processes inherent in Abnormal Psychology. Some examples of topics include anxiety disorders, types of schizophrenia, stress disorders, mood disorders, personality disorders, etc., and appropriate therapies to treat such disorders. Supplemental assignments may also address the intersection with other elements of a person's social identity, including race, age, class, etc. and how these factors may influence risk of developing a psychological disorder. Finally, supplemental assignments may also involve a qualitative examination of a group therapy session, visiting a Mental Health Organization within the community with an analysis of how the resources provided may aid mental health, successful living, and well-being, designing a mental health awareness campaign, participating in a debate about the efficacy or validity of the DSM-V-TR Manual as a viable diagnostic tool as they relate to the interests of the student.

Honors Course Assignments:
In addition to completing all of the assignments in the regular section of the class, all Honors students are required to complete #1. Additionally, instructors can choose two or three additional assignments from the following items (2 through 7) to supplement student learning and fit the individual needs of the Honors Students consistent with the course objectives outlined:

1. Analyze empirical research articles that are peer reviewed within the field of abnormal psychology and convey that knowledge within a written assignment that applies APA formatting requirements. This may include, but not be limited to, evaluating research on a given topic related to mental illness and treatment, or mental health, and will include an examination of scholarly, peer-reviewed literature, and the preparation of a literature review that synthesizes the information into a cohesive literature review of the topic. A minimum of three empirical articles should be included with at least a minimum of 6 to 10 pages for the writing component. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assignments are submitted by students to this link.

2. Interview one or more people regarding their psychological disorder(s), to produce a case study. Write a paper (3-5 pages in main body), including your own observations. As always, consider all ethical issues, including the confidentiality of your interviewee(s). Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assignments are submitted by students to this link.

3. Develop a presentation to the class, on any topic that relates to topics in the class. Present this lecture, demonstration, group exercise, etc. to the class. For example, arrange a presentation that presents eating disorder treatments...
advantages and controversies. A minimum of three peer reviewed research articles should be reviewed as part of preparing this assignment, that are found independently through scholarly literature search. Presentation should be approximately 10 to 15 minutes in length. Assignment guidelines are made available through CMS (e.g., Canvas) discussion board and submitted by students via CMS in a discussion board format for student peers to review.

4. Conduct your own correlational or experimental research study. Be sure to address all ethical issues. Write a research paper (4-6 pages in body), presented in APA style, that includes a literature review of related empirical research, your own conclusions, with a minimum of three references. For example, conduct research to investigate if exposing people to accurate information regarding mental disorders reduces the societal stigmas associated with those disorders. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assignments are submitted by students to this link.

5. Pick an abnormal psychology topic (etiology of phobias, behavioral treatments for depression, diagnosis of schizophrenia or bipolar disorder, etc.). Write a paper (3-5 pages in main body), including your own conclusions and a minimum of three scholarly peer reviewed references. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assigned by students to this link.

6. Tour a psychiatric facility, such as Patton State Mental Hospital. Write a response paper (3-5 pages in main body), including your own impressions, thoughts, emotional responses, and impact this tour had on you. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and assignments are submitted by students to this link.

7. Design materials for a mental health awareness campaign organized around a topic addressed in abnormal psychology. For example, mood, anxiety or substance-related disorders including ways to manage one's symptoms and triggers, or possible self-care steps that can be taken to avoid relapse. A minimum of three peer reviewed research articles should be reviewed to inform the content and design of this assignment. Assignment guidelines are made available through CMS (e.g., Canvas) assignment link and submitted by students to this link.

**Evaluation of Honors Course Assignments:**

Honors students will be evaluated on the basis of successful completion of regular course work and honors supplemental assignments.

I. Literature reviews, and other empirical based writing assignments, will be analyzed based on accuracy with which the research is summarized, relevance and integration of references, the scope with which multiple sources representing varied perspectives are integrated, accuracy of content, insight and originality of the work, the synthesis of information and the critical analysis of the relationships between sources, and accordance with APA formatting guidelines. Furthermore, consideration should be given to the quality of the writing to ensure that it meets standards of college level writing. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).

II. Correlational and experimental studies will be assessed according to the quality of the hypothesis, execution of the research, and adherence to APA in the presentation of the research proposal and/or findings. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).

III. Applied activities (e.g., awareness campaigns, tours of facilities and the like) will be assessed based on the proper application of theory, insight and originality of the work, and critical analysis of how those issues affect other areas of psychological functioning. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).

IV. Presentations and papers will be assessed for clarity, quality of writing, depth and accuracy of content, organization, and relevance to psychological functioning. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).

V. Papers and presentations on either interviews of psychological professionals, or visits to related
psychological institutions or exhibits, will be assessed based on the depth to which the content was explained and connected back to theories, concepts, or related careers within the field of abnormal psychology. Instructor feedback (i.e., comments) and assignment grades will be posted using the CMS software (e.g., Canvas).

Additional Methods of Instruction:
Over and above the various instructional methods used in the Psychology 108 course, honors students will have additional interactions with faculty to enhance the depth of their understanding of the subject and/or field of abnormal psychology, and its application and relevance to everyday life and experiences.

I.
Professor and student meetings will occur on a regular basis, and at least monthly. Meetings can be with an individual honor student, or can include group meetings with all honor students in that class. Meetings can discuss the specifics of the class, such as the various required honors and course assignments. The meetings can also address any and all issues pertinent to the student and college life, including career options, university transfer information, or other relevant discussions.

II.
Instructor may also consider integrating field trips aimed at exploring exhibits or labs which are researching or applying theories and concepts related to abnormal psychology, or other related issues such as mental wellness. Example field trips include, visiting a Mental Health Organization within the community with an analysis of how the resources provided may aid mental health, successful living and well-being, touring an eating disorder clinic, or observing an open group support meeting like Alcoholics Anonymous, Al-Non, or similar.
<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 Irvine</td>
<td>PSYCH 9C</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>PSY BEH 11C</td>
<td>Psychology Fundamentals</td>
</tr>
<tr>
<td>CSU Fresno</td>
<td>Abnormal Psychology</td>
<td>PSYC 66</td>
</tr>
</tbody>
</table>

**Rationale:**

Abnormal Psychology: Study of the origins, symptoms, and treatments of behavioral and personality disturbances from childhood through senescence; application of current DSM. (Formerly PSYCH 166).

**CSU/UC Transfer Course:**

A. Transfers to CSU;UC

**IGETC Area 4: Social and Behavioral Sciences:**

I: Psychology

**CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical:**

D9 - Psychology

1. Michelle Vogel Trautt (Submitter)
2. Janet McCurdy--10/22/2018 (Articulation Officer)

**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**DISTANCE ED ADDENDUM**

Form A4

This is a course revision as part of our six-year curriculum cycle. Abnormal Psychology was revised to adhere to the updated DSM-V-TR and an added emphasis on cross cultural components was included to reflect the impact of culture on mental illness.

Additionally, components of awareness and cultivation mental wellness were added into the course curriculum.

**Submitted by:** Michelle Vogel Trautt  
**Date:** 09/27/2018  
**Catalog:**  
2020 - 2021  
**Proposed Course:** PSYC 108H - Honors Abnormal Psychology  
**Proposal Type:** Honors Course -- Revision (Distance Education New)

**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.

This is a course revision as part of our six-year curriculum cycle. Abnormal Psychology was revised to adhere to the updated DSM-V-TR and an added emphasis on cross cultural components was included to reflect the impact of culture on mental illness. Additionally, components of awareness and cultivation mental wellness were added into the course curriculum.

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

1. Michelle Vogel Trautt  
09/27/2018  
(Submitter)

2. Maria Lopez  
04/22/2019  
(SJC Department Chair)

3. Richard Kandus  
04/22/2019  
(MVC Department Chair)

4. Carlos Tovares  
04/23/2019  
(SJC Instructional Dean)

5. Rickianne Rycraft  
(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 FA20 (2020-21 Catalog)

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Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Vogel Trautt</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept:</th>
<th>Course Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>PSYC 108H</td>
</tr>
</tbody>
</table>
Course Title: Honors Abnormal Psychology

Hybrid Only

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

- 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.

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

Methods of Instruction:

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Online Adaptation</th>
</tr>
</thead>
</table>

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
</table>

Sample Assignments:

- All students are required to review primary empirical articles that are posted in reputable web links or academic databases such as those accessed through the MSJC library. The topics in abnormal psychology can range from the socio-biological and cognitive contributors of the development of a psychological disorder, early onset of schizophrenia, and therapeutic approaches for cultivating mental wellness. Students will be asked to locate, critically analyze, and write a review of a research applying APA writing style. This assignment will be submitted through the CMS. Students may also be given the opportunity to discuss these articles in the discussion forum. The student will receive the evaluation of such assignment from the instructor in the gradebook with comments as needed, and/or in comment form directly posted onto assignment document and/or in the threaded discussion or blog, depending on the method of submission for the assignment.

- Reading Assignments will be posted on-line through an assignment link and/or in a discussion board or blog page within the CMS with follow up activities such as multiple choice questions that check students' initial understanding of the material. Students will be asked to find supporting websites and journal articles and report those links in the discussion forum. Instructor assessment and feedback may be provided in the gradebook, in comment form or directly posted onto assignment document and/or in the threaded discussion or blog, depending on the method of submission for the assignment.

Regular Effective Contact:

- Announcements/Bulletin Boards - Announcements will be posted using the course management system regularly to offer course updates, general announcements and feedback to students, and to answer questions that offer clarification to students.

- Discussion Boards - Participation in discussion boards will be maintained, and timely feedback provided, at least two discussion boards a week, about the content of the course. A question and answer forum will also be provided.

- Email Communication - Instructors can be available to students via email. Students may receive general feedback on course progress and efforts, and assignment clarification via email (and campus phone, if available) to answer any questions regularly.

- Telephone conversations - Instructors can be available to students via phone. Students may receive general feedback on course progress and efforts, and assignment clarification via phone to answer any questions that arise for the student throughout the course.
<p>| <strong>Office hours</strong> - Instructors will hold regular online office hours, using discussion forums, instant messaging, and/or e-conferencing, for example, through CCC Zoom. |
| <strong>Scheduled Face-to-Face Meetings</strong> - Hybrid courses will meet at scheduled times. |</p>
<table>
<thead>
<tr>
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<th>CRS_SUBJECT</th>
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<td>076</td>
<td>Bookkeeping (formerly Bookkeeping Part 1 - Accounting Theory)</td>
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<td>Outreach and Referral)</td>
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<td>ADS</td>
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<td>105</td>
<td>Domestic Violence Prevention (formerly Domestic Violence)</td>
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<td>Introduction to Counseling</td>
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<td>Personal and Professional Development (formerly Personal and Professional</td>
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<td>Cooperative Work Experience: Alcohol and Drug Studies</td>
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<td>150</td>
<td>Supervised Field Work Practicum (formerly Practicum Seminar)</td>
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<td>149</td>
<td>Cooperative Work Experience: Allied Health</td>
<td>549</td>
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<td>Tactical Communication and Report Writing for Law Enforcement (formerly</td>
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<td>Public Safety Report Writing)</td>
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<td>088</td>
<td>Engine Performance II</td>
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<td>Introduction to Management</td>
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<td>Principles of Marketing Management</td>
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<td>MUS-001X Golden Eagle Jazz Ensemble I</td>
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<tr>
<td>MUS</td>
<td>NC</td>
<td>MUS-002X Golden Eagle Orchestra</td>
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<td>MUS-003X Hemet Harmonizers</td>
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<td>CEP-001X Career Enhancement Skills</td>
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<td>CEP-002X Principles of Early Care and Child Development</td>
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<td>NURS</td>
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<td>Professional Production Studio Laboratory</td>
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383
<p>| TEDS | CDE | 098A | CA Preschool Foundations &amp; Framework: Social &amp; Emotional Development | 700/800 | 700 |
| TEDS | CDE | 098B | CA Preschool Foundations &amp; Framework: Language and Literacy | 700/800 | 701 |
| TEDS | CDE | 098C | CA Preschool Foundations &amp; Framework: English Language Development | 700/800 | 702 |
| TEDS | CDE | 098D | CA Preschool Foundations &amp; Framework: Mathematics | 700/800 | 703 |
| TEDS | CDE | 098E | CA Preschool Foundations &amp; Framework: Visual Arts | 700/800 | 704 |
| TEDS | CDE | 098F | CA Preschool Foundations &amp; Framework: Performing Arts | 700/800 | 705 |
| TEDS | CDE | 098G | CA Preschool Foundations &amp; Framework: Physical Development | 700/800 | 706 |
| TEDS | CDE | 098I | CA Preschool Foundations &amp; Framework: Health | 700/800 | 707 |
| TEDS | CDE | 098J | CA Preschool Foundations &amp; Framework: History and Social Science | 700/800 | 708 |
| TEDS | CDE | 098K | CA Preschool Foundations &amp; Framework: Science | 700/800 | 709 |
| TEDS | CDE | 102 | Language and Literacy Experiences for Young Children | 500/600 | 502 |
| TEDS | CDE | 140 | Children and Youth With Exceptional Needs | 500/600 | 540 |
| TEDS | CDE | 144 | Supervised Field Experience/Internship in Early Intervention and Inclusion | 500/600 | 544 |
| TEDS | CDE | 149 | Cooperative Work Experience: Child Development and Education | 549 | 549 |
| TEDS | ED | 097 | Curriculum and Program Planning for School-Age Child Care | 500/600 | 597 |
| WINE | WINE | 106 | Wine Hospitality (formerly Hospitality in the Winemaking Industry) | 500/600 | 500 |
| WINE | WINE | 108 | Introduction to Winery Business Principles | 500/600 | 501 |
| WINE | WINE | 149 | Cooperative Work Experience: Viticulture, Enology, and Winery Technology | 549 | 549 |
| WATR | WATR | 090 | Basic Waterworks Mathematics (formerly WATR-102) | 700/800 | 790 |
| WATR | WATR | 103 | Water Treatment Plant Operations I &amp; II | 500/600 | 503 |
| WATR | WATR | 105 | Water Treatment Plant Operations III, IV &amp; V | 500/600 | 505 |
| WATR | WATR | 120 | Wastewater Treatment Plant Operations I &amp; II | 500/600 | 520 |
| WATR | WATR | 122 | Wastewater Plant Operations III, IV &amp; V | 500/600 | 522 |
| WATR | WATR | 125 | Test Procedures for Water and Wastewater | 500/600 | 525 |
| WATR | WATR | 130 | Environmental Laws and Regulations | 500/600 | 530 |</p>
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<th>Wells, Pumps and Motors</th>
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<tr>
<td>Submitted by:</td>
<td>Angela Drumm</td>
<td>Date:</td>
<td>04/22/2019</td>
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<td>Item:</td>
<td>High School Articulation Agreement</td>
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**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.

**Proposed articulation agreement for Banning High School.**

This is a NEW agreement.

MSJC Course: AJ 102 – Introduction to Criminal Justice
Banning High School Course: Introduction to Law Enforcement

If approved, high school students would earn 3 units after passing the course with an A or B and earning at least 70% on the approved credit exam.

**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").

---

**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] (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 FA18 (2018-19 Catalog)
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION
ARTICULATION PROPOSAL COVER SHEET

STATEMENT OF INTENT
This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto College District. The granting of college Credit-by-Exam is based upon achievement of competencies through a course or courses as defined in the current Articulation Handbook, which specifies the conditions of the articulation agreement.

TERMS OF AGREEMENT
This agreement between Mt. San Jacinto College District and High Schools or ROP shall remain valid for up to three years for all disciplines (except child development education which are valid for two years). After this time period the agreement will be reviewed and updated as needed for renewal. This review will include an examination of up to date course outlines, a discussion of current teaching methods, stated competencies, and measurement methods. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent / President of Mt. San Jacinto College or to the Superintendent of the Secondary or ROP Educational Institution. This agreement will be reviewed periodically. This agreement was created using a Statewide Career Pathways Project articulation agreement template.

<table>
<thead>
<tr>
<th>MT. SAN JACINTO COLLEGE</th>
<th>BANNING HIGH SCHOOL</th>
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<tbody>
<tr>
<td>AJ 102 Introduction to Criminal Justice</td>
<td>7548 Introduction to Law Enforcement</td>
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<table>
<thead>
<tr>
<th>MSJC COURSE NAME &amp; NUMBER</th>
<th>HS/ROP COURSE NAME &amp; NUMBER</th>
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*PLEASE SIGN AND DATE ABOVE THE APPROPRIATE TITLE*

<table>
<thead>
<tr>
<th>COLLEGE SIGNATURES</th>
<th>HIGH SCHOOL/ROP/DISTRICT SIGNATURES</th>
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DEPT. CHAIR/PROGRAM COORDINATOR   DATE
DEAN, CAREER EDUCATION/INSTRUCTION DATE
CURRICULUM COMMITTEE CHAIR        DATE
VICE PRESIDENT                   DATE
PRESIDENT/SUPERINTENDENT         DATE

DO NOT WRITE HERE - MSJC – CTE USE ONLY
AGREEMENT START DATE
EXPIRATION DATE

06/30/

CTE REP INITIALS
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION

PROPOSAL TO ARTICULATE COURSEWORK

Please use one form for each articulation request. The proposal packet should include: (1) this proposal, (2) the secondary school district or ROP official Course Outline of Record (COR)*, (3) the Credit-by-Exam Criteria Form, and (4) the sample final exam(s) or project(s). Send the complete proposal packet, via e-mail attachment to: articulation@msjc.edu

*Do not submit an MSJC course outline with this proposal.

School Year to BEGIN Articulation: 2019

This proposal was prepared by:

<table>
<thead>
<tr>
<th>Banning High School</th>
<th>Christy Biancullo <a href="mailto:cbiancullo@banning.k12.ca.us">cbiancullo@banning.k12.ca.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Secondary District</td>
<td>Submitted by (Name &amp; Email)</td>
</tr>
</tbody>
</table>

Oftentimes, MSJC faculty will want to meet with the secondary faculty who teach this course to help them determine whether or not articulation is feasible. Please list all faculty within the secondary district who teach the course.

<table>
<thead>
<tr>
<th>Christy Biancullo</th>
<th>Banning High School</th>
<th><a href="mailto:cbiancullo@banning.k12.ca.us">cbiancullo@banning.k12.ca.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Name</td>
<td>School Site</td>
<td>Email Address</td>
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</table>

Secondary Course Equivalency (List all courses that must be completed successfully for articulation)

<table>
<thead>
<tr>
<th>7548</th>
<th>Introduction to Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Name/Title</td>
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</tbody>
</table>

Post-secondary (MSJC) Course Equivalency (*List only one MSJC course per form*)

<table>
<thead>
<tr>
<th>AJ 102</th>
<th>Introduction to Criminal Justice</th>
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</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Name/Title</td>
<td>Number of Units</td>
</tr>
</tbody>
</table>

View MSJC course outlines to determine which course(s) might align by following the directions below:

Step 1: Search MSJC course outlines at: http://www.curriculum.net/MSJC

Step 2: Scroll down. Select “Course” under the heading “Search”

Step 3: Select the appropriate discipline from the drop down box (leave Course Number and Course Title blank) and then select “OK”.

Step 4: Select the “WR” icon to view the MSJC course outline.
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION

CREDIT-BY-EXAM CRITERIA

<table>
<thead>
<tr>
<th>Mt. San Jacinto College Course Name &amp; Number</th>
<th>High School / ROP / District Course Name &amp; Number</th>
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</thead>
<tbody>
<tr>
<td>AJ 102 Introduction to Criminal Justice</td>
<td>7548 Introduction to Law Enforcement</td>
</tr>
</tbody>
</table>

- What method(s) of competency will be used for the Credit-by-Exam assessment?*
  - [ ] Written Exam
  - [ ] Quizzes
  - [ ] Portfolio
  - [ ] Website
  - [ ] Lab
  - [ ] Project
  - [ ] Hands-on Demonstration
  - [ ] Other (specify):______________________________

- Please describe the Credit-by-Exam procedures:
  - Who will administer the credit exam?
    - [ ] High School / ROP Instructor
    - [ ] High School / ROP Counselor
    - [ ] MSJC Faculty
    - [ ] MSJC Staff
  - Where will the credit exam be taken?
    - [ ] Online using Canvas or Eagle Advisor
    - [x] At High School Name: Banning High School
    - [ ] At MSJC campus: [ ] San Jacinto [ ] Menifee [ ] Temecula
    - [ ] Other Location (specify):______________________________

PLEASE NOTE: Students who earn seventy percent (70%) "C" on the credit exam will earn articulated credit, indicated by a "P/NP" on their MSJC transcript. In some instances, students may be eligible for a letter grade. If indicated below that this credit-exam is eligible for a letter grade, students who pass the approved credit exam with an 80 or above for these articulated courses will earn the letter grade of "A" or "B". The letter grade will be posted to their transcript.

* If using a Written Exam please attach a copy of the exam and answer key. If using another method attach a copy of instructions or a description.

Portion below is to be filled out by MSJC department chair or subject-area faculty only:

- Does the completed credit exam need to be reviewed or graded by the MSJC faculty, or the MSJC department chair, prior to credit being awarded? [ ] Yes  [x] No
- Is this credit exam eligible for a letter grade? [x] Yes  [ ] No
DATE:

INDUSTRY SECTOR: Public Services Sector

PATHWAY: Public Safety

CALPADS TITLE: Introduction to Public Safety (Introduction)

CALPADS CODE: 8410

HOURS:

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<th>O*NET CODE</th>
<th>JOB TITLE</th>
<th>O*NET CODE</th>
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<td>Transit and Railroad Police</td>
<td>33-3052.00</td>
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<tr>
<td>Fish and Game Wardens</td>
<td>33-3031.00</td>
<td>Immigration and Customs</td>
<td>33-3021.05</td>
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<td></td>
<td></td>
<td>Inspectors</td>
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COURSE DESCRIPTION:
This course is designed to give students interested in a career in Law Enforcement an opportunity to learn about various aspects of police work and the career avenues available. Among units to be covered are patrol procedures, ethics, vehicle codes, communications systems, physical training, safety, narcotics, gang awareness, penal codes, criminal laws. This course covers the constitutional amendments important to rules of arrest and search and seizure.

A-G APPROVAL: G

ARTICULATION:

<table>
<thead>
<tr>
<th>College</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>MSJC</td>
<td>AJ 102</td>
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DUAL ENROLLMENT: None

PREREQUISITES: None
METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- Security Guard Card

RECOMMENDED TEXTS:


PROGRAM OF STUDY

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<td>*</td>
<td>Introductory</td>
<td>Law Enforcement</td>
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<tr>
<td>11, 12</td>
<td></td>
<td></td>
<td>*</td>
<td>Capstone</td>
<td>Crime Scene Investigation</td>
</tr>
</tbody>
</table>
## I. ORIENTATION TO LAW ENFORCEMENT

| A. Students will be introduced to the law enforcement occupation in general to include academy preparation, the field training officer program, laws and liability, proactive and reactive policing, what to expect within different law enforcement agencies, assignments, and occupations. |
|---|---|---|
| 15 | 5 | Academic: RLST: 11-12.5 <br> CTE Anchor: Demonstration and Application: 10.1 <br> CTE Pathway: C2.2 |

### Unit 1 - Introduction to Law Enforcement

This unit will provide the student with a thorough overview of the 18th and 19th century of law enforcement in the United States and England. This will include a review of various law enforcement roles and responsibilities. Students will thoroughly discuss and understand the many steps in the application process to become employed within this industry. This will include the disqualifying decisions some interested in a law enforcement career may make before becoming an applicant. Amendments of the Constitution which direct how an officer carries out their duties and the impact of case law, or court made law and current cases will be discussed utilizing actual court cases.

**Unit Assignment(s):** Students will research the 18th and 19th century policing in both England and United States using the Internet, authoritative print, and digital sources using advanced searches effectively. Students will pair up and create a Google slide document describing these periods of policing. Google slides will include the following: a central question, pictures, graphs, resources, and short videos. Students will present their Google slides to the class.

### Reading / Writing Component:

Following the reading from Chapter One; An Introduction to Policing students will develop two topics from the eighteenth and nineteenth century policing in England and the policing of today. They will provide significant and relevant facts, concrete details, and quotations. They will gather relevant information from digital sources and text and write a 3-4 page narrative of the development of the events using effective, well-structured event sequences. They will provide resources following the APA style format.

## II. PATROL PROCEDURES

| A. Students will understand the application process for various law enforcement agencies to include federal, state, local, and the private sector. The various written and physical hiring tests will be discussed along with life-long health and fitness related to physical and mental health. The promotional process along with educational opportunities and requirements will be discussed. The background investigation process will be analyzed and discussed in relation to the various information that will be revealed during the background process. |
|---|---|---|
| 20 | 5 | Academic: WS: 11-12.2 <br> CTE Anchor: Career Planning and Management: 3.1 <br> CTE Pathway: C2.1 |

### Unit Assignment(s):** Students will research the organizational charts of local, state and federal law enforcement agencies and determine the common ranks and their responsibilities within the department. Using presentation display (Posted charts) students will create organizational charts for each profession and discuss what is needed to qualify for that area. Students will create a short video which discusses the standards in police selection and the selection process. The students will analyze the various organizational charts displayed. The students will compare all of the different agencies hiring standards, as well as, the hiring process. The students will create a short video that portrays all of the various steps in the hiring process. In addition, students will research the current labor market for the industry sector and identify careers with a bright
outlook and growth anticipated in the next 5 years.

**Reading / writing component:**

After reading selected portions of chapters 1- 4 in the textbook, job descriptions, hand-outs, and researching all of the posted organizational charts, the individual student will focus on one career in the public service industry sector and write an informational essay about why they chose that particular profession. The student will include in the essay key facts, resources, statistics, information related to the position requirements, and what they think is the benefits of the chosen career to their personal life. The student will also include a concluding statement / paragraph supporting why the profession will be viable in the 21st century. Students will also create sample interview questions of what might be presented in an actual interview for the selected career. Using the sample interview questions, students will participate in a staged mock interview for the various positions found in Law Enforcement agencies.

### III. ETHICS AND CASE LAW

<table>
<thead>
<tr>
<th>CR</th>
<th>Lab/CC</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>A. Through direct instruction provided by classroom teacher, guest instructors, online video tutorials, and viewing sample career portfolios, students will create a portfolio to include a resume, cover letter, application, and letters of recommendation, and interview thank you letters. Students will identify current elements to be included in their resume and include both past and current accomplishments such as leadership roles, club involvement, paid/unpaid work experience. Collaborative group editing/review with their peers will be used to perfect each others interview skills and application portfolios. Research a specific career in public services or health care Prepare a resume, cover letter and complete a job application Participate in a peer interview</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

**Unit Assignment(s):**

Using a sample resume template, students will be assigned one public or allied career profession to research (using a minimum of 3 Scholarly journals), explore, and apply for employment. The application process will include creation and editing/revising their own current portfolio as well as inclusion of a list of certifications, skills, and degree(s) needed in order to someday be eligible for consideration. The completed portfolio will include a letter of interest, application, resume (i.e. work experiences), awards, letter of recommendation, and a list of references. Use of an online portfolio software will be encouraged. Students will submit the completed resume via email to the instructor simulating a "real" job submission, as well as a printed physical copy. Students will be notified if their submission would qualify for an interview, and will be given direct feedback about their submission.

### IV. PROFESSIONAL LEADERSHIP IN THE 21ST CENTURY

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<th>Standards</th>
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<tbody>
<tr>
<td>A. Students will be exposed to different styles of leadership methods/styles based on research done on famous leaders from influential law enforcement, business, military, and other industry professionals. Examples and class projects related to teamwork will be presented to affirm student understand of the importance of leadership and teamwork in the law enforcement industry. <strong>Unit Assignment(s):</strong> Using technology from multiple authoritative print and digital sources, and advanced searches effectively; students will research and analyze leaders who provided either a positive influence or a negative influence on the police culture in the seventeenth to the 21 Century policing. Students will then choose a female and a male leader who interest them. Students will create a google slide presentation that will include a central</td>
<td>20</td>
<td>25</td>
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</table>

**Academic:**
- LS: 11-12.1
- CTE Anchor: Career Planning and Management: 3.1
- CTE Pathway: C1.7

**CTE Anchor:**
- Career Planning and Management: 3.2
- CTE Pathway: C2.8
question, pictures, graphs, videos and resources and present to the class the characteristics of the two leaders. Within the presentation students will identify accomplishments, era of time, challenges they had, and where the person was from. Each student will present their google slide presentation to the class. Following the presentations students will create interview questions that focus on their selected individual. Students will use precise and complete questions. What would you ask that leader. Regardless if the leader is from eighteenth century. For example, what questions would one ask Sir Robert Peel or Martin Luther King, that would provide a clear vision of the influences on police culture within that era.

Reading / writing component:

Following the presentations, students will read and analyze Chapter 1, 8 and 11 from An Introduction to Policing. Students will select three individuals within the chapters that have influenced the police culture in some way. Students will cite specific textual evidence to support their analysis and effectively use primary and secondary sources, including Internet sources. Students will use 3 sources including the text and write a 3-4 page narrative research paper in APA format to include the author’s claims in all sources. Students will provide concrete and relevant facts and quotations. Students will evaluate all sources and cite authors’ differing points of view on a same historical event. Students will integrate and evaluate the multiple sources of information presented in the diverse formats, for example quantitatively, as well as in words in order to address the historical event.

V. COMMUNITY ORIENTED POLICING IN THE 21ST CENTURY

A. Students will use the project based learning model and identify a significant problem in their immediate community such as drunk driving, homelessness or drug addiction. Once identified, students will develop a needs assessment, resource assessment, suggested method to deal with the problem, and evaluation of the progress. Students will create a presentation and a hypothetical scenario to explain each step. Students will create a public service video announcement to coincide with this project that specifically outlines the needs assessment, resource assessment, method to deal with the problem and evaluation of the progress.

Reading / writing component

Students will read from the textbook, selected articles, selected resource websites, and take notes from selected videos and guest speakers on the topic. The student will write using Google docs a list of key facts related to the community problem they have chosen as an issue to resolve. The student will read from the textbook, selected articles, and selected media resources for possible solutions to the problem. The student will create a PSA style hand-out flyer for the chosen problem and incorporate all resources used. The handout will be provided to the class for a peer review process and feedback. During the PSA student presentation, the audience will take notes and provide feedback to the presenter through a 2 page essay in written response to the presentation. The student will include in the written response what they learned, what they found relevant, what the problems were, what the solutions were, and how the PSA hand-out will be helpful in resolving the problems.

VI. POLICE CULTURE, STRESS AND USE OF FORCE

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<td></td>
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<td>CTE Anchor:</td>
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<td></td>
<td></td>
<td>Technology: 4.1</td>
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<td>CTE Pathway: C2.2</td>
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</table>
A. Students will be instructed in the Use of Force Continuum in relation to the proper escalation of force related to a situation, proper reporting of use of force incidents, department policy and procedures related to use of force, different tools available to law enforcement related to use of force, case law related to use of force incidents, and use of force investigations.

**Unit Assignment(s):**
Students will learn via textbook, media presentations, and hand-outs about case law related to the use of force in "Tennessee vs. Gardner" and Rodney King. Students will participate in a role play of a Police Officer in a physical confrontation of fighting a suspect who is portrayed by being dressed in a "Redman Suit." The police officer, using the training police baton, will demonstrate aggressive self-defense tactics while directing the "Redman" in adhering to the verbal orders. The "Redman" actions, will determine the action of the Police Officer. The role play will be recorded through the use of a GoPro. Through a whole class discussion of the scenario acted out and viewing of the GoPro video recording, students will determine which actions witnessed were within the law and which were not on the part of the officer.

**Reading / writing component**
Students will read from the textbook in chapter 5, 6, and 7 selected articles and take notes from selected videos. The material will all be related to case law, police use of force, and significant times in history such as the Rodney King incident. Students will create interview questions from the material and interview another student in the classroom on their opinion of an assigned topic from the reading. After the interview has been conducted, the student will write a 2-3 page reflective essay with what they learned from the subject matter of police use of force and solutions to prohibit future use of force incidents as applicable. After the Redman activity and the debriefing of the GoPro video recording, the students will write a 2-3 page reflective essay on what they learned, what they found interesting, how they felt after watching the Redman / student scenario.

**Entered by:**
District: Banning USD  
Contact: Christy Biancullo, Teacher  
Phone: 951-922-0285  
Email: cbiancullo@banning.k12.ca.us
### Request for Placement on Curriculum Committee Agenda

**Information Item**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Angela Drumm</th>
<th>Date:</th>
<th>04/22/2019</th>
</tr>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2018-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item:</td>
<td>High School Articulation Agreement</td>
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#### 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.

#### Proposed articulation agreement for

Banning High School.

MSJC Course: AJ 108 – Criminal Investigation

Banning High School Course: 7522 Crime Scene Investigation

If approved, high school students would earn 3 units after passing the course with an A or B and earning at least 70% on the approved credit exam.

#### 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").

---

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] 5-4-19 (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 FA18 (2018-19 Catalog)
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION
ARTICULATION PROPOSAL COVER SHEET

**STATEMENT OF INTENT**
This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto College District. The granting of college Credit-by-Exam is based upon achievement of competencies through a course or courses as defined in the current Articulation Handbook, which specifies the conditions of the articulation agreement.

**TERMS OF AGREEMENT**
This agreement between Mt. San Jacinto College District and High Schools or ROP shall remain valid for up to three years for all disciplines (except child development education which are valid for two years). After this time period the agreement will be reviewed and updated as needed for renewal. This review will include an examination of up to date course outlines, a discussion of current teaching methods, stated competencies, and measurement methods. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent / President of Mt. San Jacinto College or to the Superintendent of the Secondary or ROP Educational Institution. This agreement will be reviewed periodically. This agreement was created using a Statewide Career Pathways Project articulation agreement template.

<table>
<thead>
<tr>
<th>MT. SAN JACINTO COLLEGE</th>
<th>BANNING HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ 108 Criminal Investigation</td>
<td>7522 Crime Scene Investigation</td>
</tr>
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</table>

**PLEASE SIGN AND DATE ABOVE THE APPROPRIATE TITLE**

<table>
<thead>
<tr>
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<th>HIGH SCHOOL/ROP/DISTRICT SIGNATURES</th>
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<tr>
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<td>DISTRICT SUPERINTENDENT</td>
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<td>DEAN, CAREER EDUCATION/INSTRUCTION</td>
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<td>CURRICULUM COMMITTEE CHAIR</td>
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<td>DATE</td>
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<tr>
<td>VICE PRESIDENT</td>
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<tr>
<td>PRESIDENT/SUPERINTENDENT</td>
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DO NOT WRITE HERE - MSJC — CTE USE ONLY

AGREEMENT START DATE

EXPIRATION DATE

06/30/
Please use one form for each articulation request. The proposal packet should include: (1) this proposal, (2) the secondary school district or ROP official Course Outline of Record (COR)*, (3) the Credit-by-Exam Criteria Form, and (4) the sample final exam(s) or project(s). Send the complete proposal packet, via e-mail attachment to: articulation@msjc.edu

*Do not submit an MSJC course outline with this proposal.

School Year to BEGIN Articulation: 2019

This proposal was prepared by:

<table>
<thead>
<tr>
<th>Banning High School</th>
<th>Christy Biancullo <a href="mailto:cbiancullo@banning.k12.ca.us">cbiancullo@banning.k12.ca.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Secondary District</td>
<td>Submitted by (Name &amp; Email)</td>
</tr>
</tbody>
</table>

Oftentimes, MSJC faculty will want to meet with the secondary faculty who teach this course to help them determine whether or not articulation is feasible. Please list all faculty within the secondary district who teach the course.

<table>
<thead>
<tr>
<th>Christy Biancullo</th>
<th>Banning High School</th>
<th><a href="mailto:cbiancullo@banning.k12.ca.us">cbiancullo@banning.k12.ca.us</a></th>
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</thead>
<tbody>
<tr>
<td>Faculty Name</td>
<td>School Site</td>
<td>Email Address</td>
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Secondary Course Equivalency (List all courses that must be completed successfully for articulation)

<table>
<thead>
<tr>
<th>7522</th>
<th>Crime Scene Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Name/Title</td>
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Post-secondary (MSJC) Course Equivalency (*List only one MSJC course per form*)

<table>
<thead>
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<th>AJ 108</th>
<th>Criminal Investigation</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Name/Title</td>
<td>Number of Units</td>
</tr>
</tbody>
</table>

View MSJC course outlines to determine which course(s) might align by following the directions below:

Step 1: Search MSJC course outlines at: http://www.curriculum.com/MSJC

Step 2: Scroll down. Select “Course” under the heading “Search”

Step 3: Select the appropriate discipline from the drop down box. Leave Course Number and Course Title blank, and then select “OK”.

Step 4: Select the “WR” icon to view the MSJC course outline.
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION

CREDIT-BY-EXAM CRITERIA

<table>
<thead>
<tr>
<th>Mt. San Jacinto College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name &amp; Number</td>
</tr>
<tr>
<td>AJ 108 Criminal Investigation</td>
</tr>
</tbody>
</table>

| High School / ROP / District |
| Course Name & Number        |
| 7522 Crime Scene Investigation |

- What method(s) of competency will be used for the Credit-by-Exam assessment?*
  - [ ] Written Exam
  - [ ] Quizzes
  - [ ] Portfolio
  - [ ] Website
  - [ ] Lab
  - [ ] Project
  - [ ] Hands-on Demonstration
  - [ ] Other (specify): ____________________________

- Please describe the Credit-by-Exam procedures:
  - Who will administer the credit exam?
    - [ ] High School / ROP Instructor
    - [ ] High School / ROP Counselor
    - [ ] MSJC Faculty
    - [ ] MSJC Staff

- Where will the credit exam be taken?
  - [ ] Online using Canvas or Eagle Advisor
  - [ ] At High School Name: Banning High School

  - [ ] At MSJC campus: [ ] San Jacinto  [ ] Menifee  [ ] Temecula
  - [ ] Other Location (specify): ____________________________

PLEASE NOTE: Students who earn seventy percent (70%) "C" on the credit exam will earn articulated credit, indicated by a "P/NP" on their MSJC transcript. In some instances, students may be eligible for a letter grade. If indicated below that this credit-exam is eligible for a letter grade, students who pass the approved credit exam with an 80 or above for these articulated courses will earn the letter grade of "A" or "B". The letter grade will be posted to their transcript.

* If using a Written Exam please attach a copy of the exam and answer key. If using another method attach a copy of instructions or a description.

---

Portion below is to be filled out by MSJC department chair or subject-area faculty only:

- Does the completed credit exam need to be reviewed or graded by the MSJC faculty, or the MSJC department chair, prior to credit being awarded?  [ ] Yes  [x] No

- Is this credit exam eligible for a letter grade?  [ ] Yes  [ ] No
CRIME SCENE INVESTIGATION

DATE:

INDUSTRY SECTOR: Public Services Sector

PATHWAY: Public Safety

CALPADS TITLE: Advanced Public Safety (Capstone)

CALPADS CODE: 8412

<table>
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<th>Laboratory/CC/CVE</th>
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<tr>
<td>Police Identification and Records Officers</td>
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<td>Pathologists</td>
<td>29-1069.07</td>
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<td>19-3091.01</td>
<td>Fraud Examiners, Investigators and Analysts</td>
<td>13-2099.04</td>
</tr>
<tr>
<td>Forensic Science Technicians</td>
<td>19-4092.00</td>
<td>Coroners</td>
<td>13-1041.06</td>
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COURSE DESCRIPTION:

This course is designed to give students both theory and experiential experience in a fast-paced, rigorous, multidisciplinary college preparatory course that provides an association between science-based inquiry and the criminal justice system. Emphasis is on understanding the underlying scientific theories of forensic science, with particular emphasis on biology and chemistry. This class will build upon the students' prior knowledge of biology and chemistry, learning laboratory techniques and procedures to analyze and identify trace physical evidence, including DNA. Students will use their academic and laboratory skills to develop a deeper understanding of science and its relation to crime scene investigation in the field of criminal justice.

A-G APPROVAL: G

ARTICULATION:

<table>
<thead>
<tr>
<th>College</th>
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<tbody>
<tr>
<td>MSJC</td>
<td>AJ 103</td>
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DUAL ENROLLMENT: None

PREREQUISITES:

<table>
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<th>Prerequisite</th>
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<tr>
<td>Introduction to Law Enforcement</td>
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METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- No

RECOMMENDED TEXTS:


PROGRAM OF STUDY

<table>
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<tr>
<th>Grade</th>
<th>Fall</th>
<th>Spring</th>
<th>Year</th>
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<tr>
<td>11, 12</td>
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<td></td>
<td>Capstone</td>
<td>Forensics and Crime Scene Investigation II</td>
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</table>
## I. OBSERVATION SKILLS

**Objective:**
This unit will provide the student with an overview of the importance of a crime scene investigator possessing the abilities to observe, interpret, and report observations clearly. This will include comparing and contrasting the accuracy of eyewitness accounts to the actual events, the changes that occur within our brain as we make observations, factors that affect the ability to observe and to report accurately what has been seen and four different ways to improve observational skills. Students will be introduced to the Innocence Project and various reasons of wrongful convictions.

**Unit Assignment(s):** Students will research the history of the Innocence Project using the Internet. Students will work in teams and create a visual presentation of their choice (video creation, skit, power point presentation, oral report) containing origins of the organization, co-founders, notable cases, exonerees, forensic science involved, pictures, graphs, and resources. Students will present their visual product to the class. From the presentation, 5 student audience members are chosen at random to rate/peer review/feedback to each presentation. This feedback is included in the overall assessment grade for the project.

**Reading / Writing Component:**
Following the reading from Chapter One: Observation Skills (pgs. 2-11) students will examine the purpose of The Innocence Project created by Barry C. Scheck and Peter J. Neufeld. Students will compose a 2-3 page narrative document explaining the events of a case after they gather pertinent information from digital sources and text. They will provide significant and relevant facts, concrete details, and quotations. This document will be well structured and contain the sequence of events. APA formatting/guidelines required.

### II. CRIME SCENE INVESTIGATION

**Objective:**
Students will identify chain of custody protocols while investigating an active crime scene.

**Unit Assignment(s):**
This module of instruction introduces students to the essential functions of the crime scene investigation team. The primary focus of this unit draws on the team role of legal and scientific professionals who come together to reconstruct and investigate crime scenes. Students will discover the dichotomy between first responders and varying teams of experts who arrive on a crime scene.

**Reading / Writing Component:**
Following the reading from Chapter Two: Crime Scene Investigation (pgs. 12-22) students will examine the purpose of The Innocence Project created by Barry C. Scheck and Peter J. Neufeld. Students will compose a 2-3 page narrative document explaining the events of a case after they gather pertinent information from digital sources and text. They will provide significant and relevant facts, concrete details, and quotations. This document will be well structured and contain the sequence of events. APA formatting/guidelines required.
Crime Scene Investigation
- each student will learn the procedures for safeguarding, searching, recognition, documentation, collection, and packaging of most categories of physical evidence recovered at the scene of a crime.

Objectives:
- Locate and secure mock crime scene
- Label initial survey of scene and evidence
- Draw rough sketch /diagram of crime scene
- Identify different types of evidence
- Describe photographic evidence to be taken
- Prioritize and sequence evidence collection
- Collect and package physical evidence
- Document crime scene and physical evidence

Unit Assignment(s):

Crime Scene Reconstruction/Crime Scene Sketching

Individual students will learn the coordinate, radial, and triangulation sketching techniques for use in crime scene diagrams. Students will locate, identify, and measure and diagram rough sketches using all three methods in two separate mock crime scenes. Students will construct rough drafts from notes in the classroom. Students will sketch both crime scenes to scale using graph paper for final submission to be included in constructing a crime scene model.

Crime Scene Model Construction

In a group of 4-5, students will reconstruct one of the mock crimes scenes from above. Using craftboard and glue, students will create a scale model. Emphasis is placed on recording precise measurements, evidence props, and preparing proper scale for use to construct model. Students will prepare their models for mock court presentation to a jury of their peers. Objectives:
- Locate and secure mock crime scene
- Determine reference point for crime scene
- Measure and draw rough sketch using coordinate method
- Diagram formal sketch in classroom from rough draft notes
- Locate and secure second crime scene
- Determine reference point for crime scene
- Measurement and draw rough sketch using radial method
Diagram formal sketch in classroom from rough draft notes

**Crime Scene Model Construction** - each student will make a scale model of a classroom or office using craftboard and various props.

**Objectives:**
- Determine reference point for the room or office
- Identify evidence and measure their location
- Record precise measurements for rough sketch
- Create a scale model using craftboard and glue
- Construct props for evidence in crime scene
- Classify evidence props in model at proper locations for court presentation

**Reading / writing component:**
Following the reading from Chapter two; Crime Scene Investigation (pgs. 20-26), students will review the unsolved Natalee Holloway case found at school.cengage.com/forensic science. Students will search the Gale Institute of Forensics and conduct their own investigation by reading the primary resources available on that web site. Students will write a brief one-page explanation of their findings using Google docs. Students will defend their argument with sources and apply logic to make conclusions. Students will summarize the Crime Scene Investigators roles and responsibilities, and how forensic tools, procedures and collection were used during the search.

<table>
<thead>
<tr>
<th>III. EVIDENCE COLLECTION, PRESERVATION AND PROCESSING</th>
<th>CR</th>
<th>Lab/CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit 3 - Evidence Collection, Preservation and Processing</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

**Objectives:**
- Identifies proper procedures for discovery, recognition, and examination of evidence
- Demonstrates proper procedures for collecting, marking, packaging, and the labeling process of evidence.
- Maintains proper procedures for transporting evidence.
- Compares and contrasts the proper procedures for storing different types of evidence. Determines how contraband and/or nuisance evidence is handled and the reasons for such.

**Unit Assignment(s):**
Students will complete a Cast and Impressions Lab where they collect a shoe print using plaster of paris. From this casting, they will analyze the shoe or footprint and determine clues about the crime scene. From this analysis, students identify either who the suspect might be or catalog information in a database to be held for future comparison in other possible unsolved crimes scenes.

**Reading / writing component:**
Following the reading from Chapter 2; Crime Scene Investigation and Evidence
Collection (pgs. 26-31) students will locate the O.J. Simpson case via the internet. Students will write a 2-page essay describing how evidence was lost, misplaced, altered or contaminated. They will further elaborate their findings and provide proof of the positive evidence collection conducted by law enforcement personnel and how both findings affected the outcome of the case. Students will defend their argument with sources and apply logic to make conclusions in their conclusions. Citing sources and APA Format is required.

IV. CRIME SCENE PHOTOGRAPHY

A. Unit 4 – Crime Scene Photography

This unit addresses the basic rules of evidence in relationship to photographing crime scenes. Students will examine the steps necessary in photographing impressions, various photographic concepts required to take photographs, role of the forensic photographer and first responder including the types of photographs that can be admissible in court. Advantages and disadvantages of photographing crime scenes will be analyzed.

Objectives:
- Label the parts and various functions on the 35 mm/SLR digital camera.
- Use measuring devices and scales for impression evidence.
- Differentiate ‘painting with light’ for night time or low light photographs.
- Illustrate photograph evidence exhibiting different photographic techniques.
- Document a mock crime scene

Unit Assignment(s):

Prepare a Photo Log: Evidence Collection of Impression Evidence

Photograph a mock crime scene to include: foot and shoe impressions, patent and plastic impressions, tire impressions and tread, and dental impressions. Emphasis will be placed on accurately photographing and logging a crime scene using proper techniques needed to document overall, mid-range and close-ups of corresponding evidence.

Reading / writing component:

Students will read chapters 15 and 16 (pgs. 434-435 and 473-474) gaining a basic understanding of photographing an overall crime scene, impression evidence, and specific evidence significant to the crime. In a small group of 4-5, students will photograph a ‘staged’ crime scene scenario. During the investigation, they will properly place evidence placards and take photographs of the crime scene. They will complete a thorough documentation of their observations and findings via a visual format. The class will complete peer reviews and critique the overall findings.

V. FINGERPRINTING

A. Unit 5 – Fingerprinting

This unit will address the importance of historical development of fingerprint identification as it relates to investigations. This section prepares the students to identify the formation, characteristics and types of fingerprints discovered by
investigators at a crime scene and apply such learning to formulate and forecast possible suspects in a simulated crime. Students will combine knowledge learned in this unit to demonstrate the proper procedures of collecting and analyzing fingerprints.

Objectives:
Discuss the history of fingerprinting.
Describe how and when fingerprint ridges form.
Explain the physical advantage and characteristics of fingerprint ridges.
Distinguish among the three basic types of fingerprints and ridge patterns.
Compare the number of deltas found in an arch, a loop, and a whorl pattern.
Demonstrate how a ridge count in a fingerprint is obtained.
Compare and contrast a plastic fingerprint with a patent fingerprint.
Analyze an inked print and identify errors in how the print was produced.
Discuss the latest in fingerprint technology, including lasers. Verify the importance of the Automated Fingerprint Identification System (AFIS).

Unit Assignment(s):
Fingerprint Analyses Students will locate latent prints on various surfaces and will use available powders (black and fluorescent) to collect the fingerprints. The prints will be lifted using adhesive tape and will be placed on a print card and labeled appropriately for later analysis. Upon completion, students will discuss the environmental challenges investigators are faced with in real life situations in a small groups and report out to the whole class those items they think most importance.

Students will ink roll each others finger to attain the print and place onto an FBI ten card using standard black ink. Students will identify each fingerprint and be able to properly analyze accurately which of the three-classification group it fits into (arches, loops or whohls). Students will also demonstrate the use of the ridgecounter to determine the amount of deltas found in each fingerprint, then compare like classifications, and contrast the differences in the prints (i.e. 30% of the population's print could be classified as whohls. The ridgecounter and magnification will show the exact differences between one person's fingerprint that is classified as a whorl and another of the same classification thereby concluding uniqueness of each individual's fingerprint.)

Reading / writing component
Students will read Chapter 6; Fingerprints (pgs. 133-144), case studies, selected articles, selected resource websites, and take notes from selected videos and guest speakers. Students will discover the individuality of fingerprints and review the history of fingerprinting in solving crimes. Students will search the Gale Institute of Forensics and conduct their own investigation by reading the primary resources available on that web site. Students will write a thorough explanation of their findings. Students will defend their argument with sources and apply logic to make conclusions. APA format required.
A. **Unit 6 - Deoxyribonucleic Acid (DNA) Fingerprinting**

This unit provides an overview of the history of biological evidence in forensics. DNA profiling, sources of DNA, collection and preservation of DNA evidence will be discussed. The function and structure of DNA, different DNA bases, steps of DNA fingerprinting and DNA identification will be introduced. Students will extract and examine a DNA profile.

**Objectives:**
- Define how crime scene evidence is collected for DNA analysis
- Demonstrate how crime scene evidence is processed to obtain DNA
- Discuss why radioactive probes are used in DNA fingerprinting
- Examine how DNA evidence is compared for matching
- Differentiate how DNA fingerprinting is used to determine if specimens come from related or unrelated individuals
- Explore, analyze and practice DNA fingerprinting to identify DNA from a parent, child or relative from another person

**Unit Assignment(s):**
- Create a DNA Double Helix Model
  - Each student will create a DNA Model from plastic beads
  - Students will connect phosphate (red) and deoxyribose (white) beads to form backbone of the DNA chain
  - Students will connect adenine (blue), thymine (yellow), guanine (green) and cytosine (orange) beads to deoxyribose (white) beads
  - Orientate the two DNA backbone chains in opposite directions to represent the 3 and 5 carbon directions in DNA helix
  - Connect adenine (blue) to thymine (yellow) beads using clear plastic connector (Hydrogen bonds)
  - Connect guanine (green) to cytosine (orange) beads using clear plastic connectors (hydrogen bonds)
  - Spin DNA Helix full circle so that 10 base connections are between full cycle
  - Separate the bases and reconnect with mRNA orientation, replacing the thymine beads with uracil (pink) beads.
- DNA Separation - students will participate in group laboratory activity to separate DNA from green peas.
  - Grind dry green peas and water mixture in blender
  - Separate pulp from green liquid
  - Place one drop of detergent in mixture and gently stir
  - Let stand for ten minutes
Place small amount of meat tenderizer in mixture
Pour 4 ml of 70% isopropyl alcohol in mixture
DNA will appear in alcohol layer
DNA Separation - each student will separate DNA from their own cheek cells
Swish small amount of water in mouth for 30-45 seconds
Spit the mouthwash into test tube
Place one drop of detergent in mouthwash and gently mix
Pour 3 ml of 70% isopropyl alcohol in mouthwash
DNA will appear in the alcohol layer

Reading / writing component
Students will read Chapter 7; DNA Fingerprinting (pgs. 158-174), case studies, selected articles, selected resource websites, take notes from selected videos and guest speakers. Course material will cover DNA fingerprinting, family relationships, and significant crimes in history such as the historic Romanov Family, Laci Peterson, and the Casey Anthony Case. Students will discover the individuality of paternal/maternal DNA testing and forensics in criminal investigations. Students will search the Gale Institute of Forensics and locate two cases in which DNA evidence was used by law enforcement to solve or highlight a cold case. The cases should illustrate different purposes for which DNA was used. Students will summarize their findings in a synopsis of these cases, explaining what happened, and include a thorough analysis outlining their learning through describing the role DNA played in solving the case.

VII. BLOOD STAIN PATTERN ANALYSIS

A. Unit 7 – Blood Stain Pattern Analysis
This section will explore the history of bloodstain pattern analysis and the physical properties of blood. Bloodstain detection, bloodstain terminology and determining the point of origin of bloodstains will be examined. Screening for the presence of blood, blood spatter pattern analysis and the work of blood spatter experts will be discussed.

Objectives
Discuss the nature of the bloodstain evidence.
Analyzes point of origin, point of convergence, angle of impact, terminal velocity Competency: Describe the historical figures in bloodstain pattern analysis
Lists the physical properties of blood
Describes factors that influence the amount and projection of blood spatter
Demonstrates how to determine the point of origin
Practices the procedure for crime scene documentation of bloodstains and collection of bloodstain evidence.
Analyzes bloodstain patterns.

Unit Assignment(s):
Synthetic Bloodstain Pattern Analysis
Single Blood Droplets
Label two pieces of construction paper. Within this laboratory component, students will examine and analyze single blood droplets from various distances. Using a dropper bottle, students will conduct blood pattern analysis using various heights. Repeat the exercise two more times for comparison. Students will analyze their results and answer the questions on a separate worksheet.

Multiple Blood Droplets
Label a long piece of butcher paper (2-3) meters in length. Within this laboratory component students will examine and analyze single multiple blood droplets from various distances. Using a dropper bottle, students will conduct blood pattern analysis using various heights. Students will analyze their results and answer the questions on a separate worksheet.

Motion Droplets
Label a long piece of butcher paper (4-5) meters in length. Within this laboratory component students will examine and analyze single multiple blood droplets using various walking rates. Using a dropper bottle, students will conduct blood pattern analysis using various motion. Students will analyze their results and answer the questions on a separate worksheet.

Angle of Impact
Label five pieces of copy paper. Indicate the angle for each droplet - 15o, 30o, 45o, 60o, or 75o. Within this laboratory component students will examine and analyze sample drop patterns created by droplets landing at different angles from the same height. Using a dropper bottle, students will conduct blood pattern analysis using various heights. Repeat the exercise two more times for comparison. Students will analyze their results and answer the questions on a separate worksheet.

Reading / Writing component
Students will read Chapter 8; Blood and Blood Spatter (pgs. 194-210). Review case studies, selected articles, selected resource websites; take notes from selected videos and guest speakers. Course material will cover blood and blood spatter science, how criminalists are able to use blood evidence to solve crimes, and explore the significant crime scenes in history such as the O.J. Simpson, Jodi Arias and Steven Avery cases. Students will conduct an internet search and select one of the Case Studies mentioned and imagine they can interview the forensic scientist/pathologist who studied the blood evidence. Students will write the questions and answers from the interview. Interview questions must demonstrate students’ knowledge about blood and blood spatter evidence. Using Google docs, research findings will be summarized and justified in a one-page paper.

VIII. FORENSIC ANTHROPOLOGY

A. Unit 8 – Forensic Anthropology
This section will profile the basic scientific rationale and techniques used by forensic anthropologists when examining human bones. Facial reconstruction, bone identification, characteristics of bone, analyzing bones and historic investigations will be reviewed. Students will learn the importance of courtroom testimony when presenting and explaining skeletal remains found at a crime scene, identifying victims, and how bone evidence assist in reconstructing a crime.
Objectives:
Define how bone is formed
Distinguish between male and female skeletal remains based on skeletal differences
Discuss how bones contain a record of injuries and disease
Explain how a person’s approximate age could be determined by examining his or her bones
Examine the differences in racial facial structures
Research the role of mitochondrial DNA in bone identification

Unit Assignment(s):
Basic Human Osteology - each student will demonstrate identification of human bones.

Bones male or female?
Within this assignment, students will refer to figures and charts to determine if skeletal remains belong to a male or female skeleton. Students will analyze their results, explain their findings, present information to the group, and document on a separate worksheet.

Estimation of Body Size From Individual Bones
Within this assignment, provide students with figures and charts to determine the approximate height of a person from one of the long bones of the body. Students will analyze their results and answer the questions on a separate worksheet.

The Romanovs and DNA: An Internet Activity
Part A: Romanov Family
Part B: DNA Science Solves a Mystery
Within this activity, students will work in groups as investigators to identify the skeletal remains of the Romanov family. Students will be given the following link Recovering the Romanovs http://www.dnai.org/d/ to begin their investigation. Students will analyze their results and answer the questions on a separate worksheet on what the remains revealed about the family’s fate.

Reading / Writing component
Students will read Chapter 13; Forensic Anthropology: What We Learn from Bones (pgs. 360-377), case studies, selected articles, selected resource websites, take notes from selected videos and guest speakers. Course material will cover forensic anthropology related to crime scenes, how forensic anthropologists solve crimes based on the conditions of human remains and study the significant crime victims in history such as Natalee Holloway, Teresa Halbach and the McStay Family. Students will conduct an internet search and locate the article “Skeletal Analysis” After reading the article, gathering pertinent information from digital sources and text, students will select one of the Case Studies mentioned. Using Google docs, students will compose a 2-3 page narrative explaining what forensic anthropology techniques were used for victim identification. Citing sources and APA format required.
<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Angela Drumm</th>
<th>Date:</th>
<th>04/30/2019</th>
</tr>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2018-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item:</td>
<td>High School Articulation Agreement</td>
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</table>

**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.

**Proposed articulation agreement for Temecula Valley Unified School District. This is an agreement RENEWAL:**

**MSJC Course:** BIOL 131 – Genes and Biotechnology in Society  
**TVUSD USD Course:** Biotechnology 1A/1B, 2A/2B

If approved, high school students would earn 4 units after passing the course with an A or B and earning an A or B on the approved credit exam.

**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”).

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

1. (Submitter)  
2. (SJC Department Chair)  
3. (MVC Department Chair)  
4. (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.

(Representative signature is required for offering request prior to FA18 (2018-19 Catalog))

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STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto College District. The granting of college Credit-by-Exam is based upon achievement of competencies through a course or courses as defined in the current Articulation Handbook, which specifies the conditions of the articulation agreement.

TERMS OF AGREEMENT

This agreement between Mt. San Jacinto College District and High Schools or ROP shall remain valid for up to three years for all disciplines (except child development education which are valid for two years). After this time period the agreement will be reviewed and updated as needed for renewal. This review will include an examination of up to date course outlines, a discussion of current teaching methods, stated competencies, and measurement methods. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent/President of Mt. San Jacinto College or to the Superintendent of the Secondary or ROP Educational Institution. This agreement will be reviewed periodically. This agreement was created using a Statewide Career Pathways Project articulation agreement template.

MT. SAN JACINTO COLLEGE

BIOL 131 Genes and Biotechnology in Society

COURSE NAME & NUMBER

TEMECULA VALLEY UNIFIED SCHOOL DISTRICT

Biotechnology 1A/1B + 2A/2B

COURSE NAME & NUMBER

\[Signature\] 5/6/19

DEPT. CHAIR/PROGRAM COORDINATOR

DATE

\[Signature\] 5/6/19

DEAN, CAREER EDUCATION/INSTRUCTION

DATE

\[Signature\] 5/6/19

DATE

President/Superintendent

DATE

Questions? Email articulation@msjc.edu
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION

PROPOSAL TO RENEW ARTICULATION AGREEMENT

Please use one form for each articulation renewal request. The Proposal to Renew Packet should include: (1) this Proposal to Renew Articulation Agreement form, (2) the secondary school district or ROP official Course Outline of Record (COR)*, (3) the Credit-by-Exam Criteria form, and (4) the sample final exam(s) or project(s). Send the complete Proposal to Renew Articulation Packet, via e-mail attachment, to: articulation@msjc.edu

*Do not submit a MSJC course outline with this proposal.

This proposal was prepared by:

<table>
<thead>
<tr>
<th>Valley</th>
<th>Lori Herrington <a href="mailto:lherrington@tvusd.k12.ca.us">lherrington@tvusd.k12.ca.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Temecula USD</td>
<td>Submitted by (Name &amp; E-mail)</td>
</tr>
</tbody>
</table>

Name of Secondary District

List dates the current Articulation Agreement was approved / expired:

<table>
<thead>
<tr>
<th>Approval Date</th>
<th>Expiration Date</th>
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</thead>
<tbody>
<tr>
<td>5/20/13</td>
<td>6/30/2018</td>
</tr>
</tbody>
</table>

Please list all faculty within the Secondary District who teach the course:

| Lori Herrington lherrington@tvusd.k12.ca.us |
| Shirley Briggs sbriggs@tvusd.k12.ca.us      |
| Chaparral H.S.                              |
| Temecula Valley HS                          |

Faculty Name

School Site

Email Address

Secondary Course Equivalency

(List all courses that must be completed successfully for articulation, e.g., Engineering 1A/1B):

| Biotech 1a, 1b Intro to Biotechnology 1A/1B |
| Biotech 2a, 2b Advanced Biotechnology 2A/2B |

Course Number

Course Name/Title

Post-Secondary (MSJC) Course Equivalency ("List only one MSJC Course per form")

<table>
<thead>
<tr>
<th>BIDL-131</th>
<th>Genes and Biotechnology in Society</th>
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</table>

<table>
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<tr>
<th>Course Number</th>
<th>Course Name/Title</th>
<th>Number of Units</th>
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<tbody>
<tr>
<td>BIDL-131</td>
<td>Genes and Biotechnology in Society</td>
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List all changes or updates to the Secondary Course (if no changes leave this section blank):


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## CREDIT-BY-EXAM CRITERIA

<table>
<thead>
<tr>
<th>Mt. San Jacinto College Course Name &amp; Number</th>
<th>High School / ROP / District Course Name &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-131 Genes and Biotechnology in Society</td>
<td>Biotechnology 1A/1B Biotechnology 2A/2B</td>
</tr>
</tbody>
</table>

- **What method(s) of competency will be used for the Credit-by-Exam assessment?**
  - [x] Written Exam
  - [ ] Quizzes
  - [ ] Portfolio
  - [ ] Website
  - [ ] Lab
  - [ ] Project
  - [ ] Hands-on Demonstration
  - [ ] Other (specify):__________________________

- **Please describe the Credit-by-Exam procedures:**
  - **Who will administer the credit exam?**
    - [x] High School / ROP Instructor
    - [ ] High School / ROP Counselor
    - [ ] MSJC Faculty
    - [ ] MSJC Staff
  - **Where will the credit exam be taken?**
    - [x] At High School Name: Chaparral H.S. / Temecula Valley H.S.
    - [ ] At MSJC campus: San Jacinto
    - [ ] Menifee
    - [ ] Temecula
    - [ ] Other Location (specify):__________________________

**PLEASE NOTE:** Students who earn seventy percent (70%) “C” on the credit exam will earn articulated credit, indicated by a “P/NP” on their MSJC transcript. In some instances, students may be eligible for a letter grade. If indicated below that this credit-exam is eligible for a letter grade, students who pass the approved credit exam with an 80 or above for these articulated courses will earn the letter grade of “A” or “B”. The letter grade will be posted to their transcript.

* If using a Written Exam please attach a copy of the exam and answer key.
  If using another method attach a copy of instructions or a description.

---

**Portion below is to be filled out by MSJC department chair or subject-area faculty only:**

- **Does the completed credit exam need to be reviewed or graded by the MSJC faculty, or the MSJC department chair, prior to credit being awarded?**
  - [ ] Yes
  - [x] No

- **Is this credit exam eligible for a letter grade?**
  - [x] Yes
  - [ ] No
Two-term Skill Development Lab-based, Concept-Supported Course Plan

Suggested Lesson Planning Guide
32 weeks, 5-6 hours of lab and lecture/discussion meetings/week

Activities may require adjustment to meet the time limitations of a particular course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lab(s)</th>
<th>Lab Lesson Focus</th>
<th>Text Section Support and Lecture Discussion Focus</th>
<th>Key Lab Skill Objectives Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a, 1b</td>
<td>Scientific Notebook Laboratory Safety</td>
<td>1.1 Defining Biotechnology 1.2 Biotechnology Products 1.3 Selecting Potential Products</td>
<td>- Start and maintain a legal scientific notebook - Learn emergency procedures and the location of safety hazards and emergency equipment</td>
</tr>
<tr>
<td>2</td>
<td>1c</td>
<td>Cheese Production</td>
<td>1.4 Scientific Methodology 1.5 Biotech Careers 1.6 Bioethics</td>
<td>- Conduct a controlled experiment, analyze and report data</td>
</tr>
<tr>
<td>3</td>
<td>2b, 2c</td>
<td>Model Organisms Microscopy</td>
<td>2.1 Organisms and their Parts 2.2 Cellular Organization</td>
<td>- Grow, maintain, and monitor bacteria and fungi - Learn microscope use for prepared and wet mount slides</td>
</tr>
<tr>
<td>4</td>
<td>2d, 2e</td>
<td>Microscopic Measurement Properties of Carbohydrates</td>
<td>2.2 Cellular Organization 2.3 Molecules of Cells</td>
<td>- Learn to estimate the size of microscopic specimen. - Study the structure and characteristics of different carbohydrates</td>
</tr>
<tr>
<td>5</td>
<td>3a, 3b</td>
<td>Pipeting Micropipeting</td>
<td>3.1 Measuring Volumes</td>
<td>- Demonstrate skill using pipets and pipet pumps - Demonstrate skill using micropipets</td>
</tr>
<tr>
<td>6</td>
<td>3c, 3e</td>
<td>Mass Measurement Mass/Volume Solutions</td>
<td>3.2 Making Solutions 3.3 Mass/Volume Solutions</td>
<td>- Demonstrate skill using balances - Prepare various mass/volume solutions</td>
</tr>
<tr>
<td>7</td>
<td>3f, 3g</td>
<td>Percent Mass/ Volume Solutions Molar Solutions</td>
<td>3.4 Percen: Mass/ Volume Solutions 3.5 Molar Solutions</td>
<td>- Prepare various percent mass/volume solutions - Prepare various molar solutions</td>
</tr>
<tr>
<td>8</td>
<td>3h, 4a</td>
<td>Dilutions DNA Isolation Solutions DNA Spooling</td>
<td>3.6 Dilutions 4.1 DNA Structure and Function</td>
<td>- Prepare dilutions of solutions - Prepare buffers and reagents for DNA isolation - Conduct alcohol precipitation of pure DNA sample</td>
</tr>
<tr>
<td>9</td>
<td>4e, 4f</td>
<td>Media Prep Sterile Technique</td>
<td>4.2 Sources of DNA</td>
<td>- Prepare LB agar and LB broth - Pour sterile LB agar Petri plates</td>
</tr>
</tbody>
</table>
| 10  | 4g   | Bacteria Cell Culture DNA Extraction | 4.2 Sources of DNA  
4.3 Isolating and Manipulating DNA | - Streak isolated colonies and start broth cultures  
- Isolate genomic DNA from bacteria |
| 11  | 4i   | Agarose Gel Prep  
4j Agarose Gel Electrophoresis | 2.4 The "New" Biotechnology  
4.4 Gel Electrophoresis | - Prepare an agarose gel  
- Load, run, stain and analyze DNA on a gel |
| 12  | 13e  | Lambda PCR | 13.1 Making DNA | - Perform a PCR reaction |
| 13  | 13f  | Human DNA Extraction  
13g Alu PCR Genotyping | 13.3 Polymerase Chain Reaction  
13.4 Applications of PCR Technology | - Isolate DNA from cheek cells for PCR  
- Use PCR to test DNA for a specific genotype. |
| 14  | 5a   | Antibody Function | 5.1 Structure and Function of Proteins  
5b Enzyme Function | 5.3 Enzymes: Protein Catalysts | - Simulate antibody-antigen testing  
- Test enzyme activity at different concentrations |
| 15  | 5f   | PAGE | 5.4 Studying Proteins | - Prepare protein samples and load, run, stain and characterize proteins on a PAGE gel |
| 16  | 5g   | Identifying Proteins | 5.5 Applications of Protein Analysis | - Prepare animal muscle tissue samples and run gels to study differences in protein composition |
| 17  | 6b   | Starch and Sugar Assays  
6c Amylase Assay | 6.1 Sources of Potential Products  
6.2 The Use of Assays | - Conduct aldose and starch indicator tests  
- Test saliva for alpha-amylase activity |
| 18  | 14a  | ELISA | 14.3 Advanced Protein Studies | - Conduct a qualitative ELISA (antibody assay) |
| 19  | 6d   | Testing Plants Substances | 6.3 Products from Nature  
6.4 Plant Proteins as Products | - Extract compounds from plants and test the extracts’ antimicrobial activity on the growth of E. coli |
| 20  | 6e   | Searching for Native Amylase Using the Spectrophotometer | 6.5 Producing Recombinant DNA Protein Products  
7.1 Using the Spectrophotometer | - Predict where amylase-producing bacteria might be found in nature and attempt to isolate colonies  
- Learn how to operate a spectrophotometer and how light corresponds to colors of the visible spectrum |
| 21  | 7b   | Using the Spec to Study Molecules Measuring pH | 7.1 Using the Spectrophotometer  
7.2 Introduction to pH | - Use a VIS-spec to determine the absorption spectra and $\lambda_{max}$ for three colored solutions  
- Learn to use pH paper and a pH meter |
| 22  | 7d   | Making Buffer Demonstrating Buffer Efficacy | 7.3 Buffers | - Prepare a buffer to use in making a protein solution  
- Prepare buffers and test their ability to resist changes in pH |
<table>
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<tr>
<th>Spec Amylase Study</th>
<th>Determining Protein Concentration</th>
<th>7.4 Determining Protein Concentration</th>
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<td>8.4 Fermentation</td>
<td>9.2 Using Chromatography to Study and Separate Molecules</td>
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<td>9.4 Product Quality Control</td>
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<td>9.5 Marketing and Sales</td>
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Submitted by: Angela Drumm
Catalog: 2018-19

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<th>Item:</th>
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<td>High School Articulation Agreement</td>
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**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.

**Proposed articulation agreement for Lake Elsinore Unified School District.**
This is a NEW agreement.

**MSJC Course:** CSIS 101 – Intro to Computers and Data Processing
**Lake Elsinore USD Course:** 6186/6187 AP Computer Science Principles

If approved, high school students would earn 3 units after passing the course with an A or B and earning at least a 70% on the approved credit exam.

**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").

**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] [Date] (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 FA18 (2018-19 Catalog)
MT. SAN JACINTO COLLEGE  
SECONDARY TO POST-SECONDARY ARTICULATION  
ARTICULATION PROPOSAL COVER SHEET

STATEMENT OF INTENT
This agreement enables students to receive college credit and/or a waiver of a prerequisite for coursework at the secondary level comparable to courses offered by Mt. San Jacinto College District. The granting of college Credit-by-Exam is based upon achievement of competencies through a course or courses as defined in the current Articulation Handbook, which specifies the conditions of the articulation agreement.

TERMS OF AGREEMENT
This agreement between Mt. San Jacinto College District and High Schools or ROP shall remain valid for up to three years for all disciplines (except child development education which are valid for two years). After this time period the agreement will be reviewed and updated as needed for renewal. This review will include an examination of up to date course outlines, a discussion of current teaching methods, stated competencies, and measurement methods. Either party to the agreement may terminate this agreement at the close of any school year by proper written notice delivered to the Superintendent / President of Mt. San Jacinto College or to the Superintendent of the Secondary or ROP Educational Institution. This agreement will be reviewed periodically. This agreement was created using a Statewide Career Pathways Project articulation agreement template.

<table>
<thead>
<tr>
<th>MT. SAN JACINTO COLLEGE</th>
<th>HIGH SCHOOL/ROP/DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS 101 Intro to Computers &amp; Data Processing</td>
<td>LEUSD – Elsinore HS 6186/6187 AP Computer Science Principles</td>
</tr>
<tr>
<td>MSJC COURSE NAME &amp; NUMBER</td>
<td>HS/ROP COURSE NAME &amp; NUMBER</td>
</tr>
</tbody>
</table>

"PLEASE SIGN AND DATE ABOVE THE APPROPRIATE TITLE"

<table>
<thead>
<tr>
<th>COLLEGE SIGNATURES</th>
<th>HIGH SCHOOL/ROP/DISTRICT SIGNATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPT. CHAIR/PROGRAM COORDINATOR</td>
<td>DATE</td>
</tr>
<tr>
<td>DEAN, CAREER EDUCATION/INSTRUCTION</td>
<td>DATE</td>
</tr>
<tr>
<td>CURRICULUM COMMITTEE CHAIR</td>
<td>DATE</td>
</tr>
<tr>
<td>VICE PRESIDENT</td>
<td>DATE</td>
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<tr>
<td>PRESIDENT/SUPERINTENDENT</td>
<td>DATE</td>
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DO NOT WRITE HERE - MSJC – CTE USE ONLY

AGREEMENT START DATE

EXPIRATION DATE

06/30/

CTE REP/INITIALS
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION

PROPOSAL TO ARTICULATE COURSEWORK

Please use one form for each articulation request. The proposal packet should include: (1) this proposal, (2) the secondary school district or ROP official Course Outline of Record (COR)*, (3) the Credit-by-Exam Criteria Form, and (4) the sample final exam(s) or project(s). Send the complete proposal packet, via e-mail attachment to: articulation@msjc.edu

*Do not submit an MSJC course outline with this proposal.

**School Year to BEGIN Articulation:** 2018-19

This proposal was prepared by:

<table>
<thead>
<tr>
<th>Name of Secondary District</th>
<th>Submitted by (Name &amp; Email)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Elsinore</td>
<td>ron kusayanagi <a href="mailto:ron.kusayanagi@leusd.k12.ca.us">ron.kusayanagi@leusd.k12.ca.us</a></td>
</tr>
</tbody>
</table>

Oftentimes, MSJC faculty will want to meet with the secondary faculty who teach this course to help them determine whether or not articulation is feasible. Please list all faculty within the secondary district who teach the course.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>School Site</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>ron kusayanagi</td>
<td>Elsinore High</td>
<td><a href="mailto:ron.kusayanagi@leusd.k12.ca.us">ron.kusayanagi@leusd.k12.ca.us</a></td>
</tr>
</tbody>
</table>

Secondary Course Equivalency (List all courses that must be completed successfully for articulation)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name/Title</th>
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<tbody>
<tr>
<td>6186/6187</td>
<td>AP Computer Science Principles</td>
</tr>
</tbody>
</table>

Post-secondary (MSJC) Course Equivalency (*List only one MSJC course per form*)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name/Title</th>
<th>Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS 101</td>
<td>Intro to Computers and Data Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

View MSJC course outlines to determine which course(s) might align by following the directions below:

**Step 1:** Search MSJC course outlines at: http://www.curriculum.net/MSJC

**Step 2:** Scroll down. Select "Course" under the heading "Search"

**Step 3:** Select the appropriate discipline from the drop down box, leave Course Number and Course Title blank, and then select "OK"

**Step 4:** Select the "WR" icon to view the MSJC course outline.
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION

CREDIT-BY-EXAM CRITERIA

<table>
<thead>
<tr>
<th>Mt. San Jacinto College Course Name &amp; Number</th>
<th>High School / ROP / District Course Name &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS 101 Intro to Computer Programming</td>
<td>Elsinore HS/Lake Elsinore USD/8186/8187 AP Computer Science Principles</td>
</tr>
</tbody>
</table>

- **What method(s) of competency will be used for the Credit-by-Exam assessment?**
  - [ ] Written Exam
  - [x] Quizzes
  - [ ] Portfolio
  - [ ] Website
  - [ ] Lab
  - [x] Project
  - [ ] Hands-on Demonstration
  - [ ] Other (specify): ________________________________________

- **Please describe the Credit-by-Exam procedures:**
  - **Who will administer the credit exam?**
    - [x] High School / ROP Instructor
    - [ ] High School / ROP Counselor
    - [ ] MSJC Faculty
    - [ ] MSJC Staff
  - **Where will the credit exam be taken?**
    - [ ] Online using Canvas or Eagle Advisor
    - [x] At High School Name: Elsinore HS
    - [ ] At MSJC campus: [ ] San Jacinto [ ] Menifee [ ] Temecula
    - [ ] Other Location (specify): ________________________________________

*PLEASE NOTE: Students who earn seventy percent (70%) "C" or higher on the credit exam will earn articulated credit, indicated by a "P/NP" on their MSJC transcript. In some instances, students may be eligible for a letter grade. If indicated below that this credit-exam is eligible for a letter grade, students who pass the approved credit exam with an 80 or above for these articulated courses will earn the letter grade of "A" or "B". The letter grade will be posted to their transcript.

+ If using a Written Exam please attach a copy of the exam and answer key.
  If using another method attach a copy of instructions or a description.

---

**Portion below is to be filled out by MSJC department chair or subject-area faculty only:**

- **Does the completed credit exam need to be reviewed or graded by the MSJC faculty, or the MSJC department chair, prior to credit being awarded?**
  - [ ] Yes [x] No

- **Is this credit exam eligible for a letter grade?**
  - [x] Yes  [ ] No

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COURSE DESCRIPTION:
AP Computer Science Principles has been designed as a year-long high school course that fully addresses the seven "Big Ideas" of computer science and six "Computational Thinking Practices", as specified by the College Board's AP Computer Science Principles curriculum framework. The lessons and materials used throughout this course incorporate Project-Based Learning (PBL), a pedagogical approach that actively engages students in the educational process, improves retention, and develops problem solving, critical thinking, and group communication skills. Through this collaborative, learner-centric approach, students are encouraged to explore the advantages and societal impact of computational technology while developing their own programming and computational thinking skills. Big Ideas[CR2a-g]

COURSE RATIONALE: (What student needs will be met by creating this course?)
The year-long course consists of seven units that have been carefully structured to gently guide novice students through the study of computational technology by first establishing a context for the course material, then teaching the core skills for creating and using computational tools, followed by demonstrating real-world applications of digital technology, and finally allowing the students to exhibit the skills they have developed.

While students are expected to actively employ computational thinking techniques and practices throughout all of their work, two of the modules in each unit will specifically address the development and reinforcement of these skills. In particular, students will be encouraged to practice thinking about the logic and sequencing of a solution to a problem and to then express that solution with clarity and precision using code, pseudocode, and/or natural language, as appropriate to the situation. In doing so, these modules address the curricular standards for the CS Principles Course Syllabus and Planning Guide (2016-2017) Syllabus ID #1648112v1 UTeach Computer Science – http://uteachcs.org 7 "Algorithms" (Big Idea 4) component of the course and reinforce the importance of thorough analysis, detailed preparation, and clear communication when solving a computational task.
In addition to minor, informal assessments throughout each unit, student learning and progress will also be monitored at the end of each unit through formal assessments and an evaluation of their independent and collaborative efforts. Formal assessments are modeled after the single-select and multiple-select multiple-choice questions of the AP Computer Science Principles exam so that students can familiarize themselves with the scope and style of questions that they can expect to see on the AP exam in May. Likewise, as preparation for the Performance Tasks that the students will submit to the College Board in May, each student will be required to maintain and document a portfolio of their independent and collaborative work throughout each unit. During Unit 7 (Performance Tasks), students are encouraged to draw upon this body of work to produce their final submissions for the College Board.

**COMMON CORE CONTENT STANDARDS:**

Course Units [CR2a-g] Core


Unit 7: Performance Tasks Students demonstrate their learning by creating a portfolio of their work for submission to the College Board. Big Ideas: Creativity [1] Abstraction [2] Data and AP Computer Science Principles

MATERIALS USED TO TEACH THE COURSE: (MANDATORY INFORMATION: In addition to the basic text, attach on a separate sheet complete information and research about a minimum of at least two additional texts considered. If no other textbooks were considered, attach on a separate sheet an explanation.)

Textbook Information
Title: Blown to Bits: Your Life, Liberty, and Happiness After the Digital Explosion
Author: Abelson, H., Ledden, K., and Lewis, H.
Copyright Date/Edition: 2008
Lexile: Click here to enter text.
Publisher: Addison Wesley
ISBN: 0137135599
Cost: $31.00

Textbook Information
Title: Fluency with Information Technology: Skills, Concepts, and Capabilities
Author: Snyder, Lawrence
Lexile: Click here to enter text.
Publisher: Pearson
ISBN: 0132828936
Cost: $6.00

Suggested Supplemental Materials (description & cost)
Website: code.org
Website: Edhesive.com $2500

*Note for all courses intended to meet college prep a-g requirement, the corresponding UC Course Outline Template must be completed and attached to this LEUSD Course Outline form. Courses will not be considered unless both documents are completed in full.

Submitted by: Ron Kusayanagi

School/Office: Elsinore High School

Date Submitted to Department Chairs: November 1, 2016

AP Computer Science Principles
EHS: Robbin Hamilton Sarah Arredondo  Ron Kusayanagi
LHS: Peter Hopping  Jason Kaiser
OHS: Greg Cleave  Jamie Stokes Archer
TCH: Dr. Whitney D’Amico  Robert Parks
Reviewed / Approved by High School Sub-Committee: March 6, 2017
Reviewed / Approved by LEUSD Governing Board: May 25, 2017

AP Computer Science Principles
Courses numbered 1-69 are non-degree applicable and may not be used to meet graduation requirements. Units represented in the course MUST be replaced by (an) additional course(s) in order to meet unit graduation for the Associate degree or Certificate requirements.

Courses numbered 70-79 are intended for students with learning disabilities. Students may count a maximum of six units from each program for graduation, but such courses do not replace other English or math graduation requirements. In rare cases these courses may be accepted at a transfer institution. Final determination regarding the transfer of college credit rests with the individual receiving institution.

Courses numbered 80-98 are academic courses not transferable to four-year institutions but applicable to non-transfer associate’s degrees and certificates. For purposes of non-transfer associate-degree graduation, state regulations limit general math courses in the category to Math 094 (Accelerated Algebra) or higher. In rare cases these courses may be accepted at a transfer institution. Final determination regarding the transfer of college credit rests with the individual receiving institution.

Courses numbered 100-298 are full collegiate level courses for which transfer articulation, C-ID transfer equivalents, or lower-division comparable courses at a UC or CSU exist. The courses are certified by the college to be of baccalaureate level and meet the criteria in California Code of Regulations Title 5 Education Codes 55002, 55005, and 55061-55063 termed “standard of rigor” for Associate Degree and transfer level courses. Courses at this level are applicable to non-transfer and transfer associate degrees, ADTs, and certificates. Final determination regarding the transfer of college credit rests with the individual receiving institution.

Courses numbered 299 are Special Projects created to provide academic opportunities for students who are capable of independent work with interest and previous coursework within a specific subject field. These projects are student specific, require research and must be determined and supervised by a discipline faculty. The scope of the project will determine the number of units available between 1-3, and a contract must be completed prior to beginning the project and may be transferable. CSU elective credit is available for 299 courses, and they may be applied to non-transfer and transfer associate degrees and certificates. Final determination regarding the transfer of college credit for Special Projects rests with the individual receiving institution.

Note: 300-499 LEVEL WOULD NOT BE IN CATALOG UNTIL SUCH TIME AS COLLEGE SUBMITS FOR A CCC BACALAURATE DEGREE.

Courses numbered 500-699 are full collegiate academic and career education courses which may transfer depending on the institution and major. These courses are traditionally highly specialized courses and typically post-Baccalaureate certificates or minors taught at the upper division. The courses are certified by the college to meet the criteria in California Code of Regulations Title 5 Education Codes 55002, 55005, and 55061-55063 termed “standard of rigor” for Associate Degree and transfer level courses. Courses at this level are applicable to non-transfer Associate degrees and Certificates. These may also count towards the 60 units towards transfer-degrees if necessary. Final determination regarding the transfer of college credit rests with the individual receiving institution which may also have unit limitations for these courses.
Courses numbered 549 are Cooperative Education Program (CWEE) Work Experience courses that provide on-the-job learning related to a student’s educational or occupational goals. These courses are offered by numerous disciplines; please see Cooperative Education Program (CWEE) for more details. Courses at this level are applicable to non-transfer Associate degrees and Certificates. Final determination regarding the transfer of CWE college credit rests with the individual receiving institution.

Courses numbered 700-899 are career education courses intended for employment and which do not transfer to a university. The courses are certified by the college to meet the criteria in California Code of Regulations Title 5 Education Codes 55002, 55005, and 55061-55063 termed “standard of rigor” for Associate Degree. Courses at this level are applicable to non-transfer Associate degrees and Certificates.

Courses numbered 900-999 are Noncredit courses intended to assist students in attaining skills for personal, academic, and professional goals including English as a Second Language, citizenship, basic skills, health and safety, disabilities, parenting, home economics, courses for older adults, short-term career education programs, and workforce preparation. These courses are free to students but do not earn credits and will not transfer to a university. The courses are certified by the college to meet the criteria in California Code of Regulations Title 5 Education Codes 55000, 55002, 55003, 55005, and 55061-55064 termed “standard of rigor.” Courses at this level are non-degree applicable and may not be used to meet graduation requirements.

Specific prefix designation HEP are Honors Studies courses considered a capstone for completion of the Honors program. Students must be admitted into the Honors Enrichment Program before they are eligible to enroll in HEP courses. HEP courses are CSU transferable at time of transfer. UC course unit acceptance is determined after transfer and may not be applied to the UC 60 unit admission requirement. Final determination regarding the transfer of college credit rests with the individual receiving institution.